

College/University University of Detroit Mercy

Code: CD

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

Program/Subject Area: Political Science

Note:

Michigan Test for Teacher Certification will assess teacher candidate content knowledge in Political Science. The single discipline Michigan Test for Teacher Certification in Political Science will cover knowledge of Political Science (60%); basic information in Economics, History, and Geography (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 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 Political Science. Taking into account the education needs of students, the teacher candidate is able to use a variety of resources and specialized analyses of political data to:</p>	
1.1	<p>describe the purposes of state and local governments in the United States;</p>	<p style="text-align: center;">Elementary</p> <hr/> <p>Major: NA</p> <p>Minor: Students are required to take POL 100 and POL 210. Both courses review extensively the role of state and local governments in the U.S. In EDU 401 candidates study the political nature of teaching through discussion about the Federal, State, and local roles in education and funding structures. As they develop a personal educational philosophy in EDU 420, they study and discuss core democratic values and founding documents. In EDU 440 and EDU 442 the candidates reinforce their understanding through study and discussion of the <i>Michigan Curriculum Framework</i>.</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.1 (cont.)	describe the purposes of state and local governments in the United States;	<p style="text-align: center;">Secondary</p> <p>Major and Minor: POL 100 and POL 210 are both required for all secondary majors and minors. Both courses review the role of state and local governments in the U.S. and in the world. By reviewing the role of local governments in other nations, students better understand the role of these levels in this country. Also, chapters on federalism and unitary systems are discussed in both classes. Additionally, all textbooks used for POL 210 contain a specific chapter on state and local governments.</p> <p>Students must also select elective course in three categories* to provide depth of knowledge about Political Science concepts. Courses such as POL 342 American Constitution and Public Law, POL 322/522 Public Policy Analysis, and POL 325 Comparative Public Administration provide students the opportunity to learn the purposes of USA state and local governments.</p> <p>In EDU 402 candidates study the political nature of teaching through discussion about the Federal, State, and local roles in education and funding structures. As candidates develop a personal educational philosophy in EDU 420, they study and discuss core democratic values and founding documents. In EDU 440 through an interactive lecture format, a session devoted to studying the effect of “No Child Left Behind” on State of Michigan education, and candidates’ presentations about a variety of society and policy issues, candidates enhance their insights about the relationship of state and local government to education. In EDU 469 and EDU 473 the candidates reinforce understanding through review and discussion of the <i>Michigan Curriculum Framework</i></p> <p><i>*Political Science elective courses are grouped into three categories from which Majors and Minors must select a certain number of hours. The categories and required elective hours are: “Judicial Studies and Law” three hours; “American Studies and Theory” Minors three hours and Majors 6; “International and Comparative Politics” three hours. The courses are grouped to meet objectives and provide similar content but through different lenses related to professions requiring more depth of knowledge than the Political Science Core. Political Science and Education faculty members have identified examples that speak to standards throughout this report and are confident that any elective from the same category will meet that standard.</i></p>
1.2	Describe the purposes of the national government in the United States;	<p style="text-align: center;">Elementary Minor Only</p> <p>Major: NA</p> <p>Minor: Elementary education minors in political science are required to take POL 100 and POL 210. POL 409 spends 9 of the 40 sessions identifying the purpose of the national government; POL 210 studies all three levels of government equally. Topics include identifying the nature and role of government in general, and the U.S. government specifically. Theories of government, including democracy, are reviewed in both classes. As explained in Standard 1.1, EDU 401, 420 or 525, 440 or 515, and 442 reinforce understanding of national purpose from an education perspective.</p> <p style="text-align: center;">Secondary</p>

#	STANDARD/GUIDELINE	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.2 (cont.)	Describe the purposes of the national government in the United States;	<p>Major and Minor: The role of the national government is extensively covered in both POL 100 and 210, which are required courses for Secondary Education majors and minors. An exercise is done on a weekly basis in both POL 100 and POL 210 where students attempt to identify personal activities where the government does not intervene. The objective of the exercise is to show students that the government is actively involved in all of our activities. The role of the national government is also the focus in POL 342 American Constitution and Public Law and 346 Civil Liberties and Equality, both are elective courses.</p> <p>As explained in Standard 1.1, EDU 402 Introduction to Secondary Education, 420 or 525, 440 or 514, 469, and 473 reinforce understanding of national purpose from an education perspective.</p>
1.3	describe how citizens organize government to accomplish their purposes and assess their effectiveness;	Elementary
		<p>Major: NA</p> <p>Minor: Citizenship participation, public opinion, and evaluation are all discussed in the required courses POL 100 and 210. More attention is given to these topics in the elective courses POL 322/522 Public Policy Analysis and POL 386/586 Politics and Media.</p> <p>EDU 440 School and Society, through an interactive lecture format and a series of readings and projects, applies the knowledge learned in Political Science courses to understand and assess the schools as specific institutions organized within government to accomplish the purpose of an educated and participatory citizenry. EDU 514 Educational Policy Studies provides similar opportunities for graduate students.</p>
		Secondary
		<p>Major and Minor: POL 100 and POL 210 are required courses for Secondary majors and minors. POL 322/522 and POL 386 are elective courses for both groups of candidates that directly address how citizens organize government. Topics in POL 100 and 210 focus on citizens organizing via Linkage Institutions such as political parties, interest groups, media, and elections. Public opinion and participation are also reviewed. 322/522 continues these topics by focusing on the policy-making process and the role of the Linkages Institutions throughout the process. The last stage in the policy-making process is evaluation where citizens often assess policies usually resulting in resubmitting new demands to the government. POL 386/586 specifically looks at the role of the public and the media in influencing, and being influenced by government.</p> <p>EDU 440 School and Society, through an interactive lecture format and a series of readings and projects, applies the knowledge learned in Political Science courses to understand and assess the schools as specific institutions organized within government to accomplish the purpose of an educated and participatory citizenry. EDU 514 Educational Policy Studies provides similar opportunities for graduate students.</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
---	----------------------	--

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.4 explain the meaning and origin of the ideas expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States;		Elementary
		Major: NA
		Minor: The ideas expressed in the <i>Declaration of Independence</i> are discussed in many courses. The <i>Declaration of Independence</i> and other foundational documents are discussed and reviewed in the required courses POL 210 and 380 . Some review is also given to these historic documents in elective courses POL 342 and POL 346 . Education courses reinforce these core ideas. EDU 401 Introduction to Elementary Education and 420 Philosophy of Education for undergraduates and post-graduates or EDU 525 Educational Policy Studies for graduates particularly focus on these documents to enhance the candidates' knowledge as well as to inform the development of a personal education philosophy and teaching style.
		Secondary
1.5 explain the meaning and origin of the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States;		Elementary
		Major: NA
		Minor: The core democratic values are outlined and discussed mainly in the required courses POL 100, POL 210, and POL 380 . Various forms of democratic theories are discussed in chapters directly presenting the theories as well as chapters reviewing the American political culture. Education faculty members reinforce the candidates' understanding of these core democratic values through their lectures and the projects and compositions they design for their students to demonstrate their ability to teach the concepts to K-12 learners. As an example, the required introductory course, EDU 401 , devotes one section to social justice in education as it relates to core democratic values. EDU 420 Philosophy Of Education provides undergraduate and post-graduate students with experience at democratic living, including understanding of core values. EDU 525 Educational Policy Studies provides post graduate students with another choice for similar experiences.
		Secondary

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
1.5 (cont.)	explain the meaning and origin of the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States;	<p>Major and Minor: Teacher Education candidates are required to take the foundation courses of political science POL 100, 210, 380. The required courses provide a thorough review of the core democratic values and the foundational documents of the U.S. by critiquing the various versions of the democratic theories POL 100 presents the opportunity for students to compare the democratic values of the U.S. to other nations. POL 210 directly critiques the U.S. as it is measured by various democratic theories. POL 380 presents a thorough review of the democratic values as they evolved from the Greek philosophers to the American system. Education faculty members reinforce the candidates' understanding of these core democratic values through their lectures and the projects and compositions they design for their students to demonstrate their ability to teach the concepts to K-12 learners. As an example, the required introductory course, EDU 402, devotes one section to social justice in education as it relates to core democratic values. EDU 420 Philosophy Of Education provides undergraduate and post-graduate students experience at democratic living, including understanding of core values. EDU 525 Educational Policy Studies provides graduate students with similar experiences.</p>
1.6 describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society;		Elementary
		<p>Major: NA</p> <p>Minor: Students elect from a variety of experiences to learn the political and legal processes created to make decisions and resolve conflict. While the required courses review the policy-making process and the legal system, elective courses are offered that more directly address these issues. POL 201, 202, 203, 342, and 346 are all electives courses. Each focuses on the different aspects of the legal system from <i>Introduction to Law</i> to <i>Civil Liberties and Equality</i>. POL 322 also addresses the full decision making process including the role of the legal system. Without exception, Education course syllabi show and faculty teaching styles implement decision making processes that allow the teacher candidates to demonstrate their ability to work in a shared governance approach to classroom management and to collaborate with colleagues and other stakeholders.</p>
		Secondary
<p>Major and Minor: Majors and minors who are Teacher Education candidates in political science are required to take POL 100 and 210 both of which review the decision-making and legal processes. POL 210 provides several chapters that review consensus building and resolving conflicts in society. For example, there are chapters tracing the evolution of civil rights and civil liberties plus specific chapters on public policies. The judicial process is fully reviewed. Majors are also required to take a course directly related to judicial studies and law. They may choose among courses that provide an overview of the system, such as POL 201, or on topical courses such as POL 202 Criminal Law, POL 203 Legal Issues, POL 342 Constitutional Law, or POL 346 Civil Liberties and Equality. Without exception, Education course syllabi show and faculty teaching styles implement decision making processes that allow the teacher candidates to demonstrate their ability to work in a shared governance approach to classroom management and to collaborate with colleagues and other stakeholders.</p>		
1.7		Elementary
		Major: NA

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	explain how American governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power;	<p>Minor: All minors and majors are required to take the foundational courses (POL 100, 210, and 380) that review the principles of limited government and the consent to be governed. As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in every Education course, especially the Elementary methods course of EDU 442 and in EDU 489 Student Teaching in the Elementary and Middle Schools.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: The limitation and sharing of power is presented in required courses such as POL 100, 210, and 380. All minors and majors are required to take the foundational courses that review these principles of limited government and the consent to be governed. Students learn the principles of John Locke which are reflected in the USA system via the establishment of shared powers, checks and balances, and separation of powers. As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in Education courses, especially the Secondary methods courses of 469 and 473 and in EDU 490 Student Teaching in the Secondary Schools.</p>
1.8	explain how the nation’s political system provides for the exercise of power;	<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: The exercise of power is the major theme of the required courses for all political science majors and minors. POL 100, 210, and 380 all directly focus on the connection between the nation’s political system and the exercise of power. As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in Education courses, especially the Elementary methods course of EDU 442 and in EDU 489 Student Teaching in the Elementary and Middle Schools.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Explaining the exercise of power is the essence of all political science courses. Students learn that the American political system provides for the exercise of power in the foundational courses (POL 100, 210, 380) and in exercises such as community service and service learning. Students in POL 100 and 210 also participate in a weekly class experiment where they attempt to identify activities where the government does not exercise power. The experiment demonstrates the extensive power and intervention of the government in our daily lives. POL 100, 210, and 380 all directly focus on the connection between the nation’s political system and the exercise of power. As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in Education courses, especially the Secondary methods courses of 469 and 473 and in EDU 490 Student Teaching in the Secondary Schools.</p>
1.9		<p style="text-align: center;">Elementary</p> <p>Major: NA</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>explain how the world is organized politically, including governmental systems and power relationships beyond government; and</p>	<p>Minor: Explaining how the world is organized politically is the main objective of POL 100 which reviews not only the U.S. system but that of other nations as well. Students are required to report on the systems of governments in other nations. These reports include describing both the governmental and non-governmental institutions. Supportive examples are encountered by students in one elective course (POL 201-203, 342, 346) and in a second elective (322/522, 386/586), all of which focus directly on specific countries, regions, and/or international relations and organizations.</p> <p>As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in Education courses, especially the Elementary methods course of 442 and in EDU 489 Student Teaching in the Elementary and Middle Schools.</p> <p style="text-align: center;">Secondary</p> <p>Major and Major: POL 100 is the first foundational course that majors and minors in Political Science should take. In addition to reviewing the discipline, the course takes a comparative approach by explaining world systems and the governments of other nations. Students are required to do extensive research on another country and report weekly on those countries. Their reports require reference to governmental and non-governmental institutions. Majors and minors must also elect one course from the “International and Comparative Politics” category (POL 452, 457, 460, 463, and 466).</p> <p>As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in Education courses, especially the Secondary methods course of 473 and in EDU 490 Student Teaching in the Secondary schools.</p>
<p>1.10</p> <p>explain how American foreign policy is formed and describe the roles the United States plays in the international arena.</p> <p>1.10 (cont.)</p>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: American foreign policy is addressed in the required courses POL 100, 210, and 260 or 451. Students must choose one course in a category of “International and Comparative Politics,” which includes POL 452 Foreign Policy of the United States.</p> <p>As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in every Education course, especially the Elementary methods 442 and in EDU 489 Student Teaching in the Elementary and Middle Schools.</p> <p style="text-align: center;">Secondary</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	<p>explain how American foreign policy is formed and describe the roles the United States plays in the international arena.</p>	<p>Major and Minor: Introductory courses (POL 100, 210) provide students the opportunity to review and discuss American foreign policy. Students may also choose between two required courses POL 260 or 451 from the “International and Comparative Politics” category. Both of these courses directly look at the U.S. foreign policy. Students majoring in political science must choose four courses from the three categories: “Judicial Studies and Law,” “American Studies and Theory,” and “International and Comparative Politics.” One of these course choices is specifically POL 342 Foreign Policy of the United States, which is selected by most Political Science majors. As previously explained in Standards 1.1 through 1.6, Education candidates are prepared to teach these concepts to K-12 students in Education courses, especially the Secondary methods courses of 469 and 473 and in EDU 490 Student Teaching in the Secondary Schools.</p>
<p>2.0 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 a political science minor. An interdisciplinary course could be taught as part of a major or minor, such as an economic history course for a political science major. Clear indications of inter-disciplinary connections should be evidenced in the course syllabi and measures of candidate performance.</p> <p>Taking into account the discipline of political science, the teacher candidate is able to:</p>		
<p>2.1</p> <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: NA</p> <p>Minor: As part of the general education requirements, “Core Curriculum,” students are required to take history courses (<i>Class Schedule: Fall 2003/2004, 17-22</i>). Political science minors are encouraged to take HIS 250 American History to 1877 and HIS 251 American History post 1877. Other History courses such as HIS 355 The United States Since 1945, HIS 358 American Cultural Studies, and HIS 359 American Thought, 1865 to the Present can also be selected by students. Further historical emphasis is offered in POL 210 as a basic civics course surveys the evolution of the American system, the civil rights era, and other historical eras. The activities in Education courses use the knowledge gained in the Political Science courses to teach candidates strategies for delivering it to K-12 students. The <i>K-12 Michigan Curriculum Framework</i> (MCF) for Political Science is referenced and defined in the introductory Education courses such as EDU 420 Philosophy of Education (or EDU 525 Educational Policy Studies for graduates) and 440 School and Society (or EDU 514 Society and Education for graduates) as well as in other Education courses. It is a central focus in EDU 442 Methods/Materials of Instruction for Social Sciences.</p>	
Secondary		

#	Standards/Guidelines	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;	Secondary
2.2 (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;">Elementary</p> <p>Major: NA</p> <p>Minor: The five themes of Geography (location, place, human-environment interaction, movement, region) are infused as appropriate into UDM’s Political Science courses. For example, POL 100 Introduction to Political Science, concentrates early in the course on political culture as it relates to geography. A world map is provided on the first day of class. Also, as indicated in the second paragraph on the second page of the POL 100 syllabus, students select a nation on which they must report once a week, in ways related to various subjects in the course. In the process of identifying and gaining approval for concentrating on a specific nation-state, a student must identify its <u>location</u> and <u>place</u> in relation to neighboring countries and cultures. <u>Human–environmental interaction</u> and freedom of <u>movement</u> as well as the implications of <u>region</u> and regional concerns are dealt with. The weekly required study guides included with the POL 100 syllabus often reflect the weekly reporting out about students’ various countries. In electives such as POL 322 Public Policy Analysis and POL 452 Foreign Policy of the United States, which students take to fulfill requirements, they are required to report on systems of government in the USA and/or other nations. Such reports naturally include information about how the physical locations, human environment interaction, and movement etc relate to political systems and processes. Additionally, candidates may elect to take GEO 211 World Regional Geography and/or GEO 212 Michigan Geography. The text, <i>Geography, Realms, Regions, and Concepts</i> by Harm J. DeBlij and Peter O. Muller (2002) presents content according to the five themes. Students complete field studies, projects, and article critiques which require them to explain and discuss issues from those themes. In EDU 442 Methods and Materials of Instruction for Social Sciences in Elementary and Middle Schools, as well as in other Education classes and K-8 placements EDU 489 Student Teaching in the Elementary and Middle Schools, students learn how to teach the Geography themes to elementary students through lectures, readings, electronic programs, discussions, presentations, projects, and development of lessons and units.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: The five themes of Geography (location, place, human-environment interaction, movement, region) are</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>2.2 (cont.) describe the five themes of geography and apply them to basic world geography;</p>		<p>infused as appropriate into UDM's Political Science courses. For example, POL 100 Introduction to Political Science, concentrates early in the course on political culture as it relates to geography. A world map is provided on the first day of class. Also, as indicated in the second paragraph on the second page of the POL 100 syllabus, students select a nation on which they must report once a week, in ways related to various subjects in the course. In the process of identifying and gaining approval for concentrating on a specific nation-state, a student must identify its <u>location</u> and <u>place</u> in relation to neighboring countries and cultures. <u>Human-environmental interaction</u> and freedom of <u>movement</u> as well as the implications of <u>region</u> and regional concerns are dealt with. The weekly required study guides included with the POL 100 syllabus often reflect the weekly reporting out about students' various countries. In electives such as POL 322 Public Policy Analysis and POL 452 Foreign Policy of the United States, which students take to fulfill requirements, they are required to report on systems of government in the USA and/or other nations. Such reports naturally include information about how the physical locations, human environment interaction, and movement etc relate to political systems and processes. Additionally, candidates may elect to take GEO 211 World Regional Geography and/or GEO 212 Michigan Geography. The text, <i>Geography, Realms, Regions, and Concepts</i> by Harm J. DeBlij and Peter O. Muller (2002) presents content according to the five themes. Students complete field studies, projects, and article critiques which require them to explain and discuss issues from those themes.</p> <p>In EDU 473 Curriculum and Methods of Teaching in Secondary Schools: Social Studies as well as in other Education classes and 8-12 placements, EDU 490 Student Teaching in the Secondary Schools, students learn how to teach the Geography themes to secondary students through lectures, readings, electronic programs, discussions, presentations, projects, and development of lessons and units .</p>
<p>2.3 describe the market system and apply basic economic concepts as identified in the Michigan Curriculum Framework; and</p>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: POL 210 and POL 100 both address various economic systems in the world. Special attention is given to the American economic system in POL 210. Both courses are required for all majors and minors. Elective courses (two required) for minors POL 324 Budgeting or POL 457 International Political Economy also speak to Economic concepts. Students may also elect to take an introductory Economics course as part of UDM's Core Curriculum (<i>Class Schedule: Fall 2003/2004, 17-22</i>) requirements).</p> <p>The <i>K-12 Michigan Curriculum Framework</i> for the Social Sciences is referenced and defined in the introductory Education courses such as EDU 420 Philosophy of Education or EDU 525 Educational Policy Studies and 440 School and Society or EDU 514 Society and Education as well as in other Education courses. It is a central focus in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Majors and minors in Political Science seeking a Secondary Teaching certificate are required to take both POL 210 and POL 100. Both courses thoroughly address economic systems in the world and in the U.S. in specific. Systems such as capitalism, mixed economies, and socialism are discussed and compared. Majors are also required to take POL 260 Introduction to Comparative Politics or POL 451 International Relations where further study of the economic systems specific to other nations is addressed. Majors must take six hours in the "American Studies and Theory" category and three hours in the "International and Comparative Politics" category. POL 324 Budgeting and POL 457 International Political Economy speak to Economic issues. Students may also elect to take an introductory Economics course as part of UDM's Core Curriculum requirements (<i>Class Schedule: Fall 2003/2004, 17-22</i>).</p> <p>The <i>K-12 Michigan Curriculum Framework</i> for the Social Sciences is referenced and defined in the introductory Education</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
		<p>courses such as EDU 420 Philosophy of Education or EDU 525 Educational Policy Studies and 440 School and Society or EDU 514 Society and Education as well as in other Education courses. It is a central focus in EDU 473 Curriculum and Methods of Teaching in Secondary Schools: Social Studies.</p>
<p>2.4 describe the roles that women and minorities have played in American society.</p>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Women and minorities are addressed in multiple courses in Political Science. Students with a minor in Political Science are required to take POL 100 and 210, which include substantial attention to the struggle of minority rights in the U.S. and around the world. Topics include slavery, segregation, suffrage, affirmative action, and other civil rights and liberties.</p> <p>The Education Department’s “Mission and Vision” statement, “Conceptual Framework,” and “Teacher Candidates’ Code of Professional Ethics” clearly call for preparing teachers to deal justly and impartially with everyone, especially students, regardless of heritage, gender, culture, ethnicity etc. Every Education course infuses these beliefs and documents into its objectives, projects, and assignments. The introductory courses of EDU 401 Introduction to Education and EDU 420 Philosophy of Education or EDU 525 Educational Policy Studies for graduates have teaching for social justice as a key theme throughout the courses. Courses such as EDU 432 Psychology of Education, EDU 440 School and Society or EDU 514 Society and Education, and SED 460 Education and Mainstreaming of Exceptional Persons focus on preparing teachers to work in a variety of settings and with all students. While EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools does not teach the roles that women and minorities have played in America, it relies on that knowledge gained in Political Science courses to develop and practice instructional strategies that will effectively deliver the concepts from <i>Michigan Curriculum Framework</i> Social Studies content standards. Other elementary and middle school methods courses, such as EDU 443 Teaching Reading and EDU 448 Teaching Reading and the Language Arts very carefully require candidates to use multicultural texts and electronic materials in their projects, lessons and unit plans, and curriculum work.</p>
<p>2.4 describe the roles that women and minorities have played in American society.</p>		<p style="text-align: center;">Secondary</p> <p>Major and Minor: Several Political Science courses address the struggle for minority rights in America. POL 100 and 210 are the standard courses where detailed discussion occurs about slavery, segregation, suffrage, and other civil rights and liberties. Majors may also elect to take POL 346 Civil Liberties and Rights, a semester long course focusing on the role of the U.S. courts in expanding civil rights and liberties. Students may also elect POL 310 Women and Politics that traces the struggle of women’s rights from suffrage to equal rights. In the latter courses, students must also participate in a moot court simulation focusing on an issue concerning women and/or minorities.</p> <p>The Education Department’s “Mission and Vision” statement, “Conceptual Framework,” and “Teacher Candidates’ Code of Professional Ethics” clearly call for preparing teachers to deal justly and impartially with everyone, especially students, regardless of heritage, gender, culture, ethnicity etc. Every Education course infuses these beliefs and documents into its</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
		<p>objectives, projects, and assignments. The introductory courses of EDU 402 Introduction to Education and EDU 420 Philosophy of Education or EDU 514 Society and Education for graduates have teaching for social justice as a key theme throughout the courses. Courses such as EDU 432 Psychology of Education, EDU 440 School and Society or EDU 514 Society and Education for graduates, and SED 460 Education and Mainstreaming of Exceptional Persons focus on preparing teachers to work in a variety of settings and with all students. While the Education Methods courses 469 and 473 do not teach the roles that women and minorities have played in America, they rely on that knowledge gained in Political Science courses to develop and practice instructional strategies that will effectively deliver the concepts from <i>Michigan Curriculum Framework</i> Social Studies content standards. EDU 478/578 Reading in the Content Areas Arts very carefully requires candidates to use multicultural texts and electronic materials in their projects, lessons and unit plans, and curriculum work.</p>
<p>3.0</p> <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>		
<p>3.1</p> <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: NA</p> <p>Minor: All political science courses require supplemental research beyond text-book requirements. Students must complete daily study guides, journals, law briefs and other materials requiring extensive research from newspapers, data sets, and other sources. At least once a year, students in all political science courses can participate in the development and implementation of a public opinion poll. Poll data is analyzed using statistics software, <i>SPSS</i>. Education courses require students to complete research projects using a variety of sources, including electronically based data. EDU 401 Introduction to Elementary Education requires students to do action research in K-12 schools and to write case studies, which forces candidates to analyze and organize their thinking and to present their information to various audiences. EDU 459 Instructional Technology and EDU 600 Computers in the Classroom teach candidates skills needed to use a variety of software programs and the internet to plan lessons and to engage in ongoing professional development and lifelong learning to stay abreast of current and emerging technologies. In the content specific methods courses, EDU 441, 442, 443, 448, 449, candidates design and analyze lesson plans in conformity to their endorsement area. Political Science minors, therefore, in EDU 442 apply the content, skills, and analytical tools of the political scientist to their Education research based projects and compositions.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: All political science courses require supplemental research beyond text-book requirements. Students in POL 100 and 210 are required to do daily study guides from the text and outside sources. POL 100 requires students to represent a country of their choice throughout the semester. All research is independent from the texts. Students in POL 260 are required to do work with a computerized data set to complete weekly assignments. Students in all legal studies courses such as POL 201, 203, 342, and 346 are required to do extensive research on law cases and background</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
3.1 (cont.)		<p>information searches on justices and issues. Typically legal research is obtained through websites such as the home page for the U.S. Supreme Court, <i>Findlaw</i> and <i>LexisNexis</i>. POL 310 also requires legal research and access to an on-line time-line of women's rights.</p> <p>Education courses require students to complete research projects using a variety of sources, including electronically based data. EDU 402 Introduction to Secondary Education requires students to do action research in K-12 schools and to write case studies, which forces candidates to analyze and organize their thinking and to present their information to various audiences. EDU 459 Instructional Technology and EDU 600 Computers in the Classroom teach candidates skills needed to use a variety of software programs and the internet to plan lessons and to engage in ongoing professional development and lifelong learning to stay abreast of current and emerging technologies. In EDU 469 Curriculum and Methods of Teaching In Secondary Schools and in the content specific methods courses, EDU 471, 473, 474, 475, candidates design and analyze lesson plans in conformity to their endorsement area. Political Science majors, therefore, in EDU 473 apply the content, skills, and analytical tools of the political scientist to their Education research based projects and compositions.</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>Major: NA</p> <p>Minor: Students are required to demonstrate the ability to gather, analyze and present information in courses as early as the introductory course, POL 100, all the way to EDU 499 Senior Seminar, which is required of majors only. All courses require either analytical papers or participation in simulations and/or moot courts. At least once a year, students in all political science courses are offered the opportunity to participate in the development and implementation of a public opinion poll. Minors are also required to take statistics, STA 225, which focuses on the formulation and testing of hypotheses.</p> <p>In addition to the investigations conducted in their Political Science courses and those explained in 3.1, Education candidates engage in individual and collaborative investigations designed to enhance their ability to do research, appropriate analysis, and communication of their findings in EDU 420 Philosophy of Education, EDU 440 or 514 School and Society/Education, SED 460 The Education and Mainstreaming of Exceptional Persons or 560 Exceptional Persons, and EDU 478/578 Reading in the Content Areas. Papers, projects, and presentations are facilitated with appropriate technology. Library and Technology services support the candidates in this work. During the candidates' full semester of student teaching, EDU 489 Elementary and Middle Schools, they are required to base their instruction on student data, to teach inquiry skills to their students, and to model appropriate use of technology. As well as being required to take the education technology course, EDU 459 or 600, technology/computer labs and equipment are available on campus to facilitate students' investigative and creative work for their K-12 students. Four of the Five seminars conducted by the Facilitator of Student Teaching, with the assistance of Student Teaching Supervisors, provide additional opportunities for candidates to discuss and fine tune their inquiry skills. Completing their personal portfolios and participating in mock interviews during these seminars allows the candidates to analyze their education program and authentically demonstrate their abilities and talents.</p> <p style="text-align: center;">Secondary</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>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>		<p>Major and Minor: All majors and minors in political science are required to demonstrate the ability to gather, analyze and present information in courses as early as the introductory course, POL 100, all the way to POL 499 Senior Seminar, which only majors take. All courses require either analytical papers or participation in simulations and/or moot courts. Simulations and moot courts require both written legal briefs and oral presentations of the arguments. Candidates are also required to take STA 225 Statistics, which focuses on the formulation and testing of hypotheses. At least once a year, students in all political science courses are offered the opportunity to participate in the development and implementation of a public opinion poll.</p> <p>Education candidates engage in individual and collaborative investigations designed to enhance their ability to do research, appropriate analysis, and communication of their findings in: EDU 420 Philosophy of Education, EDU 440 or 514 School and Society/Education, and SED 460 The Education and Mainstreaming of Exceptional Persons or 560 Exceptional Persons. Candidates continue to hone these skills in their methods: EDU 478/578 Reading in the Content Areas, EDU 469, and EDU 473. Papers, projects, and presentations are facilitated with appropriate technology. Library and Technology services support the candidates in this work. As evidenced in the evaluation forms for the full semester of student teaching, EDU 490 Secondary Schools, candidates are required to base their instruction on student data, to teach inquiry skills to their students, and to model appropriate use of technology. As well as being required to take the education technology course, EDU 459 or 600, technology/computer labs and equipment are available on campus to facilitate students' investigative and creative work for their K-12 students. Four of the Five seminars conducted by the Facilitator of Student Teaching, with the assistance of Student Teaching Supervisors, provide additional opportunities for candidates to discuss and fine tune their inquiry skills. Completing their personal portfolios and participating in mock interviews during these seminars allows the candidates to analyze their education program and authentically demonstrate their abilities and talents.</p>
<p>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>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Public policy issues are addressed in POL 210 for minors in Political Science. Additional attention is offered through elective courses in public policy POL 322 and/or 386. Education courses enhance the candidates' ability to apply these strategies through a variety of inductive and deductive methodological approaches. EDU 401 Introduction to Elementary Education, EDU 420 Philosophy of Education, 525 Educational Policy Studies, EDU 440 School and Society, and 514 Educational Policy Studies especially deal with issues of public policy that relate to education.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Secondary majors and minors in Political Science are required to take POL 210 which addresses the policy making process and specific policies/issues. Majors must also choose among several elective courses that specifically focus on a policy area such as POL 346 Civil Rights and Liberties. POL 386, 310, 322 are elective courses in the "American Studies and Theory" category where majors must select six hours and minors must select three hours. Students apply their knowledge in classroom simulations in efforts to write legislation, arbitrate between conflicting parties, and to resolve disputes in mock trials and mock courts.</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
		<p>Education courses enhance the candidates' ability to apply this process through a variety of inductive and deductive methodological approaches. EDU 402 Introduction to Secondary Education, EDU 420 Philosophy of Education, 525 Educational Policy Studies, EDU 440 School and Society, and 514 Educational Policy Studies especially deal with issues of public policy that relate to education.</p>
<p>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>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Open conversations are encouraged in all Political Science courses as required by the nature of the discipline and courses. Minors are required to take POL 100 and 210, which require students to discuss and critique issues and viewpoints in a weekly activity. A “point-counterpoint” text is often required that encourages students to consider opposing viewpoints to enable them to present intelligently their argument.</p> <p>Education faculty continue to engage the candidates in constructive conversation and open dialogue in all courses to ensure that the candidates are prepared to participate fully in the school environment of their student teaching location and future professional assignments.</p> <p>EDU 401 Introduction to Elementary Education provides a field research experience of the teaching profession through teaching activities, relevant research, and inquiry. Students are continually involved in meaningful dialogue about their experiences in K-12 schools. In EDU 420 Philosophy of Education (EDU 525 for graduates), candidates study several ways to think about questions which focus on the beliefs, values, ethics, and morals that guide decisions and actions in personal and professional lives. Through reading, analysis, and discussion of divergent viewpoints about education issues, candidates perfect their decision making skills. EDU 432 Psychology of Education or EDU 513 Principles of Learning, Development, and Adjustment provides students with opportunities to apply these skills through class work and supervised clinical experiences with area K-12 students. EDU 440 School and Society assignments use an interactive lecture format with class discussions and student presentations to address schools as a specific social institution in society and to prepare data driven arguments to address critiques of education and schools. Graduates are ensured of similar opportunities in EDU 514 Society and Education. In EDU 459 Instructional Technology or EDU 600 Computers in the Classroom candidates continue to develop their ability to engage in constructive conversation as they use various electronic programs and equipment to develop lessons and research issues of education and teaching and learning. Naturally, the methods courses (EDU 442-Social Studies, EDU 443-Reading, EDU 448- Reading and Language Arts) and EDU 489 Student Teaching) continue to involve the candidates in oral and electronic presentations, compositions, lesson plans, discussions/dialogues, and projects that allow them to demonstrate their abilities to analyze, evaluate, and bring resolution to a variety of controversial education issues.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Open conversations are encouraged in all political science courses as required by the nature of the discipline and courses. Majors and minors are required to take POL 100 and 210, which require students to discuss and critique issues and viewpoints in a weekly activity. POL 260 and 380 require in-depth analysis of social issues. A “point-counterpoint” text is often required that encourages students to consider opposing viewpoints to enable them to present their argument intelligently.</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>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>		<p>Majors and minors are also required to elect three hours from the “Judicial Studies and Law” category that require serious consideration of opposing views as they participate in simulations and moot courts and mock trials in courses such as POL 201, 202, 342, and 346. They are also required (Majors-six hours and minors three) to elect courses that demand constructive conversations and these strategies in the “American Studies and Theory” category. Three additional hours which demand these strategies must be elected in the “International and Comparative Politics” category.</p> <p>Education faculty continue to engage the candidates in constructive conversation and open dialogue in all courses to ensure that the candidates are prepared to participate fully in the school environment of their student teaching location and future professional assignments.</p> <p>EDU 402 Introduction to Secondary Education provides a field research experience of the teaching profession through teaching activities, relevant research, and inquiry. Students are continually involved in meaningful dialogue about their experiences in K-12 schools. In EDU 420 Philosophy of Education or EDU 525 Educational Policy Studies, candidates study several ways to think about questions which focus on the beliefs, values, ethics, and morals that guide decisions and actions in personal and professional lives. Through reading, analysis, and discussion of divergent viewpoints about education issues, candidates perfect their decision making skills. EDU 432 Psychology of Education or EDU 513 Principles of Learning, Development, and Adjustment provide students with opportunities to apply these skills through class work and supervised clinical experiences with area K-12 students. EDU 440 School and Society assignments use an interactive lecture format with class discussions and student presentations to address schools as a specific social institution in society and to prepare data driven arguments to address critiques of education and schools. Post graduates are ensured of similar opportunities in EDU 514 Society and Education. In EDU 459 Instructional Technology or EDU 600 Computers in the Classroom candidates continue to develop their ability to engage in constructive conversation as they use various electronic programs and equipment to develop lessons and research issues of education and teaching and learning. Naturally, the methods courses (EDU 469 Secondary Schools, EDU 473 Social Studies, and 490 Student Teaching) continue to involve the candidates in oral and electronic presentations, compositions, lesson plans, discussions/dialogues, and projects that allow them to demonstrate their abilities to analyze, evaluate, and bring resolution to a variety of controversial education issues.</p>
<p>3.5 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: NA</p> <p>Minor: Writing is required in all courses, albeit varying styles. Students in POL 100 and POL 210 write daily study guides and essay examinations. . The required course POL 380 requires a paper which must follow philosophical reasoning. Candidates must elect three hours from the “Judicial Studies and Law” category; POL 201, 202, 203, 342, 346 all require students to write legal briefs.</p> <p>Education courses, without exception, require a variety of reasoned compositions ranging from journal reflections, literary critiques, and exam essays to complex term papers from the candidates. Papers are to be word processed according to exact format and research style requirements. Exact monitoring for plagiarism encourages individual responsibility for honesty. Rubrics are used for assessment by the candidates, their peers, and professors. Candidates, thereby, are prepared to express themselves with clarity and coherence in a variety of styles and with a unique voice.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Writing is required in all courses, albeit varying styles. Students in POL 100 and POL 210 write daily study guides and essay examinations. . The required course POL 380 requires a paper which must follow</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>3.5 (cont.) compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments; and</p>		<p>philosophical reasoning. Majors and minors must elect three hours from the “Judicial Studies and Law” category; POL 201, 202, 203, 342, 346 all require students to write legal briefs. Majors must take six hours (Minors take 3 hours.) in the “American Studies and Theory” category where public policy classes such as POL 322/522 Public Policy Analysis and POL 324 Budgeting require papers and critiques. Majors and minors must also elect three hours from the “International and Comparative Politics” category. All courses focus on the development of reasoned arguments.</p> <p>Education courses, without exception, require a variety of reasoned compositions ranging from journal reflections, literary critiques, and exam essays to complex term papers from the candidates. Papers are to be word processed according to exact format and research style requirements. Exact monitoring for plagiarism encourages individual responsibility for honesty. Rubrics are used for assessment by the candidates, their peers, and professors. Candidates, thereby, are prepared to express themselves with clarity and coherence in a variety of styles and with a unique voice.</p>
<p>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.</p>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Political Science courses, by their nature, contain a review of social justice issues and ethical responsibilities no matter their focus. For example, students in POL 100 and 380 read or reference Socrates and other philosophers as to ethical issues surrounding the role of law and citizens. An elective course, POL 201, contains a chapter focusing on varying ethical issues confronting citizens in the legal process, such as good Samaritan laws. Similar examples can be sited from other Political Science syllabi in the three elective categories.</p> <p>Education courses continue to dialogue about and to apply issues of social justice through working with educational issues. All courses focus on preparing candidates who are scholars and skilled inquirers who behave as moral agents based on a clear ethical philosophy to promote social justice and a better world for all. EDU 401 Introduction to Elementary Education initiates such understanding by focusing on building a community of learners through the various course activities and assignments. EDU 420 Philosophy of Education, or EDU 525 Educational Policy Studies for Post-graduate candidates, focuses on responsible social commitment through readings, discussions, activities, and papers. Such lessons continue through the Core Education courses, methods courses, and the student teaching assignment.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Political Science courses, by their nature, contain a review of social justice issues and ethical responsibilities no matter their focus. For example, students in POL 100 and 380 read or reference Socrates and other philosophers as to ethical issues surrounding the role of law and citizens. An elective course, POL 201, contains a chapter focusing on varying ethical issues confronting citizens in the legal process, such as good Samaritan laws. Similar examples can be sited from other Political Science syllabi in the three elective categories. All students at the UDM are required to take at least one ethics course as part of the University Core Curriculum (<i>Class Schedule: Fall 2003/2004, 17-22</i>). Majors are also encouraged to take PHL 301 Social and Political Philosophy that further examines ethical issues.</p> <p>Education courses continue to dialogue about and to apply issues of social justice through working with educational issues. All courses focus on preparing candidates who are scholars and skilled inquirers who behave as moral agents based on a clear ethical philosophy to promote social justice and a better world for all. EDU 401 Introduction to Elementary Education initiates such understanding by focusing on building a community of learners through the various</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
		course activities and assignments. EDU 420 Philosophy of Education , or EDU 525 Educational Policy Studies for Post-graduate candidates, focuses on responsible social commitment through readings, discussions, activities, and papers. Such lessons continue through the Core Education courses, methods courses, and the student teaching assignment.
	4.0 Can Provide Social Studies Instruction	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 political science.) The teacher candidate:
4.1 is knowledgeable about teaching methods, curriculum organization, and instructional materials in political science;		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: As explained previously, Education candidates are prepared to teach in their subject area in both their Political Science and Education courses. Topics and projects are presented in all Education courses with a view toward each candidate’s major and minor. Course readings, debates discussions, simulations, research, inquiry, and collaborative projects are designed to develop in depth analysis and understanding of appropriate pedagogy and effective methodologies. These practices provide all candidates with a comprehensive view of common teaching strategies and organizational needs plus those that are unique to individual subject areas. Both Political Science and Education faculty model effective teaching strategies in their courses. Initially, EDU 401 Introduction to Elementary Education provides a field research experience through teaching activities, relevant research and inquiry, observation, and guided dialogue about methods, curriculum, and the minor field’s content. The candidates leave the course familiar with the Department’s <i>Code of Ethics</i> and its <i>Conceptual Framework of Education</i>. EDU 420 Philosophy of Education continues to use the <i>Code of Ethics</i> as a foundation for candidates to develop their personal philosophy of education and for discussion of policy statements and recommendations with political implications. Graduate candidates are provided similar experiences in EDU 514 Society and Education. In EDU 432 Psychology of Education and EDU 513 Principles of Learning, Development, and Adjustment (for graduates), candidates develop knowledge about individual differences and theoretical views regarding human behavior, especially the unique needs of elementary age children. Through supervised one-to-one clinical tutoring experiences with grade school children, candidates develop understanding of effective teaching processes and procedures. Through a term paper and exit presentation about an educational psychology area/theory, the candidate demonstrates her/his knowledge about how theory guides practice. EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools provides the candidates with theory and content for teaching methods, curriculum design, and instructional design specific to their subject area. They practice using curriculum standards to choose appropriate instructional strategies, designing differentiate instruction, evaluating textbooks and electronic programs, and examining role playing, debate, and simulations. The activities build upon the specific Political Science strategies and methods modeled and taught by the Political Science instructors.</p> <p>Using similar practices, EDU 443 Teaching Reading in the Elementary and Middle Schools, EDU 448 Methods and Materials for Teaching Reading and Language Arts, and EDU 449 Methods and Materials of Instruction for Mathematics in Elementary and Middle Schools prepare elementary candidates to teach those subjects with appropriate inquiry, readings, activities, projects, and assessments designed to prepare candidates to deliver instruction during Student Teaching and their professional careers.</p> <p>EDU 459 Instructional Technology and EDU 600 Computers in the Classroom (for Post-graduates) provide candidates with multiple opportunities to understand how technology can enrich the learning process. They design a technology-enriched learning activity that connects content area standards with student technology standards to meet the diverse needs of students. They learn how to incorporate appropriate software technology within a lesson to enhance student learning and how to use technology for assessment and collaborative work with colleagues.</p> <p>SED 460/560 Education and Mainstreaming of Exceptional Persons gives both general education and special education candidates the knowledge and opportunity to understand educational considerations in educating and managing special needs student learning in a general education classroom. EDU 489 Student Teaching in the Elementary/Middle Schools provides a full semester (14 weeks) of practical application of pedagogy in a K-12 public or private classroom. Candidates are supervised on site by a K-12 Cooperating Teacher and a UDM Supervising Teacher. The protocol for student teaching is explicated in the <i>Student Teaching Handbook</i>. Five seminars that provide</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>4.1 (cont.) is knowledgeable about teaching methods, curriculum organization, and instructional materials in political science;</p>		<p>opportunities for candidates to polish their lesson plan writing and classroom management skills are attended throughout the 14 weeks. The Cooperating Teacher assesses the candidate’s performance on a daily basis, while the College Supervisor evaluates regularly (at least five visits spread across the 14 weeks). Students are formally evaluated by specific instruments at mid term and at the end of their experience by both the Cooperating Teacher and the College Supervisor. The candidate is expected to have developed a professional portfolio over the course of study at UDM. It should include examples from the student teaching experience that prove her/his knowledge about methods, curriculum organization, and instructional materials in all the elementary subject areas.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: As explained previously, Education candidates are prepared to teach in their subject area in both their Political Science and Education courses. Topics and projects are presented in all Education courses with a view toward each candidate’s major and minor. Course readings, debates discussions, simulations, research, inquiry, and collaborative projects are designed to develop deep analysis and understanding of appropriate pedagogy and effective methodology. These practices provide all candidates with a comprehensive view of common teaching strategies and organizational needs plus those unique to individual subject areas. Both Political Science and Education faculty model effective teaching strategies in their courses. Initially, EDU 402 Introduction to Secondary Education provides a field research experience through teaching activities, relevant research and inquiry, observation, and guided dialogue about methods, curriculum, and the major field’s content. The candidates leave the course familiar with the Department’s <i>Code of Ethics</i> and its <i>Conceptual Framework of Education</i>.</p> <p>EDU 420 Philosophy of Education continues to use the <i>Code of Ethics</i> as a foundation for candidates to develop their personal philosophy of education and for discussion of policy statements and recommendations with political implications. Graduate candidates are provided similar experiences in EDU 514 Society and Education.</p> <p>In EDU 432 Psychology of Education and EDU 513 Principles of Learning, Development, and Adjustment (for Post-graduates), candidates develop knowledge about individual differences and theoretical views regarding human behavior, especially the unique needs of adolescents. Through supervised one-to-one clinical tutoring experiences with secondary school students, candidates develop understanding of effective teaching processes and procedures. Through a term paper and exit presentation about an educational psychology area/theory, the candidate demonstrates her/his knowledge about how theory guides practice.</p> <p>EDU 469 Curriculum and Methods of Teaching in the Secondary Schools provides the candidates with an introduction to curriculum and instructional methods at the secondary level. The focus is on constructing lessons and units for use at middle and senior high school levels, which can be included in their Portfolios. Through required print and Web site readings, including the <i>Michigan Curriculum Framework</i>, candidates develop and present oral and written assignments that demonstrate their abilities about: classroom management, assessment, lesson design, academic concepts, cooperative learning etc. The activities build upon the specific Political Science strategies and methods modeled and taught by the Political Science instructors.</p> <p>Using similar practices, EDU 473 Curriculum and Methods of Teaching in Middle and Secondary Schools: Social Studies provides candidates with the knowledge and skills to teach history, geography, economics, political science, and social science courses at the middle and high school levels. Focus is on design, implementation, and evaluation of social studies units/lessons with clear outcomes, appropriate instructional strategies, and relevant assignments. Students practice a wide range of strategies: use of dialogue/discussion, theater, media, children literature etc. EDU 459 Instructional Technology and EDU 600 Computers in the Classroom (for Post-graduates) provide candidates with multiple opportunities to understand how technology can enrich the learning process. They design a technology-enriched learning activity that connects content area standards with student technology standards to meet the diverse needs of students. They learn how to incorporate appropriate software technology within a lesson to enhance student learning and how to use technology for assessment and collaborative work with colleagues.</p> <p>SED 460/560 Education and Mainstreaming of Exceptional Persons gives both general education and special education candidates the knowledge and opportunity to understand educational considerations in educating and managing special needs student learning in a general education classroom.</p> <p>EDU 478 Reading in the Content Areas focuses on reading to learn, not learning to read. The course develops the candidates’ abilities to create and implement lessons, units, and curriculum with a minimum 24 hour field based/service learning experience in a middle or secondary classroom in their content area. They also design strategies for increasing reading comprehension based upon textbook readings and use of the <i>Michigan Curriculum Framework</i>.</p> <p>EDU 490 Student Teaching in the Secondary Schools provides a full semester (14 weeks) of practical application of pedagogy in a K-12 public or private classroom. Candidates are supervised on site by a K-12 Cooperating Teacher and a UDM Supervising Teacher. The protocol for student teaching is explicated in the <i>Student Teaching Handbook</i>. Five seminars that provide opportunities for candidates to polish their lesson plan writing and classroom management skills are attended throughout the 14 weeks. The Cooperating Teacher assesses the candidate’s performance on a daily basis, while the College Supervisor evaluates regularly (at least five visits spread across the 14 weeks). Students are formally evaluated by specific instruments at mid term and at the end of their experience by both the Cooperating Teacher and the College Supervisor. The candidate is expected to have developed a professional portfolio over the course of study at UDM. It should include examples from the student teaching experience that prove her/his knowledge about methods, curriculum organization, and instructional materials in all the elementary subject areas.</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>4.2 can design, present, and assess instructional activities in political science 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>	<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Students’ teaching experiences are enhanced by their learning experiences in the multiple classroom projects and techniques in Political Science courses, such as the daily study guides in POL 100, which encourage preparation and stimulate critical thinking and conversation. In POL 100, 201, and 210 students research other countries which help them understand people and systems around the world. Also the mock trials and moot courts allow students to apply their knowledge in settings that are more conducive to learning and teaching.</p> <p>As explained in Standard 4.1, the <i>Michigan Curriculum Framework</i> is infused into almost every Education course. While not all the syllabi for the Elementary Methods and Materials courses (EDU 442 Social Science, 441 Science, 443 Reading, 448 Reading and Language Arts, 449 Mathematics) clearly name the <i>Framework</i>, its content and concepts are deeply imbedded in their “Objectives” and the course assignments. Students learn its content and apply it to designing, implementing, and assessing plans for in depth student learning. All Education courses engage candidates in substantive dialogue that requires use of the <i>Framework</i>. Student Teaching (EDU 489) provides the final experience for candidates to demonstrate their insights and use of the <i>Framework</i>.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Students’ teaching experiences are enhanced by their learning experiences in the multiple classroom projects and techniques in Political Science courses, such as the daily study guides in POL 100, 201, and 210 which encourage preparation and stimulate critical thinking and conversation. Also the mock trials and moot courts allow students to apply their knowledge in settings that are more conducive to learning and teaching. Journals are required in many political science courses and projects.</p> <p>As explained in Standard 4.1, the <i>Michigan Curriculum Framework</i> is infused into almost every Education course. The Secondary curriculum and methods courses (EDU 469, 473 Social Studies and 478 Reading in the Content) require use of the <i>Framework</i> in their assignments. Students learn its content and apply it to designing, implementing, and assessing plans for in depth student learning. All Education courses engage candidates in substantive dialogue that requires use of the <i>Framework</i>. Student Teaching (EDU 490) provides the final experience for candidates to demonstrate their insights and use of the <i>Framework</i>.</p>	
<p>4.3 has had multiple experiences presenting political science content to students;</p>	<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: All Political Science students are welcome to participate in an opened-moot court simulation presented twice a year at the student union. The presentation is an extra-curricula event. Students also participate in in-class simulations and debates.</p> <p>These four Education courses ensure that candidates have supervised direct contacts and teaching experiences with K-12 age students. During the class meeting times in all the Education courses, candidates present for review by their peers and instructors materials, concepts, and lessons appropriate to their content area and grade level.</p> <p>EDU 401 Introduction to Elementary Education.</p>	

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
<p>4.3 (cont.) has had multiple experiences presenting political science content to students;</p>		<p>EDU 432 Psychology of Education (with lab). EDU 443 Teaching Reading in the Elementary and Middle Schools. EDU 489 Student Teaching in the Elementary/Middle Schools.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: All Political Science students are welcome to participate in an opened-moot court simulation presented twice a year at the student union. The presentation is an extra-curricula event. Students also participate in in-class simulations and debates.</p> <p>These four Education courses ensure that candidates have supervised direct contacts and teaching experiences with K-12 age students. During the class meeting times in all the Education courses, candidates present for review by their peers and instructors materials, concepts, and lessons appropriate to their content area and grade level.</p> <p>EDU 402 Introduction to Secondary Teaching. EDU 432 Psychology of Education (with Lab). EDU 478/578 Reading in the Content Areas. EDU 490 Student Teaching in the Secondary Schools.</p>
<p>4.4 has made sustained use of technology appropriate to teaching political science;</p>		<p style="text-align: center;">Elementary</p> <p>Major: NA</p> <p>Minor: Students sustain their use and understanding of technology by the requirement to access the appropriate technology regularly in all Political Science courses. State and federal government websites are required for policy research, while legal websites are required for moot courts and mock trials.</p> <p>Education students, must take CIS 100 Introduction to Computers (3 credits) or any higher level computer course to meet UDM’s Core Curriculum requirements. Once they are admitted to the Education program, candidates are required to take EDU 459 Instructional Technology or EDU 600 Computer in the Classroom where they design PK-12 authentic technology-enriched learning activities that connect content area standards with student technology standards and meet the diverse needs of students. An Education Computer Lab in the UDM Library is available for use in every Education class, individually and for group instruction. As in their Political Science courses, candidates have multiple opportunities in their Education courses to make sustained use of technology which, in turn, informs their teaching strategies for K-12 student learning. Political Science and Education instructors use and model appropriate technological practices for planning instruction, delivering lessons, and assessment.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Students sustain their use and understanding of technology by the requirement to access the appropriate technology regularly in all Political Science courses. State and federal government websites are required for policy research, while legal websites are required for moot courts and mock trials. Websites such as www.apsanet.org and www.thomas.locis.gov are used for general political information. Legal research requires students to use websites such as www.findlaw.com and www.supremecourtus.gov.</p> <p>Education students, must take CIS 100 Introduction to Computers (3 credits) or any higher level computer course to</p>

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
4.4 (cont.)	has made sustained use of technology appropriate to teaching political science;	meet UDM's Core Curriculum requirements. Once they are admitted to the Education program, candidates are required to take EDU 459 Instructional Technology or EDU 600 Computer in the Classroom where they design PK-12 authentic technology-enriched learning activities that connect content area standards with student technology standards and meet the diverse needs of students. An Education Computer Lab in the UDM Library is available for use in every Education class, individually and for group instruction. As in their Political Science courses, candidates have multiple opportunities in their Education courses to make sustained use of technology which, in turn, informs their teaching strategies for K-12 student learning. Political Science and Education instructors use and model appropriate technological practices for planning instruction, delivering lessons, and assessment.
4.5	can implement the Michigan Curriculum Framework content standards in the political science classroom; and	Elementary
		Major: NA
		Minor: As explicated in Standards 4.1 and 4.2, Education candidates are systematically exposed to and expected to demonstrate their understanding of the <i>Michigan Curriculum Framework</i> content areas throughout their Education course work. The curriculum and methods courses specifically call for the <i>Framework</i> as part of the foundation for most course assignments. While EDU 401 Introduction to Elementary Education has not focused on the <i>Framework</i> , as a result of this review it will be incorporated into the course from the 2004-2005 semesters onward. The Director of Student Teaching only places candidates in public and private K-12 schools that are listed in the current <i>Michigan Education Directory</i> and have aligned their curricula with the <i>Framework</i> and <i>MEAP Standards and Objectives</i> . As the details of the Federal <i>No Child Left Behind</i> have been revealed, it is used to complement instruction and practice by the Education candidates.
Secondary		
Major and Minor: As explicated in Standards 4.1 and 4.2, Education candidates are systematically exposed to and expected to demonstrate their understanding of the <i>Michigan Curriculum Framework</i> content areas throughout their Education course work. The curriculum and methods courses specifically call for the <i>Framework</i> as part of the foundation for most course assignments, especially EDU 469 and the content methods 471-475. EDU 478 Reading in the Content Areas particularly requires use of the <i>Framework</i> concepts in its literacy assignments. While EDU 402 Introduction to Secondary Education has not focused on the <i>Framework</i> , as a result of this review it will be incorporated into the course from the 2004-2005 semesters onward. The Director of Student Teaching only places candidates in public and private K-12 schools that are listed in the current <i>Michigan Education Directory</i> and have aligned their curricula with the <i>Framework</i> and <i>MEAP Standards and Objectives</i> . As the details of the Federal <i>No Child Left Behind Act</i> have been revealed, it has been used to complement instruction and practice by the Education candidates.		
4.6		Elementary

#	Standards/Guidelines	COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARD
	will design and use assessments as appropriate to the field of political science.	<p>Major: NA</p> <p>Minor: Assessment techniques used in the Political Science college classroom are easily adopted and adjusted for both elementary and secondary students. Projects such as polling can be adjusted for students of all ages. Mock governments and courts are other examples of course projects that allow for assessment. Group and self-evaluations are used. For example, students conduct group evaluations of their teams when doing team-projects.</p> <p>Education faculty members continue to teach and model a variety of general and subject appropriate assessment systems and procedures in all their courses. All assignments are assessed according to the objectives of the course and the specific requirements of assignments, most often with the use of a rubric. Such procedures are easily adapted to the candidate's assessment of K-12 students. Course syllabi identify strong emphasis on assessment in their objectives and explanations of assignments. The format required for lesson plans (Appendix A in <i>Student Teaching Handbook</i>) is used in all the curriculum and methods courses as well as for planning during the candidates' student teaching experiences. The form requires candidates to plan the appropriate assessment of their students' learning. Then they reflect upon the lesson by explaining what contributed to and what impeded the students' achievement and suggesting different strategies for the next lesson.</p> <p style="text-align: center;">Secondary</p> <p>Major and Minor: Assessment techniques used in the Political Science college classroom are easily adopted and adjusted for both elementary and secondary students. Projects such as polling can be adjusted for students of all ages. Mock governments and courts are other examples of course projects that allow for assessment. Group and self-evaluations are used. For example, students conduct group evaluations of their teams when doing team-projects.</p> <p>Education faculty members continue to teach and model a variety of general and subject appropriate assessment systems and procedures in all their courses. All assignments are assessed according to the objectives of the course and the specific requirements of assignments, most often with the use of a rubric. Such procedures are easily adapted to the candidate's assessment of K-12 students. Course syllabi identify strong emphasis on assessment in their objectives and explanations of assignments. The format required for lesson plans (Appendix A in <i>Student Teaching Handbook</i>) is used in all the curriculum and methods courses as well as for planning during the candidates' student teaching experiences. The form requires candidates to plan the appropriate assessment of their students' learning. Then they reflect upon the lesson by explaining what contributed to and what impeded the students' achievement and suggesting different strategies for the next lesson</p>