

## Requirements for the Bachelor of Science in Education Degree with a Major in Mathematics/Secondary Education

<b>General Education .....</b>	<b>61</b>
<b>Major Courses.....</b>	<b>27</b>
MAT 201   Calculus I .....	3
MAT 203   Set Theory and Logic .....	3
MAT 204   Discrete Mathematics.....	3
MAT 206   Introductory Probability and Statistics.....	3
MAT 210   Calculus II .....	3
MAT 303   Linear Algebra .....	3
MAT 304   Abstract Algebra .....	3
MAT 401   College Geometry .....	3
MAT 404   Elementary Number Theory.....	3
<b>Other Required Courses.....</b>	<b>12</b>
CIS 310   Introduction to Computer Programming.....	3
HIS 304   American History I.....	
OR	
HIS 305   American History II .....	3
JRS 300   Junior Seminar .....	1
PHY 201   General Physics I.....	4
SSC 100   Contemporary Affairs.....	1
<b>Professional Education .....</b>	<b>33</b>
EDU 215   Human Growth and Development .....	3
EDU 251   Foundations of Education .....	3
EDU 302   Educational Psychology .....	3
EDU 304   Educational Assessment and Evaluation.....	3
EDU 322   Foundations of Reading.....	3
EDU 409   Reading and Writing in the Content Areas .....	3
EDU 405   Educational Seminar .....	3
EDU 412   Observation and Directed Teaching.....	9
EDU 413   Curriculum, Instruction and Assessment in Secondary School Mathematics.....	3
<b>Electives .....</b>	<b>6</b>
<b>TOTAL HOURS .....</b>	<b>139</b>

**Morris College Teacher Education Program Curriculum Changes  
Mathematics Secondary Education**

<b>Current 2015-2016</b>	<b>New 2016-2017</b>
EDU 200 Introduction to Education (3) and EDU 303 Principles and Philosophy of Education (3)	EDU 251 Foundations of Education (3) <b>Change: combined courses</b>
EDU 205 Instructional Media (3)	<b>Change: deleted from program</b>
EDU 220 Issues in Diversity (1)	<b>Change: deleted from program</b>
EDU 304 Educational Tests and Measurements (3)	EDU 304 Educational Assessment and Evaluation (3) <b>Change: title</b>
EDU 400 Methods and Materials for Teaching Reading PK-6 (3)	EDU 409 Reading and Writing in the Content Areas (3) <b>Change: New course</b> <b>Read to Succeed requirement</b>
EDU 411 Methods and Materials of Teaching in Secondary Schools (3)	<b>Change: deleted from program</b>
EDU 413 Methods of Teaching Mathematics in the Secondary School (3)	EDU 413 Curriculum, Instruction and Assessment in Secondary School Mathematics (3) <b>Change: title</b>
ENG 303 Literature for Children and Adolescents (3)	EDU 322 Foundations of Reading (3) <b>Read to Succeed requirement</b>
Not in Mathematics Secondary Education Program	MAT 204 Discrete Mathematics (3) <b>Change: NCTM requirement</b>

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<b>Current Courses (2015-2016 Catalog)</b>	<b>New Courses (2016-2017 Catalog)</b>
<p><b>EDU 200 Introduction to Education (3)</b></p> <p>Introduction to Education provides an introduction to the nature of education and its place in our society. An overview of the historical background of systems of education in the United States, their aims, organizations, principles, and procedures is presented, with practical consideration for teachers. Career exploration is an essential part of the course. Diversity is also a major component of this course. This course is a prerequisite to all other teacher education courses. Students are also required to spend ten to twenty hours in the educational lab. A twenty-hour practicum is required.</p> <p><b>and</b></p> <p><b>EDU 303 Principles and Philosophy of Education (3)</b></p> <p>Principles and Philosophy of Education is designed to acquaint students with the philosophy of education in the United States in relation to the social traditions of both past and present. An overview of educational issues and problems created by the philosophical trends in education is presented. Emphasis is given to western and some non-western philosophers of education, historical and contemporary. Laboratory experiences are included for acquainting students with goals, objectives and the philosophy of schools in the area. Studies in team decision making and strategies fostering collaboration are required. Required of early childhood, elementary and secondary education majors. Open only to students who have earned at least 56 semester hours of college-level credit.</p>	<p><b>EDU 251 Foundations of Education (3)</b></p> <p>This course will focus on the nature of education in general and provide an understanding of the historical, philosophical, sociological, legal, governance and societal influences in American and international education. It will advance the knowledge and skills of prospective education candidates in teaching about diverse people and culture of selected industrialized countries of the world. The course will include an emphasis on the role, development and organizations of public education in the United States and industrialized countries of the world. Students will conduct a comparative analysis of the education of the educational systems and the United States educational system. Emphasis is on the legal status of teachers and students, including federal and state laws and regulations, schools as social organizations and contemporary issues in education. Students will explore the education of other countries and the foundations of instructional design, and the growth and improvement of knowledge in the field of education. Diversity and technology will be integrated throughout the course. A fifteen (15) hour practicum will be required, with fifteen (15) hours in the computer laboratory preparing for the Praxis Core.</p>
<p><b>EDU 205 Instructional Media (3)</b></p> <p>Instructional Media is a study of the preparation and use of visual materials and non-projected visuals and the operation of various audio-visual equipment. Students become acquainted with instructional technology that affords them the opportunity to develop an understanding of the importance of computers as productive and useful tools in</p>	<p><b>Deleted from program (per CAEP)</b></p>

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<p>education and in the workplace. Students must use collaborative skills with group projects.</p>	
<p><b>EDU 220 Issues in Diversity (1)</b></p> <p>In Issues in Diversity pre-candidates and candidates learn strategies for effectively addressing the educational needs of all students, regardless of their differences; i.e. race, gender, social class, exceptionalities, religion, and so forth. By exploring diverse perspectives, enrollees learn about different people, ideas, cultures, religions, and ways of life. A ten-hour service learning project is required.</p>	<p><b>Deleted from program</b></p>
<p><b>EDU 304 Educational Tests and Measurements (3)</b></p> <p>Educational Tests and Measurements is concerned with the study of tests and measurements as they relate to classroom situations. Special emphasis is placed on the study, selection, and use of various standardized and teacher-made measuring devices and on simple methods of interpreting and presenting test results. The course is designed to help students improve their skills in taking standardized tests and to help them develop their critical thinking, problem solving, and performance skills. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 304 Educational Assessment and Evaluation (3)</b></p> <p>Educational Assessment and Evaluation is concerned with the history, development, analysis, assessment and evaluation and application of tests used in public and private classrooms. More specifically, it is concerned with the study of tests and measurements as they relate to classroom situations. Special emphasis is placed on the study, selection, and use of various standardized and teacher-made measuring devices and on simple methods of interpreting and presenting test results. The course is designed to help students improve their skills in taking standardized tests and to help them develop their critical thinking, problem solving, and performance skills. Open only to students who have been admitted to the Teacher Education Program. A twenty (20) hour practicum is required.</p>
<p><b>EDU 400 Methods and Materials for Teaching Reading (3)</b></p> <p>This course is designed to Help participants develop skills in the facilitation of effective learning experiences for young learners in the area of reading and language arts. Focus will be placed on the study of methods, materials, and classroom procedures and evaluation techniques to facilitate reading in the content areas. Students will use a variety of teaching strategies which are applicable to all grades. These strategies will promote critical thinking through analysis and reflection; while the use of creative thinking practices help educators align content, processes and</p>	<p><b>EDU: 409: Reading and Writing in the Content Areas (3)</b></p> <p>This course focuses on curriculum, instruction, assessment and evaluation in teaching reading and writing in the content areas. More specifically, it includes strategies and materials that facilitate students' reading, writing and study skills. It examines the relationship between literacy instruction and content area study, including adaptation to culturally diverse and exceptional students. A twenty (20) hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>

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assessment to increase student achievement in the areas of literacy and reading. Course participants will engage in classroom discussion, research and reflection, observation and practicum experiences. Open only to students who have been admitted to the Teacher Education Program.	
<p><b>EDU 411 Methods and Materials of Teaching in Secondary Schools (3)</b></p> <p>Methods and Materials of Teaching in the Secondary School acquaint students with the general principles, techniques, and materials generally applicable to high school instruction. Major considerations include the objectives of secondary education, classroom management, conflict resolution skills, development of American high schools, selecting and organizing subject matter, characteristics of an effective teacher, planning and presenting lessons, providing for individual differences, involving parents in student learning, career exploration, evaluating instruction, and orientation to instruments in evaluation teaching (Praxis II, ADEPT, PET, etc.). A thirty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>	<b>Deleted from program</b>
<p><b>EDU 413 Methods of Teaching Mathematics in the Secondary School (3)</b></p> <p>Methods of Teaching Mathematics in Secondary School deals with the history of mathematics, the principles for planning and directing effective learning experiences in mathematics, and the selection and utilization of appropriate materials for instruction in the secondary school. The course includes instruction in technology in mathematical problem solving and applications. Use of the tools of geometry, the compasses, the protractor, and the ruler, is emphasized. A thirty-hour practicum is required.</p>	<p><b>EDU 413 Curriculum, Instruction and Assessment in Secondary School Mathematics (3)</b></p> <p>Curriculum, Instruction and Assessment in Secondary School Mathematics deals with the history of mathematics, the principles for planning and directing effective learning experiences in mathematics, and the selection and utilization of appropriate materials for instruction in the secondary school. The course includes instruction in technology in mathematical problem solving and applications. Use of the tools of geometry, the compasses, the protractor, and the ruler, is emphasized. A thirty-hour practicum is required. A thirty-hour (30) practicum is required. Open only to students who have been admitted to the Teacher Education Program</p>
<p><b>ENG 303 Literature for Children and Adolescents (3)</b> Literature for Children and Adolescents deals with literature for children</p>	<p><b>EDU: 322: Foundations of Reading (3)</b> This course focuses on the major components of the reading process.</p>

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<p>and adolescents and with criteria for selecting and evaluating works of special interest to children and adolescents.</p>	<p>More specifically, this course includes the linguistic, psychological, physiological and sociological factors affecting the developmental reading process. It identifies the components of reading and familiarization with trends and issues in reading education. Prospective teachers will apply the principles of scientifically based reading research as the foundations of comprehensive instruction. A twenty (20) hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>Not in Mathematics Secondary Education Program</b></p>	<p><b>MAT 204 Discrete Mathematics (3)</b></p> <p>Discrete mathematics is the study of discrete structures that include sets, relations, functions, graphs, trees and networks. Other topics include enumeration, permutations, combinations, iteration, recursion and finite difference. The course also covers propositional and predicate logic and the applications of discrete structures that include modeling and designing data structures. Contributions of significant western mathematicians and those from diverse cultures are also studied. Required of Mathematics-Secondary Education Majors. Prerequisite: MAT 203</p>