Program Mission Statement

UNF graduates from the B.A.E program in Mathematics Education will demonstrate pedagogical and mathematical proficiency in consonance with the program standards of the National Council of Teachers of Mathematics and the State of Florida. Graduates will engage in active leadership roles in the educational community at all levels in schools, state organizations such as the Florida Council of Teachers of Mathematics, and community organizations. Program faculty will model teaching strategies specific to mathematics that are effective and engaging, including manipulatives, mathematical inquiry, and problem-solving strategies. Students who enroll in this program should expect to spend time in clinical/field settings working with children in classes. They will also go through a semester long of internship during which they will apply the teaching strategies learned from coursework and be trained to teach classes on a typical full work load under the mentoring of an experienced teacher.

Student Learning Outcomes

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills

• Recognize applications of significant learning theories.

• Identify essential teaching strategies that can be employed in all instructional contexts.

• Employ traditional and alternative assessment strategies in determining student mastery of specific outcomes.

• Communicate knowledge of subject matter in a manner that enables students to learn.

• Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter.

Communication Skills

• Employ technology during instruction to effectively communicate subject matter knowledge.

Critical Thinking Skills

• Helps students develop concepts through a variety of methods.

• Pose critical problems, dilemmas, and questions as part of learning experiences.

Assessment Approaches

UNF graduates of the B.A.E program in Mathematics Education will demonstrate mastery of content knowledge and teaching skills through proficiency on course embedded assessments, activities, and critical task assessments in core, major, and clinical experiences at a proficiency level expected of a teacher candidate. It is expected that teacher candidates apply knowledge throughout the program by demonstrating understanding, competence, and effective implementation. Assessment strategies to assess learning outcomes include:

1. Assignments and formal assessments to demonstrate knowledge.
2. Completion of critical tasks.
3. Class discussions, reflections, and critiques provide a dynamic forum for developing ideas and demonstrating knowledge.