

## Content Guidelines/Standards Matrix

**College/University** University of Detroit-Mercy **Code** CA

**Source of Guidelines/Standards** Michigan State Board of Education, January 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><b>Standard 1: Have Content Area Knowledge</b></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>	

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	<b>Taking into account the education needs of students, the teacher candidate is able to:</b>	
<b>1.1</b>	describe how the economic forces of scarcity and choice affect personal financial decisions;	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b> The standard addresses economic themes central to any study of microeconomics. Economics majors at UDM engage in the study of microeconomics specifically in three different courses. In <b>ECN 100 Intro to Economics</b>, scarcity and choice/decision-making is a significant and organizing theme for the course, and how those ideas work on the individual level are explored particularly during Weeks 1, 2, and 3. The impact of scarcity and choice on individual decision-making (financial and otherwise) is further explored in <b>ECN 295 Microeconomic Principles</b>, particularly in the first three weeks of the course. The role of individual decision-making for financial and other reasons is revisited a third time in <b>ECN 315 Intermediate Microeconomics</b>, particularly in the weeks of Jan. 12 and 19. This course focuses on the theory governing various aspects of human behavior regarding consumption, production, distribution, pricing, and exchange.</p>
		<p><b>Minor:</b> The standard addresses economic themes central to any study of microeconomics. Economics minors at UDM engage in the study of microeconomics specifically in two courses. In <b>ECN 100 Intro to Economics</b>, scarcity and choice/decision-making is a significant and organizing theme for the course, and how those ideas work on the individual level are explored particularly during Weeks 1, 2, and 3. The impact of scarcity and choice on individual decision-making (financial and otherwise) is further explored in <b>ECN 295 Microeconomic Principles</b>, particularly in the first three weeks of the course.</p>
<b>1.2</b>	describe how the economic	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	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><b>Major:</b> The standard addresses economic themes central to any study of microeconomics. Economics majors at UDM engage in the study of microeconomics specifically in three different courses. In <b>ECN 100 Intro to Economics</b>, scarcity and choice/decision-making is a significant and organizing theme for the course, and how those ideas work on the individual level are explored particularly during Weeks 1, 2, and 3. The impact of scarcity and choice on individual decision-making is further explored in <b>ECN 295 Microeconomic Principles</b>, particularly in the first three weeks of the course. The role of individual decision-making is revisited a third time in <b>ECN 315 Intermediate Microeconomics</b>, particularly in the weeks of Jan. 12 and 19. This course focuses on the theory governing various aspects of human behavior regarding consumption, production, distribution, pricing, and exchange.</p>
		<p><b>Minor:</b> The standard addresses economic themes central to any study of microeconomics. Economics minors at UDM engage in the study of microeconomics specifically in two courses. In <b>ECN 100 Intro to Economics</b>, scarcity and choice/decision-making is a significant and organizing theme for the course, and how those ideas work on the individual level are explored particularly during Weeks 1, 2, and 3. The impact of scarcity and choice on individual decision-making is further explored in <b>ECN 295 Microeconomic Principles</b>, particularly in the first three weeks of the course.</p>
1.3	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;"><b>Secondary</b></p> <p><b>Major:</b> The standard addresses economic themes central to any study of microeconomics. Economics majors at UDM engage in the study of microeconomics specifically in three different courses. In <b>ECN 100 Intro to Economics</b>, scarcity and choice/decision-making is a significant and organizing theme for the course, and how those ideas impact business decision-making are explored particularly during Weeks 1, 2, and 3. The impact of scarcity and choice on business decision-making is further explored in <b>ECN 295 Microeconomic Principles</b>, to varying degree in the first three weeks of the course, but most specifically during Weeks 4 and 5. Strategic business decision-making is revisited a third time in <b>ECN 315 Intermediate Microeconomics</b>, in various ways throughout the course. This course focuses on the theory governing various aspects of human behavior regarding consumption, production, distribution, pricing, and exchange.</p>

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		<p><b>Minor:</b> The standard addresses economic themes central to any study of microeconomics. Economics minors at UDM engage in the study of microeconomics specifically in two courses. In <b>ECN 100 Intro to Economics</b>, scarcity and choice/decision-making is a significant and organizing theme for the course, and how those ideas impact business decision-making are explored particularly during Weeks 1, 2, and 3. The impact of scarcity and choice on business decision-making is further explored in <b>ECN 295 Microeconomic Principles</b>, to varying degree in the first three weeks of the course, but most specifically during Weeks 4 and 5</p>
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;	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b> The standard addresses economic themes central to any study of macroeconomics. Economics majors at UDM engage in the study of macroeconomics specifically in three different courses. In <b>ECN 100 Intro to Economics</b>, the federal government’s role in the economy is studied in the last quarter of the class, Weeks 12, 13, and 14. <b>ECN 296 Macroeconomic Principles</b> focuses on government-decision making at several points in the course, most specifically during the weeks of Jan 9 and 18 and during the month of March. Government tax and spend decisions are again revisited in <b>ECN 316 Intermediate Macroeconomics</b>, particularly during Weeks 9, 10, and 11.</p>
		<p><b>Minor:</b> The standard addresses economic themes central to any study of macroeconomics. Economics minors at UDM engage in the study of macroeconomics specifically in two courses. In <b>ECN 100 Intro to Economics</b>, the federal government’s role in the economy is studied in the last quarter of the class, Weeks 12, 13, and 14. <b>ECN 296 Macroeconomic Principles</b> focuses on government-decision making at several points in the course, most specifically during the weeks of Jan 9 and 18 and during the month of March.</p>
1.5	describe how government	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	<p>decisions on public goods, regulation, and foreign policy impact producers, consumers, and investors;</p>	<p><b>Major:</b>  The standard addresses economic themes central to any study of macroeconomics. Economics majors at UDM engage in the study of macroeconomics specifically in three different courses. In <b>ECN 100 Intro to Economics</b>, the federal government’s role in the economy is studied in the last quarter of the class, Weeks 12, 13, and 14. <b>ECN 296 Macroeconomic Principles</b> focuses on government-decision making at several points in the course, most specifically during the weeks of Jan 9 and 18, during the month of March, and the US in the world economy and foreign policy decisions related to our place in the world economy is explored April 3. Government decisions and their impact on various constituencies are again revisited in <b>ECN 316 Intermediate Macroeconomics</b>, during the last quarter of the course. Government decision-making and its impact on various groups is also explored in Weeks 13, 14, and most specifically in Week 15 (When the required reading corresponds with this topic), in <b>ECN 295 Microeconomic Principles</b>.</p>
		<p><b>Minor:</b>  The standard addresses economic themes central to any study of macroeconomics. Economics majors at UDM engage in the study of macroeconomics specifically in two courses. In <b>ECN 100 Intro to Economics</b>, the federal government’s role in the economy is studied in the last quarter of the class, Weeks 12, 13, and 14. <b>ECN 296 Macroeconomic Principles</b> focuses on government-decision making at several points in the course, most specifically during the weeks of Jan 9 and 18, during the month of March, and the US in the world economy and foreign policy decisions related to our place in the world economy is explored April 3. Government decision-making and its impact on various groups is also explored in Weeks 13, 14, and most specifically in Week 15 (When the required reading corresponds with this topic), in <b>ECN 295 Microeconomic Principles</b>.</p>
1.6	explain how a free-market	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	economic system works to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services in domestic and international markets;	<p><b>Major:</b> While all of the required micro and macro economic courses address this issue from a variety of standpoints, students best understand how a free-market economic system works when they are able to compare how it works in relation to other economic systems, such as the socialistic and centrally-planned economic systems. <b>ECN 385 Comparative Economic Systems</b> is the course that allows students to do this and the workings of the free-market system are explored in depth in the first three weeks of this course.</p> <p><b>Minor:</b> While all of the required micro and macro economic courses address this issue from a variety of standpoints, students best understand how a free-market economic system works when they are able to compare how it works in relation to other economic systems, such as the socialistic and centrally-planned economic systems. <b>ECN 385 Comparative Economic Systems</b> is the course that allows students to do this and the workings of the free-market system are explored in depth in the first three weeks of this course.</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;"><b>Secondary</b></p> <p><b>Major:</b> <b>ECN 385 Comparative Economic Systems</b> provides students with the opportunity to develop greater knowledge about economic systems other than the free-market system. Three-fourths of the course is dedicated to a discussion of economics systems other than the basic free-market system.</p>
		<p><b>Minor:</b> <b>ECN 385 Comparative Economic Systems</b> provides students with the opportunity to develop greater knowledge about economic systems other than the free-market system. Three-fourths of the course is dedicated to a discussion of economics systems other than the basic free-market system.</p>
1.8	describe how trade generates economic development and interdependence for individuals, producers, and governments; and	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b> The issues of trade and world economic development and their related issues are explored briefly in <b>ECN 100 Intro to Economics</b> during weeks 13, and 14, but most directly during Week 15 when the required reading also addresses this specific issue. These issues are again discussed in the month of April in <b>ECN 296 Macroeconomics</b>, and revisited again in <b>ECN 316 Intermediate Macroeconomics</b> in Weeks 12 and 13.</p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
		<p><b>Minor:</b> The issues of trade and world economic development and their related issues are explored briefly in <b>ECN 100 Intro to Economics</b> during weeks 13, and 14, but most directly during Week 15 when the required reading also addresses this specific issue. These issues are again discussed in the month of April in <b>ECN 296 Macroeconomics</b>.</p>
1.9	explain how trade results in challenges and benefits for individuals, producers, and governments.	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b> The issues of trade and world economic development and their related issues are explored briefly in <b>ECN 100 Intro to Economics</b> during weeks 13, and 14, but most directly during Week 15 when the required reading also addresses this specific issue. These issues are again discussed in the month of April in <b>ECN 296 Macroeconomics</b>, and revisited again in <b>ECN 316 Intermediate Macroeconomics</b> in Weeks 12 and 13.</p>
		<p><b>Minor:</b> The issues of trade and world economic development and their related issues are explored briefly in <b>ECN 100 Intro to Economics</b> during weeks 13, and 14, but most directly during Week 15 when the required reading also addresses this specific issue. These issues are again discussed in the month of April in <b>ECN 296 Macroeconomics</b>.</p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
2.0	<p><b>Standard 2: Make Interdisciplinary Connections</b></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><b>Taking into account the discipline of economics, the teacher candidate is able to:</b></p>	
2.1	sequence chronologically major	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	eras within United States history and key events within those eras in order to examine relationships and explain cause and effect;	<p><b>Major:</b>  <b>ECN 435 The Economic History of the United States</b> is the key course for addressing this standard. The text used is <i>The Economic Transformation of America 1600 to the Present</i> and students survey the major historical periods of the United States from an economic perspective.</p> <p><b>Minor:</b>  <b>ECN 435 The Economic History of the United States</b> is the key course for addressing this standard. The text used is <i>The Economic Transformation of America 1600 to the Present</i> and students survey the major historical periods of the United States from an economic perspective.</p>
2.2	describe the five themes of geography and apply them to basic world geography;	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b>  Students are introduced to the five themes of geography in their <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b> course. These themes of Diversity of People, Places, and Cultures, Human/Environment Interaction, Location, Movement, and Connections, Regions, Patterns, and Processes, Global Issues and Events are at the heart of <b>ECN 137 World Economic Geography</b>, which provides students with a significant opportunity to understand how various aspects of geography impact global economic development.</p>
		<p><b>Minor:</b>  Students are introduced to the five themes of geography in their <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b> course. These themes of Diversity of People, Places, and Cultures, Human/Environment Interaction, Location, Movement, and Connections, Regions, Patterns, and Processes, Global Issues and Events are at the heart of <b>ECN 137 World Economic Geography</b>, which provides students with a significant opportunity to understand how various aspects of geography impact global economic development.</p>
2.3	explain the structure and	<p style="text-align: center;"><b>Secondary</b></p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	function of American government, core democratic values, and the rights and responsibilities of citizens; and	<p><b>Major:</b>  The structure and function of the United States government, America’s core democratic values, citizen rights and responsibilities, and governmental policy have significant impact on fiscal/monetary principles; therefore, when that topic is studied in <b>ECN 100 Introduction to Economics, ECN 295 Microeconomic Principles, ECN 296 Macroeconomic Principles, ECN 305 Money and the U.S. Financial System, ECN 315 Intermediate Microeconomics or ECN 316 Intermediate Macroeconomics</b>, 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 <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>. Student competence in this skill is displayed in documents and performances from ECN and EDU courses.</p>
		<p><b>Minor:</b>  The structure and function of the United States government, America’s core democratic values, citizen rights and responsibilities, and governmental policy have significant impact on fiscal/monetary principles; therefore, when that topic is studied in <b>ECN 100 Introduction to Economics, ECN 295 Microeconomic Principles, ECN 296 Macroeconomic Principles, or ECN 305 Money and the U.S. Financial System</b>, 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 <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>. Student competence in this skill is displayed in documents and performances from ECN and EDU courses.</p>
<b>2.4</b>	describe how women and	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	minorities have been affected by the American economic system.	<p><b>Major:</b> As women and minorities are members of society, they are included in the study of economic concepts and principles in all of the required Economics courses, <b>ECN 100, ECN 137, ECN 295, ECN 296, ECN 305, ECN 315, ECN 316, ECN 385, and ECN 435</b>. 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 microeconomic and macroeconomic principles, economic geography, history, and the US financial system.</p>
		<p><b>Minor:</b> As women and minorities are members of society, they are included in the study of economic concepts and principles in all of the required Economics courses, <b>ECN 100, ECN 137, ECN 295, ECN 296, ECN 305, ECN 315, ECN 316, ECN 385, and ECN 435</b>. 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 microeconomic and macroeconomic principles, economic geography, history, and the US financial system.</p>
<b>3.0</b>	<p><b>Standard 3: Can Apply Social Science Perspectives</b> 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>	
	<b>The teacher candidate is able to:</b>	
<b>3.1</b>	acquire information from books, maps, newspapers, data sets,	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	<p>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><b>Major:</b>  The required Economics courses depend heavily upon information presented in books and on websites, particularly <b>ECN 100 Intro to Economics</b>, <b>ECN 295 Microeconomic Principles</b>, and <b>ECN 315 Intermediate Microeconomic Principles</b>. Additionally, maps are utilized to better understand the content of <b>ECN 137 World Economic Geography</b>. The sequencing of events and the understanding of timelines is a skill addressed in <b>ECN The Economic History of the United States</b>. To assist students in understanding complex economic concepts, study guides are provided in most of the required Economics courses to facilitate understanding of concepts explained in lectures and to enhance student 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 <b>CIS 100 Introduction to Computers</b>. If a student tests out of it, he/she must take <b>CIS 103 Web Production and Tools</b> or <b>CIS 115 Visual Basic</b>. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. <b>EDU 459 Instructional Technology</b> and <b>600 Computer Uses in Education</b> provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>. 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
		<p><b>Minor:</b></p> <p>The required Economics courses depend heavily upon information presented in books and on websites, particularly <b>ECN 100 Intro to Economics</b> and <b>ECN 295 Microeconomic Principles</b>. Additionally, maps are utilized to better understand the content of <b>ECN 137 World Economic Geography</b>. The sequencing of events and the understanding of timelines is a skill addressed in <b>ECN The Economic History of the United States</b>. To assist students in understanding complex economic concepts, study guides are provided in most required Economics courses to facilitate understanding of concepts explained in lectures and to enhance student 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 <b>CIS 100 Introduction to Computers</b>. If a student tests out of it, he/she must take <b>CIS 103 Web Production and Tools</b> or <b>CIS 115 Visual Basic</b>. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. <b>EDU 459 Instructional Technology</b> and <b>600 Computer Uses in Education</b> provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>. 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	conduct investigations including the ability to formulate a clear	<b>Secondary</b>

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	<p>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><b>Major:</b>  All of the required Economic courses require students to use a variety of sources to defend an economic concept, principle, theory, or personal position during a classroom 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. <b>ECN 316 Intermediate Macroeconomics</b> utilizes model-analyses and requires students to work in teams around a research topic. Students may also complete a research project as part of <b>ECN 385 Comparative Economic Systems</b>. Students are required to complete at least three short, synopsis papers in <b>ECN 100 Intro to Economics</b> and <b>ECN 295 Microeconomic Principles</b>. The exams in <b>ECN 435 Economic History of the United States</b> require many of the higher order thinking skills, as indicated by the study questions included in the syllabus. The University Core Curriculum requires all students to take <b>CIS 100 Introduction to Computers</b>. If a student tests out of it, he/she must take <b>CIS 103 Web Production and Tools</b> or <b>CIS 115 Visual Basic</b>. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. <b>EDU 459 Instructional Technology</b> and <b>600 Computer Uses in Education</b> provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>. 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>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
		<p><b>Minor:</b>  All of the required Economic courses require students to use a variety of sources to defend an economic concept, principle, theory, or personal position during a classroom 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. Students may complete a research project as part of <b>ECN 385 Comparative Economic Systems</b>. Students are required to complete at least three short, synopsis papers in <b>ECN 100 Intro to Economics</b> and <b>ECN 295 Microeconomic Principles</b>. The exams in <b>ECN 435 Economic History of the United States</b> require many of the higher order thinking skills, as indicated by the study questions included in the syllabus. The University Core Curriculum requires all students to take <b>CIS 100 Introduction to Computers</b>. If a student tests out of it, he/she must take <b>CIS 103 Web Production and Tools</b> or <b>CIS 115 Visual Basic</b>. Economics students then use those basic computer skills throughout their Economic course work. Online research is basic in Economics courses. <b>EDU 459 Instructional Technology</b> and <b>600 Computer Uses in Education</b> provide the students with the practical application of technology to teaching Economics. Secondary teacher candidates learn to apply this knowledge and skill in <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>. 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>
3.3	state issues clearly as questions of public policy, trace the origins	<b>Secondary</b>

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	of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue;	<p><b>Major:</b>  <b>EDU 400 Introduction to Education</b> and <b>EDU 420 Philosophy of Education</b> are particularly good courses for helping students to hone these skills. A number of the stated goals for EDU 400 dovetail nicely with this standard: students will become insightful observers of practice, students will grapple with issues of social justice in education, and students will have meaningful dialogue about their observations and experiences in schools. Some of the texts for this course are thought-provoking and require students to deal with significant issues related to public and educational policy: <i>Other People's Children: Cultural Conflict in the Classroom</i> and <i>The Courage to Teach</i>. EDU 420 explicitly expects students to demonstrate their understandings of the relationship of traditional and modern philosophies to the issues and problems confronting educational practice in America today -- including questions asked, suggested answers and the implications of this kind of dialogue as evidenced in current educational theories and policies</p>
		<p><b>Minor:</b>  <b>EDU 400 Introduction to Education</b> and <b>EDU 420 Philosophy of Education</b> are particularly good courses for helping students to hone these skills. A number of the stated goals for EDU 400 dovetail nicely with this standard: students will become insightful observers of practice, students will grapple with issues of social justice in education, and students will have meaningful dialogue about their observations and experiences in schools. Some of the texts for this course are thought-provoking and require students to deal with significant issues related to public and educational policy: <i>Other People's Children: Cultural Conflict in the Classroom</i> and <i>The Courage to Teach</i>. EDU 420 explicitly expects students to demonstrate their understandings of the relationship of traditional and modern philosophies to the issues and problems confronting educational practice in America today -- including questions asked, suggested answers and the implications of this kind of dialogue as evidenced in current educational theories and policies</p>
3.4	engage in constructive conversation about matters of	<b>Secondary</b>

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	public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions;	<p><b>Major:</b> While <b>ECN 137 World Economic Geography</b> and <b>ECN 385 Comparative Economic Systems</b>, both grade class participation and therefore provide significant opportunities for students to engage in conversation and debate around economic principles and ideas, <b>EDU 400 Introduction to Education</b> and <b>EDU 420 Philosophy of Education</b> are again particularly strong courses for helping students hone the skills associated with this standard. Continuing to draw from information already presented in the narrative for Standard 3.3, students are required to engage in conversation about what they are seeing classrooms and how it interplays with educational philosophies, issues of public interest and concern, etc. This is evidenced in the heavy class participation component for both of these courses. Class participation is 50% of the EDU 400 grade and 30% of the EDU 420 grade. Additionally, in the Reading courses, <b>EDU 443 Teaching Reading in the Elementary and Middle Schools</b> and <b>EDU 478/578 Reading in the Content Areas</b> students particularly use constructive conversations to review and reflect about appropriate reading materials and teaching strategies in the secondary classroom.</p>
		<p><b>Minor:</b> While <b>ECN 137 World Economic Geography</b> and <b>ECN 385 Comparative Economic Systems</b>, both grade class participation and therefore provide significant opportunities for students to engage in conversation and debate around economic principles and ideas, <b>EDU 400 Introduction to Education</b> and <b>EDU 420 Philosophy of Education</b> are again particularly strong courses for helping students hone the skills associated with this standard. Continuing to draw from information already presented in the narrative for Standard 3.3, students are required to engage in conversation about what they are seeing classrooms and how it interplays with educational philosophies, issues of public interest and concern, etc. This is evidenced in the heavy class participation component for both of these courses. Class participation is 50% of the EDU 400 grade and 30% of the EDU 420 grade. Additionally, in the Reading courses, <b>EDU 443 Teaching Reading in the Elementary and Middle Schools</b> and <b>EDU 478/578 Reading in the Content Areas</b> students particularly use constructive conversations to review and reflect about appropriate reading materials and teaching strategies in the secondary classroom.</p>
3.5	compose coherent written essays that express positions on	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	public issues and justify the positions with reasoned arguments; and	<p><b>Major:</b>  <b>ECN 100 Intro to Economics</b> and <b>ECN 295 Microeconomic Principles</b> address this standard through the requirement of three short, analytical writing assignments. The essay exam format used repeatedly throughout <b>ECN 435 Economic History of the United States</b> also gives students the opportunity to practice this skill. The personal philosophy assignment required as part of <b>EDU 420 Philosophy of Education</b> and several of the assignments for <b>EDU 440 School and Society</b> also give students the opportunity to hone the skills associated with this standard.</p>
		<p><b>Minor:</b>  <b>ECN 100 Intro to Economics</b> and <b>ECN 295 Microeconomic Principles</b> address this standard through the requirement of three short, analytical writing assignments. The essay exam format used repeatedly throughout <b>ECN 435 Economic History of the United States</b> also gives students the opportunity to practice this skill. The personal philosophy assignment required as part of <b>EDU 420 Philosophy of Education</b> and several of the assignments for <b>EDU 440 School and Society</b> also give students the opportunity to hone the skills associated with this standard.</p>
3.6	consider the effects of an	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	<p>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>	<p><b>Major:</b>  Ethical and responsible behavior is a core value of the University given its history and mission and is discussed in <b>Section 2: Program Summary</b>.  In the economics courses themselves, <b>ECN 100 Intro to Economics</b> introduces students to the terms, systems and differing philosophies of economics. In the examination of capitalism, resource distribution, industrialized versus underdeveloped economies, the human dimensions and choices that economic and public policy play in our world are especially highlighted. <b>ECN 305 Money and the Financial System</b> introduces students to financial markets, public policy and the historic events in the US and the world regarding financial systems. The relationship of these topics, as well as the human impact of market forces are placed in an ethical context: how does inflation, trade deficits and failing financial system effect Us and world citizens? In <b>ECN 435 Economic History of the United States</b>, course topics include the advancement of an industrialized and technologically-based economy in the USA. The course also examines the labor/union movement, government/public policy development for financial institutions and markers and how the notion of economic justice arose in the USA through historical events such as the depressions of the 1890's, WWI and WWII, the Great depression and New Deal, the decline of industrialized or "Rust belt" cities in the US, etc.</p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
		<p><b>Minor:</b>  Ethical and responsible behavior is a core value of the University given its history and mission and is discussed in <b>Section 2: Program Summary</b>.  In the economics courses themselves, <b>ECN 100 Intro to Economics</b> introduces students to the terms, systems and differing philosophies of economics. In the examination of capitalism, resource distribution, industrialized versus underdeveloped economies, the human dimensions and choices that economic and public policy play in our world are especially highlighted. <b>ECN 305 Money and the Financial System</b> introduces students to financial markets, public policy and the historic events in the US and the world regarding financial systems. The relationship of these topics, as well as the human impact of market forces are placed in an ethical context: how does inflation, trade deficits and failing financial system effect Us and world citizens? In <b>ECN 435 Economic History of the United States</b>, course topics include the advancement of an industrialized and technologically-based economy in the USA. The course also examines the labor/union movement, government/public policy development for financial institutions and markers and how the notion of economic justice arose in the USA through historical events such as the depressions of the 1890's, WWI and WWII, the Great depression and New Deal, the decline of industrialized or "Rust belt" cities in the US, etc.</p>
4.0	<p><b>Can Provide Social Studies Instruction</b>  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>	
	<p><b>The teacher candidate:</b></p>	

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
4.1	is knowledgeable about teaching methods, curriculum organization, and instructional materials in economics;	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b> The curriculum of the <b>EDU 473</b> course (<b>Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document. Additionally, in the Secondary Education Reading (<b>EDU 478/578</b>) course and the student teaching course (<b>EDU 490</b>) <b>Secondary Schools</b> candidates are required to create units and lessons that demonstrate their competency to deliver economics instruction to 7-12 students. Obviously, during the Student Teaching experience, candidates will teach 7-12 students appropriate economics skills, concepts, and principles under university and cooperating teacher supervision.</p>
		<p><b>Minor:</b> For those Economics minors with an aligned Social Studies major, the curriculum of the <b>EDU 473</b> course (<b>Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document. For those Economics minors who do not have a major aligned with Social Studies, <b>EDU 469 (Curriculum and Methods of Teaching in Middle and Secondary School)</b> addresses this standard. All work in this course related to lesson and unit planning, assessment, concept attainment, etc., must be completed in the area of the subject area minor. Additionally, in the student teaching course (<b>EDU 490</b>) <b>Secondary Schools</b> candidates are required to create units and lessons that demonstrate their competency to deliver economics instruction to 7-12 students. Obviously, during the Student Teaching experience, candidates will teach 7-12 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);	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b>  The curriculum of the <b>EDU 473</b> course (<b>Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document. A specific goal of the course is to assist students to master the knowledge and skills prescribed in the Social Studies Michigan Content Standards and Benchmarks and they are discussed in some depth in the Jan. 18 class. Secondary candidates also become comfortable with the <i>Framework</i> through assignments completed in their first methods course, <b>EDU 469 Curriculum and Methods of Teaching in the Secondary Schools</b>. In <b>EDU 478 Reading in the Content Areas</b>, 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. In the student teaching course <b>EDU 490 Secondary Schools</b> candidates are required to work with the specific school's curriculum, aligned with the <i>Michigan Curriculum Framework</i>.</p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
		<p><b>Minor:</b>  The curriculum of the <b>EDU 473</b> course (<b>Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document. Secondary candidates also become comfortable with the <i>Framework</i> through assignments completed in their first methods course, <b>EDU 469 (Curriculum and Methods of Teaching in the Secondary Schools)</b> and all work done in EDU 469 is done in the teacher candidate’s subject area minor, so this provides a concrete opportunity for teacher candidates who have a minor in Economics not aligned with a Social Studies-related major to work specifically with economics related pedagogical content. In <b>EDU 478 Reading in the Content Areas</b>, 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. In the student teaching course <b>EDU 490 Secondary Schools</b> candidates are required to work with the specific school’s curriculum, 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;"><b>Secondary</b></p> <p><b>Major:</b>  Experiences in schools begin in <b>EDU 400 Introduction to Education</b> with the 7-12 based case study/action research. In <b>EDU 478/578 Reading in the Content Areas</b> students tutor in 7-12 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. All Economics majors complete <b>EDU 490 Student Teaching in the Secondary Schools</b>. 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.</p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
		<p><b>Minor:</b>  Teacher candidates are consistently encouraged to seek learning and teaching opportunities related to both their major and minor in all field experiences. Experiences in schools begin in <b>EDU 400 Introduction to Education</b> with the 7-12 based case study/action research. In <b>EDU 478/578 Reading in the Content Areas</b> students tutor in 7-12 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 <b>EDU 490 Student Teaching in the Secondary Schools</b>. They are placed in schools throughout the metropolitan Detroit area for an entire semester of 15 weeks, and are encouraged to utilize their Economics minor in their student teaching experience in substantive ways.</p> <p>While the program provides multiple opportunities to work in the field, and thus teach economic content, to further ensure that teacher candidates have teaching experience related to their minor, UDM is in the process of developing a required field component for <b>EDU 469 Curriculum and Methods of Teaching in Middle and Secondary School</b>, a course in which all lesson planning, unit planning, assessment, etc., is completed in the teacher candidate's subject area minor.</p>
4.4	has made sustained use of technology appropriate to	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	teaching economics;	<p><b>Major:</b></p> <p>Two of the required Economics courses, <b>ECN 100</b> and <b>ECN 137</b>, make use of on-line resources to teach Economics content and require teacher candidates to utilize UDM's version of the Blackboard course management tool (called Knowledge).</p> <p>Additionally, as part of their Education coursework, teacher candidates must take <b>EDU 459 Instructional Technology</b> or <b>EDU 600 Computer Uses in Education</b> where they design 7-12 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 <b>EDU 478/578 Reading in the Content Areas</b>, students develop lesson plans in their major using the Standard Benchmarks from the <i>Michigan Curriculum Framework</i>. In the methods classes, <b>EDU 469 Curriculum and Methods of Teaching in Secondary Schools</b> and <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>, teacher candidates are required to use subject area appropriate web resources in the preparation of units, lessons, assessments, cooperative learning activities, etc.</p>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
		<p><b>Minor:</b>  Two of the required Economics courses, <b>ECN 100</b> and <b>ECN 137</b>, make use of on-line resources to teach Economics content and require teacher candidates to utilize UDM’s version of the Blackboard course management tool (called Knowledge).  Additionally, as part of their Education coursework, teacher candidates must take <b>EDU 459 Instructional Technology</b> or <b>EDU 600 Computer Uses in Education</b> 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 <b>EDU 478/578 Reading in the Content Areas</b>, students develop lesson plans in their major using the Standard Benchmarks from the <i>Michigan Curriculum Framework</i>, which they access on-line. In the methods classes, <b>EDU 469 Curriculum and Methods of Teaching in Secondary Schools</b> and <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>, teacher candidates are required to use subject area appropriate web resources in the preparation of units, lessons, assessments, cooperative learning activities, etc.</p>
4.5	can implement the Michigan Curriculum Framework content standards in the economics classroom; and	<p style="text-align: center;"><b>Secondary</b></p> <p><b>Major:</b>  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. <b>EDU 469 Curriculum and Methods of Teaching in Secondary Schools</b>, and <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b> 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
		<p><b>Minor:</b>  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. <b>EDU 469 Curriculum and Methods of Teaching in Secondary Schools</b>, and <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b> 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>
4.6	will design and use assessments as appropriate to the field of	<b>Secondary</b>

#	Standard/Guideline	Courses and/or Experiences that Fulfill the Standard
	economics.	<p><b>Major:</b></p> <p>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 (<b>EDU 469 Curriculum and Methods of Teaching in Secondary Schools</b> and <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>) 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 7-12 observation, course instruction, and assisting with administration of MEAP and other standardized test during their student teaching experience. <b>SED 460 Education and Mainstreaming of Exceptional Persons</b> and/or <b>SED 560 Exceptional Persons</b> 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. <b>EDU 432 Psychology of Education</b> and/or <b>SED 513 Principles of Learning, Development, and Adjustment</b> 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
		<p><b>Minor:</b>  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 (<b>EDU 469 Curriculum and Methods of Teaching in Secondary Schools</b> and <b>EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies</b>) 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 7-12 observation, course instruction, and assisting with administration of MEAP and other standardized test during their student teaching experience. <b>SED 460 Education and Mainstreaming of Exceptional Persons</b> and/or <b>SED 560 Exceptional Persons</b> 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. <b>EDU 432 Psychology of Education</b> and/or <b>SED 513 Principles of Learning, Development, and Adjustment</b> 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>