

## **Section 2: Program Summary**

### **Social Studies (RX): Elementary and Secondary Major; 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 Social Studies (RX) for students who wish to teach in elementary or secondary schools. The Social Studies group major is a flexible one that is organized around the four perspectives of the MDE Standards and the National Council for Social Studies (NCSS): Historical, Geographic, Civic, and Economic plus the skills of Inquiry, Public Discourse, and Citizen Involvement. Students, therefore, take a core of classes in the respective disciplines of the social sciences. For Elementary and Secondary Majors, they must take: 6 hours in Economics, 6 hours in Geography, 12 hours in History, and 6 hours in Political Science. Elementary Minors must take the three hour core course, ECN 295 Microeconomic Principles; and then must select 3 more hours from three additional Economic courses: ECN 100 Introduction to Economics or ECN 137 World Economic Geography or ECN 296 Macroeconomic Principles. The Elementary Minor also is required to take the core HIS 160 Comparative Civilizations and HIS 457 Michigan History; but not HIS 250 The United States Since 1877 and HIS 251 The United States Since 1877. Finally the Elementary Minors must take the core POL 100 Introduction to Political Science and POL 210 American Politics. Both Majors and Minors must conclude their programs with 6 additional electives from any of the Social Studies disciplines. 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, Political Science) and to introduce and teach fundamentals to K-8 level students. At the secondary level, the teacher may be called upon to teach any one of the four Social Studies areas or a combination of courses. The Social Studies program ensures they will also have the fundamental knowledge and skills to teach any of the social sciences at the secondary level courses. Students often elect a minor in the Social Science discipline in which they have the most interest.

#### **A. Philosophy, Rationale, and Objectives**

**Philosophy:** The philosophies of the Education and the individual departments (Economic, Geography, History, Political Science) that compose the Social Studies program complement the mission of UDM and its Core Curriculum objectives. The mission of the College of Liberal Arts and Education is “to cultivate individual versatility and a moral foundation so that students act with understanding, integrity, and compassion in their personal and professional lives.” (2003-2005 *Undergraduate Catalog*, p. 58 and the “Teacher Education Code of Ethics”). All the 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 disciplines of the Social Sciences. This belief supports a systematic

study of theory and principles, which is applied in the study of social 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 the Social Studies faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

**Rationale:** The Social Studies program follows both the NCSS and the State of Michigan curriculum guidelines which use an interdisciplinary approach to guide inquiry of issues and problems in the Social Studies. In order to engage in interdisciplinary inquiry, a solid base of fundamental principles from each discipline has been established called the Social Studies core. This base requires a certain number of hours in each discipline, which together serves to illuminate critical issues and data useful in studying the complexities and consequences of events, the changing human and physical patterns that shape the world, and its social, political, and economic movements. When Social Studies is used as a complement major or minor to one of the four foundational disciplines of Economics, History, Geography, or Political Science, the candidate is ensured a rich contextual and interdisciplinary program that effectively prepares him/her to teach at the Elementary, Middle, or High School levels. The elective choices that are required 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 Social Studies 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 Social Studies departments' philosophies, 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 each Social Studies Discipline." (UDM's Social Studies 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 social science concepts are taught in the Economics, Geography, History, and Political Science courses.

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

- Historical Perspective (20% )

- Geographic Perspective (20%)
- Civic Perspective (20%)
- Economic Perspective (20%)
- Inquiry and Public Discourse and Decision Making (20%)

## **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: Social Studies 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 social 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 Social Studies Majors and Minors provides a systematic study of Social Studies 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 1,2,3,4). The content develops the knowledge and skills used in the Social Studies disciplines to advance the four fields of study and to develop an

interdisciplinary perspective in each discipline. Introductory courses are listed in alphabetical order on Form XX, but students may begin their sequence of study with any of the basic required courses: ECN 295 Microeconomic Principles, GEO 211 World Regional Geography or GEO 212 Geography of Michigan, HIS 160 Comparative Civilizations, or POL 100 Introduction to Political Science. These courses provide students with basic principles and vocabulary as well as the conceptual tools to examine the complexities of the problems and issues inherent within each discipline. Understanding of these problems and issues is then developed through the study of application of these basic principles in action in intermediate level courses. For majors, ECN 296 Macroeconomic Principles provides them with the opportunity to analyze how various macroeconomic principles work. Minors will gain similar knowledge whether they select ECN 296 as their second required Economics or ECN 100 Introduction to Economics or ECN 137 World Economic Geography. For majors, HIS 250 The United States to 1877 and HIS 251 The United States Since 1877 examine and evaluate the influence of various people, political, social and technological reforms; origins and effects of national and international conflicts on the United States; and the international roles of the United States on world events. While Elementary minors are not required to take these courses, they are encouraged to select complementary US history courses as part of their University Core Curriculum and/or as one of the 2 electives required for the Social Studies minor. Minors will gain insights into US history through their study in the required HIS 457 Michigan History. POL 210 American Politics provides both majors and minors additional opportunities to study US History while they become familiar with the basic concepts of the American political system: its foundations, its primary institutions and their interaction with one another, its primary actors, and their political behavior, and its public policy-making process. With these courses as their core Social Studies work, the students then select at least 6 hours from among the courses in each of the disciplines. Sample courses that are regularly offered are listed on Form XX. These elective courses provide them with knowledge and skill development in their personal interest social science areas. Teacher Education students are encouraged to take electives which complement their accompanying major or minor so that their interdisciplinary knowledge and skill base may be further developed. The technology that is infused into every course builds on the students' technological literacy began in the Core Curriculum. The Social Studies sequence of courses ensures that the students graduate with the awareness and comprehensive knowledge that provide the ability to apply the concepts of each discipline (Economics, Geography, History, Political Science) 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 Economic, Geography, History, and 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 these Social Studies syllabi reveals the range of teaching methods used by the respective faculty to instill the skills and knowledge of their 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 401/402 Introduction to Elementary and Secondary Education and EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools plus 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, 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 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**

The Social Studies Major is offered for both Elementary and Secondary teacher education candidates; the same courses are required for both levels. The Minor is only offered for Elementary candidates. While the Minor program has more choices in the Economic discipline and requires fewer History courses, the objectives and format of the elective courses ensure that the students will also be prepared to pass the MTTC Social Studies test and be prepared to teach the total spectrum of Social Studies courses in K-8 classrooms.

**Gender Equity, Multi-cultural, and Global Perspectives**

The issues of gender equity, multicultural and global perspectives are addressed throughout the Core Social Studies curriculum. As students engage in study of Economics, Geography, History and Political Science concepts, these perspectives

are an integral part of their studies. The Education Courses continue the infusing of equity issues throughout the Teacher Education courses. .

**E. Multiple Methods of Student Assessment**

Social Studies majors and minors learn a variety of assessment tools from personal experience in every Social Studies 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 social science concerns. Case studies are reviewed and written by the students and assessed similarly in the Political Science and Economics courses. 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 and/or oral presentation. 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 in some courses are assessed regularly and included as a percentage of the student's final grade. Students also present briefs of court trials in Political Science course and critical analysis of selected reading assignments to their Geography and History classmates according to specific guidelines and are evaluated according to the criteria by both the instructors and classmates in the classes such as. The Education courses continue to model and to teach a variety of assessment processes, including authentic models and/or other alternative assessments procedures. The methods courses (EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, EDU 469 Curriculum and Methods of Teaching in Secondary Schools, EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies) directly teach a variety of assessment processes that the students must incorporate appropriately into their curriculum, unit, and lesson plans. During the Student Teaching periods, candidates are expected to follow the assessment procedures of their cooperating teacher and school district as well as to implement appropriate assessments that they develop to evaluate their lessons and their students' learning.