MATHEMATICS/SECONDARY MIDDLE LEVEL ENDORSEMENT/ MINOR

The completion of MATH 208 satisfies the university's Quantitative and Symbolic Reasoning proficiency requirement.

This minor can be completed for an add-on Middle Level Mathematics Endorsement: completion of this minor, the General Degree Completion Requirements for Education, Secondary, and a major field of study satisfies the state requirements for a middle level mathematics teaching endorsement (grade levels 4–9).

Note: All candidates for certification must pass the NES subject matter test to receive an endorsement for certification purposes.

Prerequisite Grade Policy: Students must have earned a grade ≥C or better in any course that is to be used to satisfy a prerequisite requirement for a subsequent mathematics course offered by the Eastern Washington University Department of Mathematics.

Grade Requirements: Students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Required MATH Courses		
MATH 208	MATHEMATICS FOR ELEMENTARY TEACHERS I (with a grade ≥C satisfies the university proficiencies in Quantitative and Symbolic Reasoning)	5
MATH 209	MATHEMATICS FOR ELEMENTARY TEACHERS II	4
MATH 210	MATHEMATICS FOR ELEMENTARY TEACHERS III	4
MATH 311	FUNCTIONS AND RELATIONS FOR K-8 TEACHERS	5
MATH 312	GEOMETRY FOR THE K-8 TEACHER	5
MATH 411	DISCRETE MATHEMATICS FOR K-8 TEACHERS	4
or MATH 420	PROBLEM SOLVING FOR K-8 TEACHERS	
MATH 417	ADVANCED MATHEMATICS FOR MIDDLE SCHOOL TEACHERS	5
or MATH 380	ELEMENTARY PROBABILITY AND STATISTICS	
Required MTED Courses		
MTED 425	ASSESSMENT IN THE MATHEMATICS CLASSROOM	3-4
or MTED 476	MATHEMATICAL PROGRESSIONS	
or MTED 477	MATHEMATICAL DISCUSSIONS	
Total Credits		**35-36**

Students who earn a Mathematics/Secondary Middle Level Endorsement/Minor from EWU should be able to:

- solve problems at the foundation of modern K-12 school mathematics;
- describe connections between mathematical topics by means of conjecture and viable argumentation;
- plan conceptually connected lesson sequences;
- teach lessons in which students collaborate to develop mathematical knowledge;
- assess students to distinguish between students who learn the material superficially and students who learn the material in depth;
- refine lessons in response to student feedback;
- accurately describe his/her own progress towards PLOs.