

INTRODUCTION

The Teacher Education Program of the College of Liberal Arts and Education prepares effective and responsible professionals who have a commitment to the art and science of teaching. Emphasis of the Department of Education faculty is on developing ethical, caring, value-directed professionals who possess a commitment to meeting the challenges of urban society and exemplifying the tenets of social justice.

Mission of the Education Department

The mission of the Education Department is to produce graduates who are ethical, value-directed persons possessing a scholarly mastery of subject matter, who recognize that all children can learn, and who engage students in an interactive, dynamic process of learning. This mission is based upon a vision of teacher as scholar, teacher as an inquiring educator, and teacher as moral agent. The Code of Professional Ethics on the following page details this mission more fully.

Conceptual Framework of the Education Department

The Department's mission is implemented through its Conceptual Framework, which addresses the ethical behaviors for demonstrating how a teacher as scholar, inquirer and moral agent interacts as a member of a profession with three audiences of school-based practice -- students, parents, and school systems. Accordingly, the Conceptual Framework describes the following dimensions of the role of the educator:

A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and science disciplines;

An *inquirer* who is skilled in decision-making and in ethical, critical, and reflective thinking; and

A *moral agent* whose values reflect those of the University of Detroit Mercy (UDM) and the Department of Education's Professional Code of Ethics.

To prepare educators who are competent in these three dimensions of the educator's role, UDM education programs foster the development of knowledge, skills, and attitudes that are necessary for successful teaching. Therefore, the curriculum in each program develops:

A *scholar* who:

- Competently practices the art of teaching using knowledge gained from a diverse research base
- Designs instruction that provides meaningful content through disciplinary and interdisciplinary approaches
- Bases instruction on principles of the cognitive, social, and emotional development of students
- Creates instruction to meet students' diverse learning styles
- Integrates the needs of students and the community with curricular and content goals
- Uses appropriate assessment strategies to promote students' cognitive, social and emotional growth
- Conducts research within the teaching/learning environment and shares findings with other practitioners

An *inquirer* who:

- Develops critical, reflective, and analytical thinking to design meaningful instruction for students
- Uses creative and ethical thinking in decision-making

- Applies metacognitive thought to analyze teaching practice
- Promotes students' growth in critical and analytic thinking as well as problem-solving
- Uses instructional strategies along with appropriate educational technology to create a classroom atmosphere of inquiry and collaboration
- Critically examines his/her own practice to assess competence
- Continuously develops his/her repertoire of professional knowledge and skills

A *moral agent* who:

- Commits his/her efforts to promoting social justice in urban society
- Develops his/her own ethical reasoning
- Follows the ethical standards of professional teaching
- Incorporates value, moral, and character education into instruction
- Creates a supportive network advocating for students with all stakeholders in the educational enterprise
- Engages imagination and dialog to work for a better world

To this end, UDM students integrate the *Teacher Candidate's Code of Professional Ethics* into professional practice and life. This document is reproduced on the following page.

[Code of Ethics]

