

**Standards for the Preparation of
Teachers of
Psychology (CE)**



Michigan State Board of Education

Approved

2000

Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Candidates in psychology at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- 1 Assist learners in comprehending and applying concepts, theories, and principles associated with human perception and cognition; emotional, social, and personal development; and growth and change;
- 2 Help learners understand human thinking, memory, perception, learning, development, and behavior;
- 3 Assist learners in comprehending factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations;
- 4 Help learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities affect people's decisions and actions at any particular moment;
- 5 Enable learners to examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and actions toward self, others, and the world;
- 6 Assist learner examination of factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have been among those factors;
- 7 Enable learners to examine and comprehend factors associated with personality and individual differences and how personality and individual differences may be described, classified, assessed, and interpreted;
- 8 Assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to such disorders and their treatment;
- 9 Enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them;
- 10 Insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, and interpreting psychological research activities;
- 11 Insure that learners understand and can apply the codes of ethics accepted by psychologists regarding the conduct of research on human and animal subjects and the

reporting of research findings;

12 Enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives.