

Section 2: Program Summary Psychology: Secondary 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. Psychology minors do not have a capstone course, but any of the required courses do enhance their understanding about “Social Responsibility” issues, especially PYC 360 Social Psychology and PYC 440 Cross-cultural Socialization

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
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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 Psychology (CE) for students who wish to teach secondary schools. The Psychology minor is a program of 25 required hours organized around the subfields of Psychology: Foundations, Skills, and Methods; Human Development; Behavior; Personality Theories, and Psychological Disorders; Social Behavior. Despite the strict nature of the program, individual course research projects do allow students some concentration in an area of interest to the student. At the secondary level, a teacher may be fortunate enough to teach a Psychology course to 9-12th grade students. Also, this minor prepares them to present psychological theories, principles, and strategies to teen age learners within other subject areas such as English, History, and the arts. The candidate is also prepared to address these concepts in other Social Studies courses. The program also provides the candidates with knowledge, processes, and insights that will facilitate their class room management and counseling responsibilities as a teacher.

A. Philosophy, Rationale, and Objectives

Philosophy: The philosophies of the Education and Psychology 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 Psychology. Concerning the preparation of teacher candidates, they believe that knowledge of the principles of human behavior is essential to all members of contemporary societies. This belief supports a systematic study of theory and principles, which is applied in the study of psychological concepts. Further, the instructors of the Departments believe that when individuals have these basic understandings, they are better able to work toward the solution of problems that afflict individuals in contemporary society, and have an effect on the society itself. The education of students with minors in Psychology is seen as a method of equipping future teachers with the knowledge they need to understand better both themselves and the people with whom they interact. Education students, therefore, are able to develop in their grade 9-12 students the inquiry skills required for responsible citizenship in a democratic government and are better prepared to work toward the solution of problems in society. In order to teach students from diverse backgrounds, socio-economic status, and abilities in urban, suburban, and rural settings, UDM Education and Psychology faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

Rationale: The inclusion of Psychology as a teaching minor reflects the belief that it is a discipline in its own right, and as such, can be a valuable component of the secondary curriculum. Just as they offer Mathematics and English classes to their students, secondary schools can choose to offer Psychology courses to their students. Additionally, the insights gained about individual development through the study of psychology provides the candidates with knowledge that helps them understand their students' development and, thereby, to prepare more effective learning environments regardless of the subject being taught. The Psychology minor for secondary level teacher preparation provides a comprehensive set of inquiry skills and a solid foundation of knowledge, which enables candidates to teach Psychology at the secondary levels and to develop understandings of psychological concepts in their grade 9-12 students.

Objectives: The general objectives for the preparation of all secondary teacher education candidates, including those with a Psychology 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 Social Studies 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."

These general objectives, in addition to complementing the University mission and the Psychology 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. . Additionally, they are aligned with the "*Michigan Curriculum Framework Content Standards for Social Studies*: Strand V. Inquiry; VI. Public Discourse and Decision Making; VII. Citizen Involvement. UDM's Psychology program is consistent with these topics:

- Inquiry
 - Information Processing
 - Conducting Investigations
- Public Discourse and Decision Making
 - Identifying and Analyzing Issues
 - Group Discussion
 - Persuasive Writing
- Citizen Involvement
- Responsible Personal Conduct

The objectives of UDM's Teacher Education Program in Psychology also speak to the Michigan Test for Teacher Certification (MTTC) objectives for teacher candidate content knowledge in Psychology. Both cover knowledge of:

- Foundations, Skills, and Methods (21%)
- Human Development (18%)
- Behavior (29%)
- Personality Theories and Psychological Disorders (18%)
- Social Behavior (14%)

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: Psychology students would be encouraged to select courses in the Social Sciences, Math, Science, Literature, and the Fine Arts. This assumes that understanding of basic United States and world 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 Psychology Minors provides a systematic study of Psychology concepts and inquiry methods that establishes a foundation for students' future pursuits, including a career in secondary education. In addition, the objectives serve to enhance self esteem, quality of life, and

interpersonal relationships of individual students. The core courses in the Psychology sequence develop the students' understanding of the fundamental concepts that comprise the content of Psychology and the methods used to create knowledge in this discipline. The Psychology minor requires eight courses for which students earn 25 credit hours. Students begin the sequence with **PYC 100 Introductory Psychology**, which provides a basis for all future course work in Psychology and is a prerequisite for all courses in Psychology. **PYC 250 Developmental Psychology** provides an overview of development throughout the life span. Students are given opportunities to become comfortable with experimental research and to develop an understanding of the language, methods, and standards of scientific research in **PYC 301 Experimental Psychology**. **STA 225 Statistics** is a re-requisite to **PYC 301**. In **PYC 341 Psychology of Personality**, students examine multiple aspects of the concept of personality. **PYC 342 Abnormal Psychology** provides a comprehensive exploration of psychological disorders. **PYC 360 Social Psychology** is taken concurrently with a laboratory course, **PYC 342 Laboratory for Social Psychology**. In this course, students concentrate on the relationship of individuals to the cultural and social contexts in which they are raised as well as on small group dynamics. The lab experiences allow students to demonstrate the principles that are developed in the course. **PYC 440, Cross Cultural Socialization** develops students' understandings of the socialization process. These course objectives are compatible with the standards for skills of inquiry identified for K-12 Social Studies students in the *Michigan Curriculum Framework*. The program, thereby, enables students to understand the critical concepts, theories, and methods of inquiry in Psychology; and it provides the candidates with the foundation to develop similar skills in their grade 9-12 students. Further, a Psychology minor provides the candidates with insights about human development, socialization, and skills that will enhance their understanding of and communication with students, parents, colleagues, and community members and organizations.

C. Varied Instructional Approaches

The Psychology 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 Psychology course syllabi reveals the range of teaching methods used by that faculty to instill the skills and knowledge of the discipline: lectures, discussion, study guides, textbooks, films, examinations, field interviews, literary reviews, examination of web sites, critical analysis of fiction and non fiction—especially articles from major news sources and scholarly journals, student led classes, creation of a community of learners, essays, journal keeping, research papers, 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, the “Course Descriptions,” and the course syllabi on the WEB link explicates the wide range of instructional methods taught to Elementary, Secondary and Special Education teacher candidates. **EDU 401/402 Introduction to Elementary and Secondary Education**, **EDU 469 Curriculum and Methods of Teaching in Secondary Schools**, and **EDU 473 Curriculum and Methods of**

Teaching in Secondary Schools II: Social Studies concentrate on giving students the theory behind instructional methods uniquely effective for learning social studies and the opportunities to observe them in grade 9-12 classrooms as well as to practice methods within the college classroom and grade 9-12 classes. **EDU 478/578 Reading in the Content Areas** provides instruction in a variety of methods for teaching reading to secondary students across the curriculum. In addition to a variety of technology methods used and demonstrated in all the Education courses, **EUD 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 490**, for secondary (7-12 grades), as well as **SED 474** and **SED 489** for Special Education candidates, provides students with a full semester of grades 9-12 real teaching experiences with both 9-12th grade cooperating teachers 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 grades 9-12 Co-operating Teachers and UDM College Supervisors.

D. Elementary and Secondary Level Preparation Differences

The Psychology minor is only available for candidates who will teach at the secondary level.

E. Gender Equity, Multi-cultural, and Global Perspectives

The issues of gender equity, multicultural and global perspectives are addressed throughout the courses in Psychology and Education. Psychology is, by its very nature, an area of study that focuses students' attention on issues of gender roles and culture throughout contemporary as well as previous societies. Instructors in the various courses of the Psychology program have taken great care to include the perspectives of groups whose voices have traditionally been stifled. The roles of women and minority groups have been brought to center stage, particularly through the integration of relevant issues into course work. For example the development of gender roles and the influence of various social factors on this development are studied to some degree in all Psychology courses; but especially in **PYC 250 Introductory Psychology**, **PYC 360 Social Psychology**, and **PYC 440 Cross Cultural Socialization**. The Education Courses continue the infusion of equity issues throughout the program.

F. Multiple Methods of Student Assessment

Psychology minors learn a variety of assessment tools from personal experience in every Psychology 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 psychological concerns. **PYC 301 Experimental Psychology** teaches

students the fundamentals of experimental research and engages them in individual and team research projects. In **PYC 341 Psychology of Personality**, students write a term paper that requires them to use methods of scientifically investigating and critically evaluating conceptions of personality. **PYC 360 Social Psychology** and its laboratory course provide students the opportunity to conduct and participate in social psychological research and report writing. Study guides and class participation in discussions are assessed regularly and included as a percentage of the student's final grade. All the Education courses continue to model and to teach a variety of assessment processes, including authentic models and/or other alternative assessments procedures.