

Section 2: Program Summary

Political Science (CD): Secondary Major and Minor; Elementary Minor

The University Detroit Mercy (UDM), a Catholic institution whose mission flows from the educational traditions of the Sisters of Mercy of the Americas and the Society of Jesus, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of students. It emphasizes the worth of the individual. Further, the University expects its diverse graduates to be distinguished world citizens, community members, and leaders who:

- Reflect on the meaning of their lives.
- Think and communicate clearly, imaginatively, and effectively.
- Process the skills and competencies of a college education.
- Understand diverse cultural heritages.
- Have a sense of social responsibility and a desire to serve society.

(2003-2005 Undergraduate Catalog, 89-91)

UDM's Core Curriculum consists of a set of requirements (48 hours) based on six objectives that express, in further detail, this academic purpose. The list of approved core courses is published in the *Schedule of Classes* issued for each term. Education students must complete the same Core Curriculum as all UDM students with specific recommendations from Core options in Objectives 5 and 6. The following objectives remain the same: 1-Communication Skills, 2-Mathematical and Computer Skills, 3-Scientific Literacy, 4-Meaning and Value. Objective 5-Diverse Human Experiences meets the same requirements as the general Core outline plus two additional courses in history, literature, aesthetic experiences, or comparative experiences. Objective 6—Social Responsibility meets the same requirements as the central Core except that a capstone seminar (inside the major or interdisciplinary seminar) is another option for completing three of the six credits in this objective. Political science majors and minors must complete POL 499 Senior Seminar to qualify for certification.

The College of Liberal Arts and Education (CLAE) offers baccalaureate, post-degree, and master's degree teacher education programs with State of Michigan certification in three areas: Elementary Education, Secondary Education, and Special Education. Each program requires the completion of coursework in three areas:

- University core curriculum.
- A teaching major and minor in approved academic areas.
- Professional education, including student teaching.

In addition to these programs, UDM Education Department delivers the same graduate and postgraduate certification programs to cohorts of K-12 Detroit Archdiocese teacher candidates through Experience Plus. All programs may be completed on a full or part-time basis either during the day, late afternoon, evening, or weekend. UDM majors and minors in Elementary, Special Education, and/or secondary education are completed in the following colleges and appropriate departments:

- College of Business Administration

- College of Engineering & Science (Includes Mathematics) and
- College of Health Professions
- College of Liberal Arts

The Department of Education, therefore, works closely with the faculty members throughout the University to ensure that each student is effectively advised and assisted to complete her/his Education program with a quality major and/or minor.

UDM offers teacher certification with endorsement in Political Science (CD) for students who wish to teach in elementary or secondary schools. The Political Science major is a flexible one that is organized around the subfields of political science: Judicial Studies and Law, American Studies and Theory, International and Comparative Politics, Public Administration. The flexibility of the program also allows substantial concentration in an area of interest to the student or may be selected from all areas. This flexibility complements the needs of teachers preparing to teach in the elementary and secondary schools. At the elementary level the teacher will be expected to know the theories and concepts within each of the Social Studies areas (history, economics, geography, and government) to introduce and teach fundamentals to K-8 level students. At the secondary level, the teacher may be called upon to teach Political Science (Civics, Close-up, and/or Government) plus courses in other social studies classes such as History, Economics, or Psychology. Candidates, therefore, may decide to take a minor in one of those areas.

A. Philosophy, Rationale, and Objectives

Philosophy: The philosophies of the Education and Political Science Departments complement the mission of UDM and its Core Curriculum objectives. Both departments share the common belief that knowledge and understanding begin with a strong foundation in the academic content and in the principles of inquiry inherent in the discipline of Political Science. This belief supports a systematic study of theory and principles, which is applied in the study of political science concepts. Education students, therefore, are able to develop in their K-12 students the inquiry skills required for responsible citizenship in a democratic government and in understanding how one can contribute to a diverse world society. In order to teach students from diverse backgrounds, socio-economic status, and abilities in urban, suburban, and rural settings, UDM Education and Political Science faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

Rationale: The Political Science major for secondary level teacher preparation provides a comprehensive set of inquiry skills and a solid foundation of knowledge, which enables students to teach the required Government as well as the Political Science courses to high school students. At UDM, Political Science majors are encouraged to have a History Major or Group Social Studies minor. Each Political Science course is infused with complementary economic, sociological, historical, and geographical content and concepts. The students, therefore, are prepared to integrate both Political Science and other social studies content and inquiry skills as they teach. For the Political Science minor, teacher preparation can provide

students with a solid foundation to teach Government and Political Science courses at the secondary level or prepare students to integrate Political Science principles into the teaching of Social Studies classes at the elementary, middle, or secondary level. Students with a Political Science minor are encouraged to pursue a related social studies program of studies for their major. Elective choices are encouraged to build upon the foundation courses so that teacher education students can teach their student the inquiry skills and knowledge also needed to be responsible citizens in a democracy—to value diversity, justice, freedom and to balance individual rights and social responsibilities well as to be responsible citizens of an interdependent global society.

Objectives: The general objectives for the preparation of all elementary and secondary teacher education candidates, including those with a Political Science major or minor, are delineated in the “Education Department’s Conceptual Framework,” which is published annually along with the “Education Department’s Code of Ethics” in its *Teacher Education Handbook*. This “Framework,” which complements the Michigan Department of Education’s Standards for Political Science programs and the Entry-Level Standards for Michigan Teachers (ELSMT), identifies three dimensions of the role of teacher:

- A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and sciences disciplines.
- An *inquirer* who is skilled in decision-making based on ethical, critical, and reflective thinking.
- A *moral agent* who values and acts according to the UDM values and the “Department of Education Professional Code of Ethics.”

A more detailed explanation of these objectives is found in the *Teacher Education Handbook* and in Section 9 “Methods of Instruction,” of this report.

These general objectives, in addition to complementing the University mission and the Political Science department philosophy, reflect the key ideas expressed by the Michigan State Board of Education-January 2002 Content Guidelines/Standards (SBE Standards) and the National Council of Social Studies Program Standards for Civics and Government. Additionally, they are aligned with the “Michigan Curriculum Framework Content Standards for Political Science.” (Standard 1.0.20). UDM’s Political Science programs are consistent with those topics:

- Historical Perspective
 - Time and Chronology.
 - Comprehending the Past.
 - Analyzing and Interpreting the Past.
 - Judging Decisions from the Past
- Geographic Perspective
 - Diversity of People, Places, and Cultures.
 - Human/Environment Interaction.
 - Location, Movement, and Connections.
 - Regions, Patterns, and Processes.
 - Global Issues and Events.

- Civic Perspective
 - Purposes of Government.
 - Ideals of American Democracy.
 - Democracy in Action.
 - American Government and Politics.
 - American Government and World Affairs.
- Economic Perspective
 - Individual and Household Choices.
 - Business Choices.
 - Role of Government.
 - Economic Systems.
 - Trade.
- Inquiry
 - Information Processing.
 - Conducting Investigations. Public Discourse and Decision Making
 - Identifying and Analyzing Issues.
 - Group Discussion.
 - Persuasive Writing.
 - Citizen Involvement
 - Responsible Personal Conduct.

As explained in Section 7, all these social science perspectives and skills are appropriately addressed as the political science concepts are taught. Additionally, the geography concepts are addressed in courses taught in the Education Department, GEO 211 World Regional Geography, and GEO 212 Michigan Geography, which many of the Teacher Education candidates take, especially those seeking an Elementary Certificate.

The objectives of UDM's Teacher Education Program in Political Science also speak to the MTTC objectives for teacher candidate content knowledge in Political Science. Both cover knowledge of:

- Political Science (60%).
- Basic Information in Economics, History, and Geography—including Michigan's (20%)
- Skills Using Information Processing, Inquiry, and Issue Analysis (20%)

The Test Objectives are sub divided into four areas that match the Political Science objectives listed in the third paragraph of this introduction and in the *2003-2005 Undergraduate Catalog*, page 77:

- Social Studies and Citizenship (23%).
- Political Thought and Comparative Government (31%).
- United States Government (33%).
- Michigan History and Government (13%).

B. Sequence of Courses and/or Experiences

UDM's College of Liberal Arts and Education offers baccalaureate, post-degree, and master's degree teacher education programs with State of Michigan certification in three areas: Elementary Education, Secondary Education, and Special Education. Each program requires the completion of coursework in these areas:

- University core curriculum.
- A teaching major and a teaching minor in approved academic subject areas.
- Professional education, including field experiences and student teaching.

The 48 Hour Core Curriculum is explained in the *2003-2005 Undergraduate Catalog* (89-91) and is published, with a list of approved courses for each of the six objectives, in the *Class Schedule* for each of the three terms (16-18 Term I 2003-2005). Education students are encouraged to select courses that will complement their certification as well as their major and minor areas of study. For example: Political Science students would be encouraged to select courses in Economics, Psychology, Sociology, History, Math, Science, Literature, and the Fine Arts. This assumes that understanding of basic United States and world political science concepts would be gained in their major and/or minor studies. Those objective areas are:

1. Communication Skills (6 hours; 2 courses-Speech and Academic Writing).
2. Mathematical and Computer Skills (6 hours—choices in Mathematics and Computer).
3. Scientific Literacy (9 hours—choices from the Social Sciences and Natural Sciences).
4. Meaning and Value (9 hours—choices from Philosophy, Religious Studies).
5. Diverse human Experience (12 hours—choices from Historical, Literary, Aesthetic, Comparative Experiences and Languages).
6. Social Responsibility (6 hours—choices from Ethics and Contemporary Social Problems, ranging from Philosophy, Health Services, Religious Studies across Social and Natural Sciences, Criminal Justice, Communication, Women's Studies.)

The sequence of courses listed in Form XX for Political Science Majors and Minors provides a systematic study of Political Science principles and inquiry methods that ensures an interdisciplinary understanding in the fundamental ideas, concepts, and facts that are the basis of *K-12 Curriculum Framework* content standards in each of the four course social studies disciplines: History, Geography, Economics, Political Science (Standard 2). The content develops the knowledge and skills used in the Political Science discipline to advance the field of study and to develop an understanding of issues related to civic life. The sequence begins with POL 100, 210, 260, 380; continues through intermediate levels with 400 electives required from categories designed to enhance knowledge per MDE Standards. Regardless of the course elected to enhance the student's particular interests and career plans, the

course speaks to the MDE Standards. The course of study begins with general overviews and proceedings and moves to development of specific concepts in various political and cultural settings. Those introductory courses cover basic concepts, nomenclature, and sub fields overviews, which provide the conceptual tools needed to examine the complexities of politics and government in greater depth. These concepts are then explored in studies of representative country types, which highlight the institution, and behavioral dimensions of politics, the making of public policy, and the challenge of change. Finally, the introductory level of courses explores the ideologies underlying the values inherent in the relationship between the individual and the state as well as the tension needed to balance individual rights and social responsibilities. Once this foundation is learned, students then expand their inquiry into international relations and also select electives which further their knowledge of judicial studies and law as well as American and international politics. The Political Science major for Secondary teacher certifications students requires electives in three categories: Judicial Studies and Law, American Studies and Theory, International and Comparative Politics. For the Political Science minor, students are required to take coursework in American Studies and Theory as well as International Comparative Politics. Electives are designed to further student inquiry into the complexities of government and justice in a global society marked by cultural, historical, territorial differences and yet sharing common needs for societal rules, justice, and awareness of interdependence. While students in the minor program select fewer electives, they acquire the same foundation of knowledge and skills. They still pursue political science inquiry in areas of specialization, which gives them practice in applying principles and inquiry skills that are useful in teaching. A capstone course, POL 499 Senior Seminar, provides students with the opportunity to draw upon the students' knowledge base and discipline inquiry skills to address a particular problem in the field of Political Science. The complementary courses, such as History and Economics, that Political Science students are encouraged to take provide the teacher education student with the knowledge base necessary to teach their students the social studies disciplines with an integrated perspective to develop understanding of their inherent complexities. Each course provides students with core concepts, basic facts, and methods of inquiry utilized by political scientists. Some courses, such as POL 100 Introduction to Politics, 201 Introduction to Law, and 320/520 Public Administration, provide detailed reading guides designed to ensure acquisition of knowledge and class participation. STA 225 gives the students the statistical knowledge needed to study political activity and to solve problems. The technology that is infused into every course builds on the students' technological literacy began in the Core Curriculum. The Political Science sequence of courses ensures that the students graduate with the awareness and comprehensive knowledge that provide the ability to apply political concepts in a variety of education and real world settings. They should, therefore, be prepared to meet the objectives of the Michigan Test for Teacher Certification.

C. Varied Instructional Approaches

The Political Science faculty and the Education faculty prepare students to utilize a variety of instructional approaches by modeling creative, logical, and effective

teaching practices in their classes. A review of the Political Science Course Syllabi reveals the range of teaching methods used by that faculty to instill the skills and knowledge of the discipline: lectures, discussion, simulations, mock United Nations, moot courts, legal briefs, debates, critical analysis of fiction and non fiction—especially articles from major news sources and scholarly journals, student lead classes, creation of community of learners, essays, journal keeping, and field projects. A review of the Education Syllabi in Section 11 of this report reveals a similar range of teaching methods practiced by the Education faculty. A review of the Education Courses listed in Form XXX, Section 9 of this report, as well as the Course Descriptions in Section 10 and the Syllabi in Section 11 explicates the wide range of instructional methods taught to Elementary, Secondary, and Special Education teacher candidates. EDU 401 Introduction to Education and EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools plus EDU 402 Introduction to Secondary Education, EDU 469 Curriculum and Methods of Teaching in Secondary Schools, and EDU 473 Curriculum and Methods of Teaching in Secondary Schools: Social Studies (Curriculum II) concentrate on giving students the theory behind instructional methods uniquely effective for learning social studies and the opportunities to observe them in K-12 classrooms as well as to practice methods within the college classroom and K-12 classes. EDU 443 and EDU 478 provide instruction in a variety of methods for teaching reading to elementary, middle, and secondary students across the curriculum. In addition to a variety of technology methods used and demonstrated in all the Education courses, EDU 459 Instructional Technology and EDU 600 Computer Use in Education teach a variety of instructional approaches for using many kinds of technology to assess various learning styles of students and to accommodate those learning styles. These courses also develop the candidate's knowledge, skills, and attitudes for applying technology in education settings. These courses were developed to address the Seventh Standard of the Entry Level Standards for Michigan teachers. Student teaching, EDU 489 for elementary and middle school candidates and EDU 490 for secondary (7-12 grades), as well as SED 474 and SED 489 for Special Education candidates, provide students with a full semester of K-12 real teaching experiences with both K-12 and college supervisors. Observations early in those courses and eight seminars complement their experiences and encourage self reflection and feedback about their instructional methods in collaboration with K-12 Co-operating Teachers and UDM College Supervisors.

D. Elementary and Secondary Level Preparation Differences

Since the Secondary level is the only one that teaches Political Science as a separate course in the K-12 schools, the Political Science major is only offered to secondary teacher education candidates. The political Science minor is the same for both secondary and elementary level teacher education students

Gender Equity, Multi-cultural, and Global Perspectives

The issues of gender equity, multicultural and global perspectives are addressed throughout the foundation courses of POL 100 Introduction to Political Science,

POL 210 American Politics, POL 260 Introduction to Comparative Politics, and POL 380 Elements of Political Thought. As students engage in the study of International Relations, these principles take on a global perspective. Specific electives are available within the categories of Judicial Studies and Law (e.g. POL 346 Civil Liberties and Equality) and International and Comparative Politics (e.g. 460's of various areas/countries) for further inquiry into these issues. The Education Courses continue the infusing of equity issues throughout the program.

E. Multiple Methods of Student Assessment

Political Science majors and minors learn a variety of assessment tools from personal experience in every Political Science course. Quizzes and exams in courses include objective type questions and rely heavily on essay questions that are evaluated using rubrics that connect the students' theoretical knowledge to practical, real life situations, events, people, and political concerns. Case studies are reviewed and written by the students and assessed similarly. Some classes, POL 100 for example, require the student to perform a number of hours of service learning as arranged by the Leadership Development Institute (LDI). As with any project or assignment, the students receive guidelines for the activity and its written report. They are also required to participate in a final in-class reflection session where they comment about their personal work and that of their classmates. Study guides and class participation are assessed regularly and included as a percentage of the student's final grade. Many courses require students to participate in simulated moot-court sessions (POL 201 Introduction to Law, POL 452 American Foreign Policy, POL 499 Senior Seminar). Students also present briefs of court trials and selected reading assignments to their classmates according to specific guidelines and are evaluated according to the criteria by both the instructors and classmates in classes such as: POL 202 Criminal Law and Procedure, POL 342/542 American Constitutional Law, and POL 380 Elements of Political Thought. All the Education courses continue to model and to teach a variety of assessment processes, including authentic models and/or other alternative assessments procedures.