

Section 2: Program Summary

Sociology: Elementary and 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. Sociology minors must complete SOC 470 Research Methods 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 Sociology (CF) for students who wish to teach in elementary and secondary schools. The Sociology minor is a program of 24 required hours organized around the subfields of Sociology: Foundations—Prerequisite Concepts and Skills; Individuals, Groups, and Social Interaction; Social Organization; Social Stratification and Change; United States Social Problems. 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 Sociology course to 9-12 grade students. Also, this minor prepares them to present sociological theories, principles, and strategies to teen age learners. The candidate is also prepared to address these concepts in other Social Studies courses. At the elementary level, teachers are expected to be able to teach the entire curriculum to K-8th grade students, including Social Studies. The Sociology program prepares them to meet this responsibility. 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 Sociology 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 Sociology. Specifically both departments believe that critical and analytical skills, knowledge of human social interaction, and a humanitarian consciousness are essential to all members of society. This belief supports a systematic study of theory and principles, which is applied in the study of sociology concepts. Finally, the instructors of the Departments believe that this knowledge forms a foundation for students' future educational and career pursuits. Education students, therefore, are able to develop in their K-12th grade 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 Sociology faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

Rationale: The inclusion of Sociology 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 and of the elementary Social Studies curriculum. The Sociology minor for elementary and secondary level teacher preparation provides a

comprehensive set of inquiry skills and a solid foundation of knowledge, which enables candidates to teach Sociology at the elementary and secondary levels and to develop understandings of sociological concepts in their K-12th grade students.

Objectives: The general objectives for the preparation of all elementary and secondary teacher education candidates, including those with a Sociology 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 Sociology 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 Sociology 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 Sociology 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 Sociology also speak to the Michigan Test for Teacher Certification (MTTC) objectives for teacher candidate content knowledge in Sociology. Both cover knowledge of:

- Foundations: Prerequisite Concepts and Skills (20%)
- Individuals, Groups, and Social Interaction (20%)
- Social Organization (16%)
- Social Stratification and Change (20%)
- U.S. Social Problems (24%)

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: Sociology 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 Sociology Minors provides a systematic study of Sociology 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 sequence begins with **SOC 100 Introduction to Sociology**, a prerequisite for all other Sociology courses. It provides a basis for all future coursework in Sociology. **SOC 210 Cultural Anthropology** is taken next and provides an overview of institutions in selected cultures throughout the world. American institutions are compared across the major cultural divisions within the United States. Both courses provide the foundation of nomenclature, concepts, inquiry methods, and other basic sociological skills. They are reinforced in all other courses, which can be taken in any order, although **STA 225 Statistics** should be taken early in the candidate's study. The remaining

courses use those foundation concepts and skills to study specific areas of the Sociology discipline that are of particular value to Education candidates. **SOC 303 Juvenile Delinquency** examines the social institutions, especially family and school, that attempt to create a bond to society, to socialize youth, and looks at those factors that disrupt these institutions. Historical and contemporary theories in sociology are examined in **SOC 409 Social Science Theories**. **SOC 430 Ethnic and Race Relations** examines the sociological context for understanding ethnic and race relations. The diversity of UDM's student body and its location in a majority African American society, allows the students to use the campus of the University and its surrounding neighborhoods as a context or "laboratory." Students, therefore, grow in the knowledge of other groups. **SOC 452 Contemporary Social Problems** focuses students' attention on a wide range of social problems, both within the US and throughout the world. **STA 225 Statistics** is an overview of methods for analysis of data and is a prerequisite for **SOC 470 Research Methods**, where students learn how to conduct experimental, survey, and evaluation research. These course objectives are compatible with the standards for skills of inquiry identified for K-12th grade Social Studies students in the *Michigan Curriculum Framework*. The program, thereby, enables students to understand the critical concepts, theories, and methods of inquiry in Sociology; and it provides the candidates with the foundation to develop similar skills in their K-12 students. Further, a Sociology minor provides the candidates with insights about 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 Sociology 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 Sociology 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, examinations, field interviews, literary reviews, examination of web sites, debates, 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 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools**, **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 K-12 classrooms as well as to practice methods within the college classroom and K-12 classes. **EDU**

443 Teaching Reading in the Elementary and Middle Schools teaches candidates techniques for teaching K-8th grade students reading skills. **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 489** for elementary (K-8) and **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 K-12th grade real teaching experiences with both K-12 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 K-12 Co-operating Teachers and UDM College Supervisors.

D. Elementary and Secondary Level Preparation Differences

Other than the differences in the introductory Education course, the reading courses, and the methods courses for elementary and secondary candidates, the course work for a minor in Sociology is the same for candidates at the elementary and secondary levels.

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

The issues of gender equity, multicultural and global perspectives are addressed throughout the courses in Sociology and Education. Sociology 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 Sociology 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 most 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 Sociology courses; but especially in **SOC 210 Cultural Anthropology**, **SOC 452 Contemporary Social Problems**, and in **SOC 430 Ethnic and Race Relations**. The Education Courses continue the infusing of equity issues throughout the program.

F. Multiple Methods of Student Assessment

Sociology minors learn a variety of assessment tools from personal experience in every Sociology 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 sociological concerns. In **SOC 303 Juvenile Delinquency/Justice**, web

site assignments are given that ask students to evaluate the material on the sites. A service learning experience is also required. As with any project or assignment, the students receive guidelines for the activity and its oral and/or written report. In **SOC 430 Race and Ethnic Relations**, students are required to complete three field interviews and submit written analyses. They also write three film analyses, which are evaluated by rubrics. 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.