























MATHEMATICS 5-ADULT, B.A.





 - General Education Course

 - Milestone course: a key success marker for your major. See your advisor to discuss the importance of this course in your plan of study.

Major

The Core Curriculum is designed to foster critical thinking skills and introduce students to basic domains of thinking that transcend disciplines. The Core applies to all majors. Information on specific classes in the Core can be found at <https://www.marshall.edu/gened/>.

Code	Title	Credit Hours
Core Curriculum		
<i>Core 1: Critical Thinking</i>		
FYS 100	First Yr Sem Critical Thinking	3
MTH 229 	Calculus/Analytic Geom I (CT)	5
	Critical Thinking Course	3
<i>Core 2</i>		
ENG 101  	Beginning Composition	3
ENG 201  	Advanced Composition	3
CMM 103 	Fund Speech-Communication	3
MTH 229  	Calculus/Analytic Geom I (CT)	5
	Natural Science	4
	Humanities	3
	Social Studies	3
	Fine Arts	3
<i>Additional University Requirements</i>		
	Writing Intensive	3
	Writing Intensive	3
	Multicultural or International	3
MTH 491 	Senior Seminar	2
Teaching Specialization		
MTH 229  	Calculus/Analytic Geom I (CT)	5
MTH 230 	Calculus/Analytic Geom II	4
MTH 231	Calculus/Analytic Geom III	4
MTH 300 	Intro to Higher Math	4
MTH 331 	Linear Algebra	4
MTH 404 	Math Methods and Materials	3
MTH 405 	History of Mathematics	3
MTH 440 	Graph Th and Combinatorics	3
STA 445	Probability & Statistics I	3
STA 446	Probability & Statistics II	3
MTH 448 	Modern Geometries	3
MTH 449 	Projective Geometry	3
MTH 450 	Modern Algebra I	3
MTH 491 	Senior Seminar	2
	Free Elective	2
Professional Education Core		

CI 350 	Inst Tech & Computing	3
EDF 201	Ed Psych Developing Learner	3
EDF 270	Level I Clinical Exp	0
CISP 421 	Child with Exceptionalities	3
EDF 435	Classroom Assessment	3
EDF 475	Schools in a Diverse Society	3
CI 345 	Crit Read Writ & Think	3
CI 402	Teach Mid Child Learners	3
CI 449	Instr & Clarm Mgt Sec Ed	3
CISP 422	Differentiate Instruction	3
CI 470	Level II Clinical Exp	0
CI 450 	Stu Teach Secondary Ed (Capstone)	12

Major Information

Admission Requirements for ADMI 4

- Grade Point Average of 2.80 or higher (both MU and overall),
- EDF 201 Ed Psych Developing Learner (grade "C" or better) and EDF 270 Level I Clinical Exp (credit),
- Passing scores on the PRAXIS Core exam – all 3 areas (**Exempt** from PRAXIS Core exam with SAT 1240 or ACT composite 26 or higher),
- Portfolio in LiveText which includes:
 - Self-Assessment,
 - Writing Sample and
 - Three Recommendations,
- 21 ACT composite score,
- MU students: Completion of 26 credit hours,
- Transfer students: Completion of 12 Marshall University credit hours.

Admission Requirements for ADMI 5

- 12 hours of completed Professional Education Core courses,
- 2.8 GPA overall, at MU, and in Teaching Specialization,
- 3.0 GPA in Professional Education Core

Admission Requirements for Student Teaching

- At least 90% of Teaching Specialization courses completed,
- Minimum of 100 credit hours completed,
- 2.8 GPA overall, at MU, and in Teaching Specialization,
- 3.0 GPA in Professional Education Core,
- Completion of all Professional Education Core Courses (with the exception of EDF 475 Schools in a Diverse Society)
 - Many courses require clinical experience in public school during normal school hours. Schedule open time accordingly.
 - Students should monitor their program of study carefully due to ongoing curricular changes.**
 - All** coursework in Teaching Specialization and Professional Education Core must be completed with a grade of C or better.
 - West Virginia law mandates that all persons entering a school or having contact with students must have completed a background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every

student will obtain a background check prior to being placed in a school setting.