

Content Guidelines/Standards Matrix

Content Guidelines/Standards Matrix

College/University The University of Detroit Mercy.

Code: CA

Source of Guidelines/Standards: Michigan State Board of Education, Jan 2002

Program/Subject Area: Economics

Note:

Michigan Test for Teacher Certification will assess teacher candidate content knowledge in Economics. The single discipline Michigan Test for Teacher Certification in Economics will cover knowledge of Economics (60%); basic information in Geography, History, and Political Science (20%); and skills using information processing, inquiry, and issue analysis (20%).

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.0	<p>Standard 1: Have Content Area Knowledge</p> <p>The program will provide candidates with a minor (20 semester hour minimum) or a major (30 semester hour minimum) providing in-depth knowledge of the content specified in Michigan Curriculum Framework content standards for economics.</p>	
	Taking into account the education needs of students, the teacher candidate is able to:	
1.1	describe how the economic forces of scarcity and choice affect personal financial decisions;	Elementary
		Major: Not applicable.

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.1 (cont.)	describe how the economic forces of scarcity and choice affect personal financial decisions;	<p>Minor: ECN 295 Microeconomic Principles ECN 315 Intermediate Microeconomics ECN 315 Intermediate Microeconomics *Electives The objectives, topics of lecture and reading assignments, and examinations in these courses demonstrate that students learn how the economic forces of scarcity and choice affect the management of personal financial resources. Teacher candidates learn to apply this knowledge to teaching K-8 students in EDU 442 Methods and Materials of Social Science in Elementary Schools. Student competence is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 315 Intermediate Microeconomics *Electives The objectives, topics of lectures and reading assignments, and examinations in these courses demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics instructors also model techniques for teaching Economics such as use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 315 Intermediate Microeconomics *Electives The objectives, topics of lectures and reading assignments, and examinations in these courses demonstrate that students learn how the economic forces of scarcity and choice affect the management of personal financial resources. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.2	describe how the economic forces of scarcity and choice shape consumer decisions regarding the purchase, use, and disposal of goods and services affect the economic well-being of individuals and society;	Elementary
		Major: Not applicable.
		<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, topics of lectures and reading assignments, and examinations in these courses explain how the economic forces of scarcity and choice shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Social Science in Elementary Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations..</p>
		Secondary
<p>Major: ECN 295 Microeconomic Principles ECN 315 Intermediate Microeconomics ECN 296 Macroeconomic Principles ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, topics of lectures and reading assignments, and examinations in these courses demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model-analysis, lectures, discussions, and objective-related examinations.</p>		

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>1.2 (cont.)</p>	<p>describe how the economic forces of scarcity and choice shape consumer decisions regarding the purchase, use, and disposal of goods and services affect the economic well-being of individuals and society;</p>	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
<p>1.3</p>	<p>explain why the scarcity of resources leads business people to choose strategically what to produce, when to produce, and for whom to produce goods and services when they want to maximize profits;</p>	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and the Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Microeconomics *Electives</p> <p>The objectives, topics of lectures and reading assignments, and examinations in these courses explain why scarcity of resources leads business people to choose strategically to maximize profits when organizing what to produce and for whom the services and goods are produced. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.3 (cont.)	explain why the scarcity of resources leads business people to choose strategically what to produce, when to produce, and for whom to produce goods and services when they want to maximize profits;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and the Financial System ECN 315 Intermediate Microeconomics ECN 296 Macroeconomic Principles *Electives The objectives, topics of lectures and reading assignments, and examinations in these courses explain why scarcity of resources leads business people to choose strategically to maximize profits when organizing about what to produce and for whom the services and goods are produced. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and the Financial System ECN 315 Intermediate Microeconomics ECN 296 Macroeconomic Principles *Electives The objectives, topics of lectures and reading assignments, and examinations in these courses explain why scarcity of resources leads business people to choose strategically to maximize profits when organizing about what to produce and for whom the services and goods are produced. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.4	describe how government decisions on taxation and spending impact what is produced, how it is produced, and who receives the benefit of production;	Elementary
		Major: Not applicable.
		<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomic Principles ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefit of production. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
		Secondary
		<p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefit of production. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.4 (cont.)	describe how government decisions on taxation and spending impact what is produced, how it is produced, and who receives the benefit of production;	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefit of production. Teacher candidates learn to apply this knowledge and skill EDU 473 Curriculum and Methods of Teaching in Secondary. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
1.5	describe how government decisions on public goods, regulation, and foreign policy impact producers, consumers, and investors;	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how government decisions on public goods, regulation, and foreign policy impact producers, consumers, and investors. Teacher candidates learn to apply this knowledge and skill EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.5 (cont.)	describe how government decisions on public goods, regulation, and foreign policy impact producers, consumers, and investors;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how government decisions on public goods, regulation, and foreign policy impact producers, consumers, and investors. Teacher candidates learn to apply this knowledge and skill EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how government decisions on public goods, regulation, and foreign policy impact producers, consumers, and investors. Teacher candidates learn to apply this knowledge and skill EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.6	explain how a free-market economic system works to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets;	Elementary
		Major: Not applicable.
		<p>Minor: ECN 295 Microeconomic ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how a free-market economic system works, to coordinate and facilitate exchange, production, distribution, and consumption of goods and services in domestic and international markets. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
		Secondary
<p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how a free-market economic system works, to coordinate and facilitate exchange, production, distribution, and consumption of goods and services in domestic and international markets. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>		

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.6 (cont.)	explain how a free-market economic system works to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets;	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how a free-market economic system works, to coordinate and facilitate exchange, production, distribution, and consumption of goods and services in domestic and international markets. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
1.7	explain how economic systems other than a free-market system work to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets;	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles) ECN 296 Macroeconomic Principles ECN 305 Money and Financial ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how economic systems that are not considered not to be free-market work to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Sciences in Elementary and Middle Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.7 (cont.)	explain how economic systems other than a free-market system work to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how economic systems that are not considered not to be free-market work to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <hr/> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how trade results in challenges and benefits for individuals, producers, and governments. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations. The objectives, lectures and reading assignments, and examinations in these courses explain how economic systems that are not considered not to be free-market work to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.8	describe how trade generates economic development and interdependence for individuals, producers, and governments; and	Elementary
		Major: Not applicable
		<p>Minor: ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how trade generates economic development and interdependence and how to analyze the resulting challenges and benefits for individuals, producers, and governments. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
		Secondary
<p>Major: ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics Principles *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how trade generates economic development and interdependence and how to analyze the resulting challenges and benefits for individuals, producers, and governments. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>		
<p>Minor: ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics Principles *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how trade generates economic development and interdependence and how to analyze the resulting challenges and benefits for individuals, producers, and government. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>		

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.9	explain how trade results in challenges and benefits for individuals, producers, and governments.	Elementary
		<p>Major: Not applicable.</p>
		<p>Minor: ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomic Principles *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how trade results in challenges and benefits for individuals, producers, and governments. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
		Secondary
		<p>Major: NA</p>
<p>Minor: ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives The objectives, lectures and reading assignments, and examinations in these courses explain how trade results in challenges and benefits for individuals, producers, and governments. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>		

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>1.9 (cont.)</p>	<p>explain how trade results in challenges and benefits for individuals, producers, and governments.</p>	<p>Minor: ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 316 Intermediate Macroeconomics *Electives</p> <p>The objectives, lectures and reading assignments, and examinations in these courses explain how trade results in challenges and benefits for individuals, producers, and governments. Teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
2.0	<p>Standard 2: Make Interdisciplinary Connections</p> <p>The program will ensure that candidates understand the fundamental ideas, concepts and facts that provide the basis of the K-12 content standards in each of the four core social studies disciplines, as specified in the Michigan Curriculum Framework. Programs may include courses required as general education requirements; for example, an American Government course could supplement an economics minor. An interdisciplinary course could be taught as part of a major or minor, such as an economic history course for an economics major. Clear indications of interdisciplinary connections should be evidenced in the course syllabi and measures of candidate performance.</p>	
		<p>Taking into account the discipline of economics, the teacher candidate is able to:</p>
2.1	<p>sequence chronologically major eras within United States history and key events within those eras in order to examine relationships and explain cause and effect;</p>	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As economic principles are studied in the core and elective Economic courses, historical perspectives of chronology will be presented as they relate to helping the students understand the economic principle under study. Economic events always have a history of complex relationships. For example, in ECN 295 the topic of scarcity and choice is studied. One can better understand the impact on the individual today by comparing conditions contemporary conditions with those of previous periods of depression, recession, and prosperity. Similar examples can be found in the reading, lecture, discussion, writing, and assessment activities of the other Economics courses. Teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Another core Education course that helps students understand the relationship of Economic and History concepts is EDU 440 School and Society and EDU 514 Society and Education. The students engage in reading, discussing, researching, writing, and presenting their personal insights about a wide range of sociological implications for education, including finance and issues of poverty, race, and gender—all of which have complex historical and economical relationships. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating historical concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
2.1 (cont.)	sequence chronologically major eras within United States history and key events within those eras in order to examine relationships and explain cause and effect;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As economic principles are studied in the core and elective Economic courses, historical perspectives of chronology will be presented as they relate to helping the students understand the economic principle under study. Economic events always have a history of complex relationships. For example, in ECN 295 the topic of scarcity and choice is studied. One can better understand the impact on the individual today by comparing conditions contemporary conditions with those of previous periods of depression, recession, and prosperity. Similar examples can be found in the reading, lecture, discussion, writing, and assessment activities of the other Economics courses. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Another core Education course that helps students understand the relationship of Economic and History concepts is EDU 440 School and Society and EDU 514 Society and Education. The students engage in reading, discussing, researching, writing, and presenting their personal insights about a wide range of sociological implications for education, including finance and issues of poverty, race, and gender—all of which have complex historical and economical relationships. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating historical concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>2.1 (cont.) sequence chronologically major eras within United States history and key events within those eras in order to examine relationships and explain cause and effect;</p>	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As economic principles are studied in the core and elective Economic courses, historical perspectives of chronology will be presented as they relate to helping the students understand the economic principle under study. Economic events always have a history of complex relationships. For example, in ECN 295 the topic of scarcity and choice is studied. One can better understand the impact on the individual today by comparing conditions contemporary conditions with those of previous periods of depression, recession, and prosperity. Similar examples can be found in the reading, lecture, discussion, writing, and assessment activities of the other Economics courses. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Another core Education course that helps students understand the relationship of Economic and History concepts is EDU 440 School and Society and EDU 514 Society and Education. The students engage in reading, discussing, researching, writing, and presenting their personal insights about a wide range of sociological implications for education, including finance and issues of poverty, race, and gender—all of which have complex historical and economical relationships. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating historical concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
2.2	describe the five themes of geography and apply them to basic world geography;	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives Fundamental geographic concepts within the five themes of geography (location, place, human-</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
2.2 (cont.)	describe the five themes of geography and apply them to basic world geography;	<p>environment interaction, movement, region) are presented in the core and elective Economics courses when those concepts relate to an economics principle being studied. Geographic terms such as cultural diffusion, assimilation, and spatial distribution are used appropriately in lectures, readings, discussions, and assignments designed to help students learn economic principles. EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools requires candidates to create K-8 unit and lesson plans that demonstrate the interdisciplinary nature of the Social Sciences. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating geography concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Fundamental geographic concepts within the five themes of geography (location, place, human-environment interaction, movement, region) are presented in the core and elective Economics courses when those concepts relate to an economics principle being studied. Geographic terms such as cultural diffusion, assimilation, and spatial distribution are used appropriately in lectures, readings, discussions, and assignments designed to help students learn economic principles. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Secondary candidates are required to prepare 8-12 lesson and unit plans that demonstrate the interdisciplinary nature of the Economics discipline. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating geographical concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>2.2 (cont.)</p> <p>describe the five themes of geography and apply them to basic world geography;</p>	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Fundamental geographic concepts within the five themes of geography (location, place, human-environment interaction, movement, region) are presented in the core and elective Economics courses when those concepts relate to an economics principle being studied. Geographic terms such as cultural diffusion, assimilation, and spatial distribution are used appropriately in lectures, readings, discussions, and assignments designed to help students learn economic principles. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Secondary candidates are required to prepare 8-12 lesson and unit plans that demonstrate the interdisciplinary nature of the Economics discipline. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating geographical concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>
2.3	<p>explain the structure and function of American of citizens; and</p>	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The structure and function of the United States government, America’s core democratic values, and citizen rights and responsibilities are explained in these core and elective Economics courses in relationship to their connections with economic principles. Governmental policy does have significant impact on fiscal/monetary principles; therefore, when that topic is studied in a course such as ECN 296, government is referenced. Students are expected to apply political science concepts learned in that discipline and in the other social sciences as they learn economic principles. EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools requires candidates to create K-8 unit and lesson</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
2.3 (cont.)	explain the structure and function of American of citizens; and	<p>plans that demonstrate the interdisciplinary nature of the Social Sciences. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating political science concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The structure and function of the United States government, America’s core democratic values, and citizen rights and responsibilities are explained in these core and elective Economics courses in relationship to their connections with economic principles. Governmental policy does have significant impact on fiscal/monetary principles; therefore, when that topic is studied in a course such as ECN 296, government is referenced. Students are expected to apply political science concepts learned in that discipline and in the other social sciences as they learn economic principles. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Secondary candidates are required to prepare 8-12 lesson and unit plans that demonstrate the interdisciplinary nature of the Economics discipline. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating political science concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The structure and function of the United States government, America’s core democratic values, and citizen rights and responsibilities are explained in these core and elective Economics courses in relationship to their connections with economic principles. Governmental policy does have significant impact on fiscal/monetary principles; therefore, when that topic is studied in a course such as ECN 296, government</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	2.3 (cont.) explain the structure and function of American of citizens; and	is referenced. Students are expected to apply political science concepts learned in that discipline and in the other social sciences as they learn economic principles. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies . Secondary candidates are required to prepare 8-12 lesson and unit plans that demonstrate the interdisciplinary nature of the Economics discipline. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating political science concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.
2.4	describe how women and minorities have been affected by the American economic system.	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As women and minorities are members of society, they are included in the study of economic concepts and principles in the core and elective Economics courses. Many governmental policies, agencies, and laws exist to ensure that women and minorities have equal access to economic opportunities. Those rules and their intended and real impact are included as Economics students study the principles of microeconomic and macroeconomic principles. EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools requires candidates to create K-8 unit and lesson plans that demonstrate the interdisciplinary nature of the Social Sciences. Special attention to all members of society is expected to be addressed in written and oral presentations. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating political science concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <p style="text-align: center;">Secondary</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
2.4 (cont.)	describe how women and minorities have been affected by the American economic system.	<p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As women and minorities are members of society, they are included in the study of economic concepts and principles in the core and elective Economics courses. Many governmental policies, agencies, and laws exist to ensure that women and minorities have equal access to economic opportunities. Those rules and their intended and real impact are included as Economics students study the principles of microeconomic and macroeconomic principles. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Secondary candidates are required to prepare 8-12 lesson and unit plans that demonstrate the interdisciplinary nature of the Economics discipline. Special attention to all members of society is expected to be addressed in written and oral presentations. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating political science concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p> <hr/> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As women and minorities are members of society, they are included in the study of economic concepts and principles in the core and elective Economics courses. Many governmental policies, agencies, and laws exist to ensure that women and minorities have equal access to economic opportunities. Those rules and their intended and real impact are included as Economics students study the principles of microeconomic and macroeconomic principles. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Secondary candidates are required to prepare 8-12 lesson and unit plans that demonstrate the interdisciplinary nature of the Economics discipline. Special attention to all members of society is expected to be addressed in written and oral presentations. Student competence in this skill is displayed in documents and performances from ECN and EDU courses. Economics and Education instructors also model techniques for incorporating political science concepts into teaching Economics such as: use of study guides, model analysis, lectures, discussions, and objective-related examinations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.0	<p>Standard 3: Can Apply Social Science Perspectives</p> <p>The program will help candidates develop skills in the crosscutting themes presented in the Michigan Curriculum Framework social studies content standards (inquiry, public discourse and decision making, and citizen involvement).</p>	
	<p>The teacher candidate is able to:</p>	
3.1	<p>acquire information from books, maps, newspapers, data sets, and other sources; organize and present the information in maps, graphs, charts, and time lines; interpret the meaning and significance of information; and use a variety of electronic technologies to assist in assessing and managing information;</p>	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The core and elective Economics courses depend heavily upon information presented in books and on web sites. To assist students in understanding complex economic concepts, study guides are provided to facilitate their understanding of concepts explained in lectures and to enhance their participation in discussions and model-analyses. Maps, graphs, charts, and time lines are implicit to the study of economic principles and students are assisted in learning how to use them appropriately in their study and presentations. . The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle. Student competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors model ways of acquiring information from a variety of sources and how to use the information in written and oral presentations.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.1 (cont.)	acquire information from books, maps, newspapers, data sets, and other sources; organize and present the information in maps, graphs, charts, and time lines; interpret the meaning and significance of information; and use a variety of electronic technologies to assist in assessing and managing information;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The core and elective Economics courses depend heavily upon information presented in books and on web sites. To assist students in understanding complex economic concepts, study guides are provided to facilitate their understanding of concepts explained in lectures and to enhance their participation in discussions and model-analyses. Maps, graphs, charts, and time lines are implicit to the study of economic principles and students are assisted in learning how to use them appropriately in their study and presentations. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors model ways of acquiring information from a variety of sources and how to use the information in written and oral presentations.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The core and elective Economics courses depend heavily upon information presented in books and on web sites. To assist students in understanding complex economic concepts, study guides are provided to facilitate their understanding of concepts explained in lectures and to enhance their participation in discussions and model-analyses. Maps, graphs, charts, and time lines are implicit to the study of economic</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>acquire information from books, maps, newspapers, data sets, and other sources; organize and present the information in maps, graphs, charts, and time lines; interpret the meaning and significance of information; and use a variety of electronic technologies to assist in assessing and managing information;</p>	<p>principles and students are assisted in learning how to use them appropriately in their study and presentations. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors model ways of acquiring information from a variety of sources and how to use the information in written and oral presentations.</p>
3.2	<p>conduct investigations including the ability to formulate a clear statement of questions, gather and organize information from a variety of sources, analyze and interpret information, formulate and test hypotheses, report results both orally and in writing, and make use of appropriate technology;</p>	<p style="text-align: center;">Elementary</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The core and elective Economic courses require students to use a variety of sources to defend an economic concept, principle, theory, or personal position during a class room discussion and on written quizzes and examinations. Model-analyses and classroom debates about the merits/demerits of a particular economic system or principle also require careful organization and analysis of information. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching Economics. Elementary teacher candidates learn to apply this knowledge and skill in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in these skills is displayed in documents and performances from both program's courses. Economics and Education instructors model preparing for and participating in discussions in the way they present their lectures and structure student participation in class discussions.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.2 (cont.)	conduct investigations including the ability to formulate a clear statement of questions, gather and organize information from a variety of sources, analyze and interpret information, formulate and test hypotheses, report results both orally and in writing, and make use of appropriate technology;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The core and elective Economic courses require students to use a variety of sources to defend an economic concept, principle, theory, or personal position during a class room discussion and on written quizzes and examinations. Model-analyses and classroom debates about the merits/demerits of a particular economic system or principle also require careful organization and analysis of information. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors model ways of using information from a variety of sources to defend and/or explain a concept or position taken in written and oral presentations.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>The core and elective Economic courses require students to use a variety of sources to defend an economic concept, principle, theory, or personal position during a class room discussion and on written quizzes and examinations. Model-analyses and classroom debates about the merits/demerits of a particular economic system or principle also require careful organization and analysis of information. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it,</p>

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	3.2 (cont.)	he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic . Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies . Student competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors model ways of using information from a variety of sources to defend and/or explain a concept or position taken in written and oral presentations.
3.3	state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue;	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As explained in Standard 3.2, Economics students are required to state ideas and their personal positions about economic concepts and principles during classroom discussions and in written examinations. Understanding various perspectives that people bring to an economic issue and evaluating resolutions is basic to the Economics program and course work. Education courses such as EDU 401/402 Introduction to Elementary and Secondary Education, EDU 420 Philosophy of Education or 525 Educational Policy Studies, EDU 440 School and Society and EDU 514 Educational Policy Studies continue to develop these analysis skills in the professors' lectures and the students' participation in discussions, projects, and written and oral presentations. In EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, candidates learn to design lessons and projects that will facilitate K-8 students learning analytical skills appropriate to economics within their Social Science studies.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.3 (cont.)	state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As explained in Standard 3.2, Economics students are required to state ideas and their personal positions about economic concepts and principles during classroom discussions and in written examinations. Understanding various perspectives that people bring to an economic issue and evaluating resolutions is basic to the Economics program and course work. Education courses such as EDU 401/402 Introduction to Elementary and Secondary Education, EDU 420 Philosophy of Education or 525 Educational Policy Studies, EDU 440 School and Society and EDU 514 Educational Policy Studies continue to develop these analysis skills in the professors' lectures and the students' participation in discussions, projects, and written and oral presentations. In EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, candidates learn to design lessons and projects that will facilitate 8-12 students learning analytical skills appropriate to use in their Economics class or in any Social Studies discipline they may teach.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>As explained in Standard 3.2, Economics students are required to state ideas and their personal positions about economic concepts and principles during classroom discussions and in written examinations. Understanding various perspectives that people bring to an economic issue and evaluating resolutions is basic to the Economics program and course work. Education courses such as EDU 401/402 Introduction to Elementary and Secondary Education, EDU 420 Philosophy of Education or 525 Educational Policy Studies, EDU 440 School and Society and EDU 514 Educational Policy Studies continue to develop these analysis skills in the professors' lectures and the students' participation in discussions, projects, and written and oral presentations. In EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, candidates learn to design lessons and projects that will facilitate 8-12 students learning analytical skills appropriate to use in their Economics class or in any Social Studies discipline they may teach.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.4	engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions;	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Discussion of textbook chapter reading assignments and lecture content is a basic activity in Economics and Education courses. In order to participate in such conversations and to write a unified and rationale examination and composition, students clarify issues and analyze opposing ideas and/or possible consequences. Economics, by its very nature, requires students to understand the processes used by individuals, organizations, and governments to make decisions. The core and elective Economics classes facilitate the student's acquisition of these skills. Such constructive conversations occur regularly in the Education courses. For example, EDU 401/402 Introduction to Elementary and Secondary Education requires the students to conduct an action research project in a K-12 classroom. In the Reading courses, EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 478/578 Reading in the Content Areas students particularly use constructive conversations to review and reflect about appropriate reading materials and teaching strategies in the K-8 classroom. The candidates learn how to teach K-8 students to participate in discussions and to engage in the tangential skills in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Student competence in these skills is displayed in documents and performances from both programs' courses. Economics and Education professors model the processes for preparing to participate in classroom discussion through their lectures and strategies used to engage candidates in discussions and projects about Economics and Education concepts.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.4 (cont.)	engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions;	<p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Discussion of textbook chapter reading assignments and lecture content is a basic activity in Economics and Education courses. In order to participate in such conversations and to write a unified and rationale examination and composition, students clarify issues and analyze opposing ideas and/or possible consequences. Economics, by its very nature, requires students to understand the processes used by individuals, organizations, and governments to make decisions. The core and elective Economics classes facilitate the student's acquisition of these skills. Such constructive conversations occur regularly in the Education courses. For example, EDU 401/402 Introduction to Elementary and Secondary Education requires the students to conduct an action research project in a K-12 classroom. In the Reading courses, EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 478/578 Reading in the Content Areas students particularly use constructive conversations to review and reflect about appropriate reading materials and teaching strategies in the secondary classroom. The candidates learn how to teach 8-12 grade students to participate in discussions and to engage in the tangential skills in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies.. Student competence in these skills is displayed in documents and performances from both programs' courses. Economics and Education professors model the processes for preparing to participate in classroom discussion through their lectures and strategies used to engage candidates in discussions and projects about Economics and Education concepts.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>3.4 (cont.)</p> <p>engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions;</p>	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Discussion of textbook chapter reading assignments and lecture content is a basic activity in Economics and Education courses. In order to participate in such conversations and to write a unified and rationale examination and composition, students clarify issues and analyze opposing ideas and/or possible consequences. Economics, by its very nature, requires students to understand the processes used by individuals, organizations, and governments to make decisions. The core and elective Economics classes facilitate the student’s acquisition of these skills. Such constructive conversations occur regularly in the Education courses. For example, EDU 401/402 Introduction to Elementary and Secondary Education requires the students to conduct an action research project in a K-12 classroom. In the Reading courses, EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 478/578 Reading in the Content Areas students particularly use constructive conversations to review and reflect about appropriate reading materials and teaching strategies in the secondary classroom. The candidates learn how to teach 8-12 grade students to participate in discussions and to engage in the tangential skills in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies.. Student competence in these skills is displayed in documents and performances from both programs’ courses. Economics and Education professors model the processes for preparing to participate in classroom discussion through their lectures and strategies used to engage candidates in discussions and projects about Economics and Education concepts.</p>
<p>3.5</p>	<p>compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments; and</p>	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.5 (cont.)	compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments; and	<p>Interpretive examinations and rationale, coherent discussions are required in the core and elective Economics courses. Essays, research papers, formal class presentations, and a variety of rationale, coherent projects are required in Education courses. The Elementary candidates learn how to teach K-8 students to write clear compositions in EDU 442 Methods and Materials for Instruction for Social Science in Elementary and Middle Schools.. Student competence in these skills is displayed in documents and performances from both programs' courses. Economics and Education professors model the processes for preparing to write rational, coherent compositions through their lectures and required written assignments about Economics and Education concepts.</p> <p style="text-align: center;">Secondary</p> <p>Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Interpretive examinations and rationale, coherent discussions are required in the core and elective Economics courses. Essays, research papers, formal class presentations, and a variety of rationale, coherent projects are required in Education courses. The Secondary candidates learn how to teach 8-12 grade students to write clear compositions in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies.. Student competence in these skills is displayed in documents and performances from both programs' courses. Economics and Education professors model the processes for preparing to write rational, coherent compositions through their lectures and the required written assignments about Economics and Education concepts.</p> <p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Interpretive examinations and rationale, coherent discussions are required in the core and elective Economics courses. Essays, research papers, formal class presentations, and a variety of rationale,</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	3.5 (cont.)	coherent projects are required in Education courses. The Secondary candidates learn how to teach 8-12 grade students to write clear compositions in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies . Student competence in these skills is displayed in documents and performances from both programs' courses. Economics and Education professors model the processes for preparing to write rational, coherent compositions through their lectures and the required written assignments about Economics and Education concepts.
3.6	consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	Elementary
		Major: Not applicable.
		Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives Ethical and responsible behavior is a core value of the University, and is, therefore, stressed in all courses. Economics instructors use the content and principles of economics as a backdrop for discussions of ethical behavior related to topics presented in the courses. Education instructors require their students to address such ethical issues in their classroom discussions, papers, presentations, projects, lesson plans, and unit plans.
		Secondary
Major: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives Ethical and responsible behavior is a core value of the University, and is, therefore, stressed in all courses. Economics instructors use the content and principles of economics as a backdrop for discussions of ethical behavior related to topics presented in the courses. Education instructors require their students to address such ethical issues in their classroom discussions, papers, presentations, projects, lesson plans, and unit plans.		

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.6 (cont.)	consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	<p>Minor: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles ECN 305 Money and Financial System ECN 315 Intermediate Microeconomics ECN 316 Intermediate Macroeconomics *Electives</p> <p>Ethical and responsible behavior is a core value of the University, and is, therefore, stressed in all courses. Economics instructors use the content and principles of economics as a backdrop for discussions of ethical behavior related to topics presented in the courses. Education instructors require their students to address such ethical issues in their classroom discussions, papers, presentations, projects, lesson plans, and unit plans.</p>
4.0	<p>Can Provide Social Studies Instruction</p> <p>The program will teach candidates how to design, present, and assess social studies instruction. (Programs should provide evidence in field experiences or content area methods classes that candidates have developed instructional skills specifically related to economics.)</p>	
	The teacher candidate:	
4.1	is knowledgeable about teaching methods, curriculum organization, and instructional materials in economics;	<p style="text-align: center;">Elementary</p> <p>Major: Not applicable.</p> <p>Minor: Economics professors model the key teaching methods of lecture, research, discussion, and argument in their courses. Education candidates will adapt those models to their own teaching strategies. When the Economics course syllabi are reviewed, or when a new course is created, the Economics department reviews the <i>K-12 Curriculum</i> Framework for Social Studies to ensure that the courses incorporate the standards needed to teach in an elementary, middle, or secondary school. Education professors model teaching strategies specific to economic principles in their course presentations and the way they conduct their courses. Teacher candidates study specific methods, materials, and organization of Economics and Education curriculum and instruction in their Education courses. For example, in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools as well as in the Elementary Education Reading (EDU 443, 448) courses and the Student Teaching Course of EDU 489 Elementary and Middle Schools candidates are required to create units and lessons that demonstrate their competency to deliver economics instruction to K-8 students. Obviously, during the Student Teaching experience, candidates will teach K-8 students appropriate economics skills, concepts, and principles under university and cooperating teacher supervision.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.1 (cont.)	is knowledgeable about teaching methods, curriculum organization, and instructional materials in economics;	Secondary
		<p>Major: Economics professors model the key teaching methods of lecture, research, discussion, and argument in their courses. Education candidates will adapt those models to their own teaching strategies. When the Economics course syllabi are reviewed, or when a new course is created, the Economics department reviews the <i>K-12 Curriculum Framework for Social Studies</i> to ensure that the courses incorporate the standards needed to teach in an elementary, middle, or secondary school. Education professors model teaching strategies specific to economic principles in their course presentations and the way they conduct their courses. Teacher candidates study specific methods, materials, and organization of Economics and Education curriculum and instruction in their Education courses. For example, in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies as well as in the Secondary Education Reading (478/578) course and the Student Teaching Courses of EDU 490 Secondary Schools candidates are required to create units and lessons that demonstrate their competency to deliver economics instruction to 8-12 students. Obviously, during the Student Teaching experience, candidates will teach 8-12 students appropriate economics skills, concepts, and principles under university and cooperating teacher supervision.</p> <p>Minor: Economics professors model the key teaching methods of lecture, research, discussion, and argument in their courses. Education candidates will adapt those models to their own teaching strategies. When the Economics course syllabi are reviewed, or when a new course is created, the Economics department reviews the <i>K-12 Curriculum Framework for Social Studies</i> to ensure that the courses incorporate the standards needed to teach in an elementary, middle, or secondary school. Education professors model teaching strategies specific to economic principles in their course presentations and the way they conduct their courses. Teacher candidates study specific methods, materials, and organization of Economics and Education curriculum and instruction in their Education courses. For example, in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies as well as in the Secondary Education Reading (478/578) course and the Student Teaching Courses of EDU 490 Secondary Schools candidates are required to create units and lessons that demonstrate their competency to deliver economics instruction to 8-12 students. Obviously, during the Student Teaching experience, candidates will teach 8-12 students appropriate economics skills, concepts, and principles under university and cooperating teacher supervision.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.2	can design, present, and assess instructional activities in economics as described in the Michigan Curriculum Framework teaching and learning standards (higher order thinking, deep knowledge, substantive conversations, and connections to the world beyond the classroom);	Elementary
		Major: NA
		<p>Minor: Skills in information processing are a vital part of the process of inquiry in Economics, and are, therefore, a vital part of Economics courses. Teacher candidates learn to apply this knowledge in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. Students are required to reference the <i>Michigan Curriculum Framework</i> MDE site and to prepare units and lessons that include activities that require higher order thinking, deep knowledge, substantive conversations, and that the K-8 students demonstrate the ability to connect economics concepts to the contemporary world. In EDU 443 Teaching Reading in the Elementary and Middle Schools, Economics students are required to analyze vignettes and discuss with classmates who do the same for their majors and/or minors. Candidate competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors insist that candidates in their classes are highly proficient in using and teaching the inquiry skills unique to Economics. The instructors model the behavior in their class presentations and assignments. In the Student Teaching courses of EDU 489 Elementary and Middle Schools and EDU 490 Secondary Schools candidates are required to work with the specific school’s curriculum that is aligned with the <i>Michigan Curriculum Framework</i>.</p>
		Secondary
<p>Major: Skills in information processing are a vital part of the process of inquiry in Economics, and are, therefore, a vital part of Economics courses. Teacher candidates learn to apply this knowledge in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Students are required to reference the <i>Michigan Curriculum Framework</i> MDE site and to prepare units and lessons that include activities that require higher order thinking, deep knowledge, substantive conversations, and that the 8-12 students demonstrate the ability to connect historical concepts to the contemporary world. Secondary candidates also become comfortable with the <i>Framework</i> through assignments completed in their first methods course, EDU 469 Curriculum and Methods of Teaching in the Secondary Schools. In EDU 478 Reading in the Content Areas, students are required to analyze the reading level of subject area textbooks and to create reading strategies to bridge the gap between student reading level and the text. Candidates also analyze vignettes and discuss them with classmates who do the same for their majors and/or minors. Candidate competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and</p>		

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.2 (cont.)	can design, present, and assess instructional activities in economics as described in the Michigan Curriculum Framework teaching and learning standards (higher order thinking, deep knowledge, substantive conversations, and connections to the world beyond the classroom);	<p>Education instructors insist that candidates in their classes are highly proficient in using and teaching these inquiry skills unique to economics. The instructors model the behavior in their class presentations and assignments. In the Student Teaching courses of EDU 489 Elementary and Middle Schools and EDU 490 Secondary Schools candidates are required to work with the specific school’s curriculum that is aligned with the <i>Michigan Curriculum Framework</i>.</p> <p>Minor: Skills in information processing are a vital part of the process of inquiry in Economics, and are, therefore, a vital part of Economics courses. Teacher candidates learn to apply this knowledge in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Students are required to reference the <i>Michigan Curriculum Framework</i> MDE site and to prepare units and lessons that include activities that require higher order thinking, deep knowledge, substantive conversations, and that the 8-12 students demonstrate the ability to connect historical concepts to the contemporary world. Secondary candidates also become comfortable with the <i>Framework</i> through assignments completed in their first methods course, EDU 469 Curriculum and Methods of Teaching in the Secondary Schools. In EDU 478 Reading in the Content Areas, students are required to analyze the reading level of subject area textbooks and to create reading strategies to bridge the gap between student reading level and the text. Candidates also analyze vignettes and discuss them with classmates who do the same for their majors and/or minors. Candidate competence in these skills is displayed in documents and performances from Economics and Education courses. Economics and Education instructors insist that candidates in their classes are highly proficient in using and teaching these inquiry skills unique to economics. The instructors model the behavior in their class presentations and assignments. In the Student Teaching courses of EDU 489 Elementary and Middle Schools and EDU 490 Secondary Schools candidates are required to work with the specific school’s curriculum that is aligned with the <i>Michigan Curriculum Framework</i>.</p>
4.3	has had multiple experiences presenting economic content to students;	<p style="text-align: center;">Elementary</p> <p>Major:</p> <p>Minor: Experiences in schools begin in EDU 401/402 Introduction to Elementary and Secondary Education with the K-12 based case study/action research previously described. Because many students are already in school in a variety of substitute positions, they continue their field projects in other coursework. For example, in EDU 443 Teaching Reading in the Elementary and Middle Schools students tutor in K-8 classrooms and are placed according to their major and/or minors. They also teach to the college class a teaching strategy designed to improve reading skills in subject areas. Professors gear assignments to immediate application in students’ school settings. All Economics minors complete EDU 489 Student</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.3 (cont.)	has had multiple experiences presenting economic content to students;	<p data-bbox="632 159 2003 380">Teaching in the Elementary Schools and Middle Schools or EDU 490 Student Teaching in the Secondary Schools. They are placed in schools throughout the metropolitan Detroit area for an entire semester of 15 weeks. They also attend a required seminar every two weeks to focus on issues that arise in the student teaching placement. University supervisors are current or former faculty at UDM as well as current or former teachers of the disciplines in the Social Studies. Many supervisors have doctorates or Master degrees.</p> <p data-bbox="1247 391 1388 423" style="text-align: center;">Secondary</p> <p data-bbox="632 443 730 475">Major: Experiences in schools begin in EDU 401/402 Introduction to Elementary and Secondary Education with the K-12 based case study/action research previously described. Because many students are already in school in a variety of substitute positions, they continue their field projects in other coursework. For example, in EDU 478/578 Reading in the Content Areas students tutor in 8-12 classrooms and are placed according to their major and/or minors. They also teach to the college class a teaching strategy designed to improve reading skills in subject areas. Professors gear assignments to immediate application in students' school settings. All Economics minors complete EDU 489 Student Teaching in the Elementary Schools and Middle Schools or EDU 490 Student Teaching in the Secondary Schools. They are placed in schools throughout the metropolitan Detroit area for an entire semester of 15 weeks. They also attend a required seminar every two weeks to focus on issues that arise in the student teaching placement. University supervisors are current or former faculty at UDM as well as current or former teachers of the disciplines in the Social Studies. Many supervisors have doctorates or Master degrees.</p> <p data-bbox="632 943 730 976">Minor: Experiences in schools begin in EDU 401/402 Introduction to Elementary and Secondary Education with the K-12 based case study/action research previously described. Because many students are already in school in a variety of substitute positions, they continue their field projects in other coursework. For example, in EDU 478/578 Reading in the Content Areas students tutor in 8-12 classrooms and are placed according to their major and/or minors. They also teach to the college class a teaching strategy designed to improve reading skills in subject areas. Professors gear assignments to immediate application in students' school settings. All Economics minors complete EDU 489 Student Teaching in the Elementary Schools and Middle Schools or EDU 490 Student Teaching in the Secondary Schools. They are placed in schools throughout the metropolitan Detroit area for an entire semester of 15 weeks. They also attend a required seminar every two weeks to focus on issues that arise in the student teaching placement. University supervisors are current or former faculty at UDM as well as current or former teachers of the disciplines in the Social Studies. Many supervisors have doctorates or Master degrees.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.4	has made sustained use of technology appropriate to teaching economics;	<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Throughout the students' Economics courses, professors enhance their presentations through the use of appropriate technology for learning and teaching economic concepts and principles (word processing, spread sheets, Powerpoint, cd's, etc). Electronic research through the UDM library and world-wide sites is required along with the traditional use of primary and secondary paper sources. All student papers are word processed. In the Education program, candidates continue their use of technology in their Education courses and learn how to use technology in their K-12 teaching. As part of their program, they must take EDU 459 Instructional Technology or EDU 600 Computer Uses in Education where they design K-12 authentic technology-enriched learning activities that connect content area standards and student technology standards to meet the diverse needs of students. An Education Computer Lab in the UDM Library is available for use by Education classes as well as for individual and group instruction. All courses require electronic research and exploration of MDE education sites that are appropriate to the course. These two examples are typical of such technology use. In EDU 443 Teaching Reading in the Elementary and Middle Schools students develop lesson plans in their major or minor using the Standard Benchmarks from the <i>Michigan Curriculum Framework</i>. In EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, students are required to use electronic sites for reading and in their preparation of papers, presentations, units, and lessons.</p> <p style="text-align: center;">Secondary</p> <p>Major: Throughout the students' Economics courses, professors enhance their presentations through the use of appropriate technology for learning and teaching history (word processing, spread sheets, Powerpoint, cd's etc). Electronic research through the UDM library and world-wide sites is required along with the traditional use of primary and secondary paper sources. All student papers are word processed. In the Education program, candidates continue their use of technology in their Education courses and learn how to use technology in their K-12 teaching. As part of their program, they must take EDU 459 Instructional Technology or EDU 600 Computer Uses in Education where they design K-12 authentic technology-enriched learning activities that connect content area standards and student technology standards to meet the diverse needs of students. An Education Computer Lab in the UDM Library is available for use by Education classes as well as for individual and group instruction. All courses require electronic research and exploration of MDE education sites that are appropriate to the course. These two examples are typical of such technology use. In EDU 478/578 Reading in the Content Areas, students develop lesson plans in their major using the Standard Benchmarks from the <i>Michigan Curriculum Framework</i>. In the methods classes, EDU 469 Curriculum and Methods of Teaching in Secondary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, secondary candidates are required to use electronic sites for reading and in their preparation of papers, presentations, units, and lessons.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.4 (cont.)	has made sustained use of technology appropriate to teaching economics;	<p>Minor: Throughout the students' Economics courses, professors enhance their presentations through the use of appropriate technology for learning and teaching history (word processing, spread sheets, Powerpoint, cd's etc). Electronic research through the UDM library and world-wide sites is required along with the traditional use of primary and secondary paper sources. All student papers are word processed. In the Education program, candidates continue their use of technology in their Education courses and learn how to use technology in their K-12 teaching. As part of their program, they must take EDU 459 Instructional Technology or EDU 600 Computer Uses in Education where they design K-12 authentic technology-enriched learning activities that connect content area standards and student technology standards to meet the diverse needs of students. An Education Computer Lab in the UDM Library is available for use by Education classes as well as for individual and group instruction. All courses require electronic research and exploration of MDE education sites that are appropriate to the course. These two examples are typical of such technology use. In EDU 478/578 Reading in the Content Areas, students develop lesson plans in their major using the Standard Benchmarks from the <i>Michigan Curriculum Framework</i>. In the methods classes, EDU 469 Curriculum and Methods of Teaching in Secondary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, secondary candidates are required to use electronic sites for reading and in their preparation of papers, presentations, units, and lessons.</p>
4.5	can implement the Michigan Curriculum Framework content standards in the economics classroom; and	<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: As explained in Standards 4.2, 4.3, and 4.4, students have numerous and varied opportunities to work with the <i>Michigan Curriculum Framework</i> on line and in person throughout their Education course work. EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools provides the key opportunities to know and understand the <i>MCF</i> to enable candidates to implement its concepts during their student teaching experiences and future professional assignments.</p> <p style="text-align: center;">Secondary</p> <p>Major: NA</p> <p>Minor: As explained in Standards 4.2, 4.3, and 4.4, students have numerous and varied opportunities to work with the <i>Michigan Curriculum Framework</i> on line and in person throughout their Education course work. EDU 469 Curriculum and Methods of Teaching in Secondary Schools, and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies provide the key opportunities to know and understand the <i>MCF</i> to enable candidates to implement its concepts during their student teaching experiences and future professional assignments.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.6	will design and use assessments as appropriate to the field of economics.	<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Economics assessment procedures such as quizzes, examinations, and personal conferences are easily adapted and adjusted for elementary teaching. Education faculty members continue to teach and model a variety of general and subject appropriate assessment systems (including electronic programs) and procedures. Course syllabi explicate assessment practices. Students learn how to develop assessments for written, oral, collaborative, and student projects. The format required for lesson plans is presented in Appendix A in the <i>Student Teaching Handbook</i> and is used in the methods course (EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools) as well as for planning during the candidate’s student teaching experience. The form requires candidates to plan the appropriate assessment of their students’ learning tied directly to the objectives of the lesson, unit, and/or curriculum. Then they reflect upon the data by explaining what contributed to and what impeded the student’s achievement and suggesting different strategies for the next lesson. Students learn how to use standard tests and procedures through early K-8 observation, course instruction, and assisting with administration of MEAP and other standardized test during their student teaching experience. SED 460 Education and Mainstreaming of Exceptional Persons and/or SED 560 Exceptional Persons are required of all Education candidates and emphasize assessment practices for special needs as well as ways to adapt general assessment practices for special needs students. EDU 432 Psychology of Education and/or SED 513 Principles of Learning, Development, and Adjustment include a two week unit devoted to development of knowledge and understanding of measurement and evaluation in the teaching/learning process. Professors present lessons that help candidates learn a variety of traditional and authentic assessment practices.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.6 (cont.)	will design and use assessments as appropriate to the field of economics.	<p style="text-align: center;">Secondary</p> <p>Major: Economics assessment procedures such as quizzes, examinations, and personal conferences are easily adapted and adjusted for secondary teaching. Education faculty members continue to teach and model a variety of general and subject appropriate assessment systems (including electronic programs) and procedures. Course syllabi explicate assessment practices. Students learn how to develop assessments for written, oral, collaborative, and student projects. The format required for lesson plans is presented in Appendix A in the <i>Student Teaching Handbook</i> and is used in the methods courses (EDU 469 Curriculum and Methods of Teaching in Secondary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies) as well as for planning during the candidate's student teaching experience. The form requires candidates to plan the appropriate assessment of their students' learning tied directly to the objectives of the lesson, unit, and/or curriculum. Then they reflect upon the data by explaining what contributed to and what impeded the student's achievement and suggesting different strategies for the next lesson. Students learn how to use standard tests and procedures through early 8-12 observation, course instruction, and assisting with administration of MEAP and other standardized test during their student teaching experience. SED 460 Education and Mainstreaming of Exceptional Persons and/or SED 560 Exceptional Persons are required of all Education candidates and emphasize assessment practices for special needs as well as ways to adapt general assessment practices for special needs students. EDU 432 Psychology of Education and/or SED 513 Principles of Learning, Development, and Adjustment include a two week unit devoted to development of knowledge and understanding of measurement and evaluation in the teaching/learning process. Professors present lessons that help candidates learn a variety of traditional and authentic assessment practices.</p> <p>Minor: Economics assessment procedures such as quizzes, examinations, and personal conferences are easily adapted and adjusted for secondary teaching. Education faculty members continue to teach and model a variety of general and subject appropriate assessment systems (including electronic programs) and procedures. Course syllabi explicate assessment practices. Students learn how to develop assessments for written, oral, collaborative, and student projects. The format required for lesson plans is presented in Appendix A in the <i>Student Teaching Handbook</i> and is used in the methods courses (EDU 469 Curriculum and Methods of Teaching in Secondary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies) as well as for planning during the candidate's student teaching experience. The form requires candidates to plan the appropriate assessment of their students' learning tied directly to the objectives of the lesson, unit,</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>4.6 (cont.) will design and use assessments as appropriate to the field of economics.</p>	<p>and/or curriculum. Then they reflect upon the data by explaining what contributed to and what impeded the student's achievement and suggesting different strategies for the next lesson. Students learn how to use standard tests and procedures through early 8-12 observation, course instruction, and assisting with administration of MEAP and other standardized test during their student teaching experience. SED 460 Education and Mainstreaming of Exceptional Persons and/or SED 560 Exceptional Persons are required of all Education candidates and emphasize assessment practices for special needs as well as ways to adapt general assessment practices for special needs students. EDU 432 Psychology of Education and/or SED 513 Principles of Learning, Development, and Adjustment include a two week unit devoted to development of knowledge and understanding of measurement and evaluation in the teaching/learning process. Professors present lessons that help candidates learn a variety of traditional and authentic assessment practices.</p>