



March 8, 2006

Ms. Sue Wittick
Higher Education Coordinator
Office of Professional Preparation Services
Michigan Department of Education
608 W. Allegan Street
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Lansing, MI 48909

Dear Sue:

I am writing to provide University of Detroit-Mercy's response to the review panel's recommendations regarding our History endorsement program as dated May 4, 2005.

Reviewers indicated that our program did not meet the following standards:

- *1.4 describe the major eras within world history since 1500 and key events within those eras in order to examine relationships and to explain cause and effect;*
- *1.6 understand narratives about major eras of world history by identifying the people involved, describing the setting, and sequencing events;*

Both of these standards are better addressed by our program because we have revamped our world history requirement. Previously, we required students to take HIS 150 Introduction to History or HIS 160 Comparative Civilizations. In close collaboration with the History Department, these two courses have been significantly revamped and have been renamed to better connote their relationship. We now require all History majors and minors to take **HIS 150 Introduction to Western Civilization** and **HIS 264 Comparative Civilizations**. We think the changes made will provide our students with a more comprehensive study of world history since 1500.

- *1.10 formulate historical questions and obtain historical data from a variety of sources to construct sound historical narratives and interpretations*

Our initial response to this standard did not indicate specific courses that helped our students achieve the skills related to this standard. We have three courses, required for all majors and minors, which directly address this standard. These are: **HIS 150 Introduction to Western Civilization**, **HIS 264 Comparative Civilizations**, and **HIS 200 Ancient Mediterranean**

World. Additionally, **HIS 499 Senior Seminar**, required for all majors, further emphasizes the skills associated with this standard.

- *2.1 describe the five themes of geography and apply them to basic world geography*
Again, the courses that actually met the requirements set forth in this standard were not specifically identified. Students are introduced to the five themes of geography in their methods courses: **EDU 442 Methods and Materials of Instruction in Elementary and Middle Schools** for Elementary majors and minors and **EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies** for Secondary majors and minors. Opportunities to apply these themes directly to history content can be found in **HIS The Ancient Mediterranean World**, **HIS 250 US to 1877**, **HIS 251 US Since 1877**, and in **HIS 264 Comparative Civilizations**.

- *2.3 describe the market system and apply basic economic concepts as identified in the Michigan Curriculum Framework*

Reviewers indicated that they believe the indicated courses did not meet the standard. A review of the Standards Matrix indicated that courses were listed, but the narrative necessary for reviewers to interpret and identify evidence of economics in various courses, was not included. We have revised our Standards Matrix to better explain how **EDU 442 Methods and Materials of Instruction in Elementary and Middle Schools** for Elementary majors and minors and **EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies** for Secondary majors and minors introduce the MCF economic principles to students and how courses such as **HIS 250 US to 1877** and **HIS 251 US Since 1877** show how history can illustrate basic economic principles.

- *3.3 state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue*
- *3.4 engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions*

In our initial submission, our program made an argument for how specific History courses met these two standards and reviewers indicated they did not think we demonstrated this sufficiently. An honest review of our requirements shows that these standards are better addressed by the content and requirements of two of our Education courses, **EDU 400 Introduction to Education** and **EDU 420 Philosophy of Education** and we invite reviewers to look more closely at the syllabi for these two courses.

Reviewers also expressed a desire to understand the opportunities students have around early field experiences in both their major and minor. Our program currently has two Education courses in which students are required to have relevant K-12 field experiences, **EDU 400 Introduction** and **EDU 432 Psychology of Education**. In both of these courses, students are encouraged to explore classroom settings related to both their major and minor.

The fact that many of our History Department colleagues did not seem to have familiarity with, or experience related to, the Michigan Curriculum Framework and Benchmarks was also of concern to reviewers. Not only did the program formally meet with History faculty in Fall 2005 to share with them the framework and benchmarks, several of the History faculty became more familiar with them as they worked with us to revamp History courses and as they realigned their syllabi to better address the MCF. We are pleased with the response and involvement of our History colleagues in this process.

Our response for History, dated March 8, 2006, can be viewed at:
<http://www.udmercy.edu/accredreport/history.html>

We look forward to receiving comments from reviewers and the Michigan Department of Education regarding our History endorsement program.

Sincerely,

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