### University Core and Graduation Requirements

#### University Core Requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>#Classes</th>
<th>Hours</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion Cornerstones</td>
<td>5</td>
<td>10</td>
<td>REL A 275, REL A 250, REL C 225, REL C 200</td>
</tr>
<tr>
<td>The Individual and Society</td>
<td>7</td>
<td>14</td>
<td>SC ED 353*</td>
</tr>
<tr>
<td>Arts, Letters, and Sciences</td>
<td>5</td>
<td>10</td>
<td>MATH 112, MATH 290, MATH 113, MATH 213, MATH 314</td>
</tr>
<tr>
<td>Core Enrichment: Electives</td>
<td>6</td>
<td>12</td>
<td>REL A 275, REL A 250, REL C 225, REL C 200, SC ED 353*</td>
</tr>
</tbody>
</table>

#### Graduation Requirements:

- Minimum residence hours required: 30.0
- Minimum hours needed to graduate: 120.0

*These classes can fill both university core and program requirements (11 hours overlap)*

### Suggested Sequence of Courses

#### FRESHMAN YEAR

**1st Semester**
- First-year Writing: 3.0
- MATH 112: 4.0
- Religion Cornerstone course: 2.0
- Biological Science: 3.0
- Letters: 3.0
- Total Hours: 15.0

**2nd Semester**
- American Heritage: 3.0
- MATH 113: 4.0
- MATH 290: 3.0
- Religion Cornerstone course: 2.0
- Social Science: 3.0
- Total Hours: 15.0

#### SOPHOMORE YEAR

**3rd Semester**
- Civilizations 1: 3.0
- Arts: 3.0
- Languages of Learning (Math or Language): 3.0
- Total Hours: 9.0

**4th Semester**
- Civilization 2: 3.0
- Arts: 3.0
- Total Hours: 6.0

#### JUNIOR YEAR

**5th Semester**
- Religion Elective: 2.0
- Total Hours: 2.0

**6th Semester**
- Religion Elective: 2.0
- Total Hours: 2.0

#### SENIOR YEAR

**7th Semester**
- MATH 314: 3.0
- MATH 371: 3.0
- MTHED 276: 4.0
- Religion Cornerstone course: 2.0
- Physical Science: 3.0
- Total Hours: 15.0

**8th Semester**
- MTHED 476 or MTHED 496: 12.0
- Total Hours: 12.0

**Note:** Students are encouraged to complete an average of 15 credit hours each semester or 30 credit hours each year, which could include spring and/or summer terms. Taking fewer credits substantially increases the cost and the number of semesters to graduate.

**Note 2:** The sequence of courses suggested may not fit the circumstances of every student. Students should contact their college advisement center for help in outlining an efficient schedule.
This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to https://www.schools.utah.gov/curr/licensing or contact the Education Advisement Center, 350 MCKB, 801-422-3426.

For students accepted into the major after December 16, 2019, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a cumulative GPA of 2.7 or higher once admitted into the program and to qualify for student teaching. For additional details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

**REQUIREMENT 1** Complete 7 courses

**CORE REQUIREMENTS:**

**NOTE 1:** PREREQUISITES FOR ALL MATHEMATICS EDUCATION COURSES WILL BE STRICTLY ADHERED TO. **NOTE 2:** FBI FINGERPRINT AND BACKGROUND CLEARANCE MUST BE COMPLETED PRIOR TO ENROLLMENT IN MTHED 276.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112 - Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td>MATH 113 - Calculus</td>
<td>4.0</td>
</tr>
<tr>
<td>MATH 290 - Fundamentals of Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 314 - Calculus of Several Variables</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 334 - Ordinary Differential Equations</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 341 - Theory of Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 371 - Abstract Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>MTHED 301 - History and Philosophy of Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>MTHED 301 - Teaching Statistics and Probability</td>
<td>3.0</td>
</tr>
<tr>
<td>MTHED 362 - Survey of Geometry</td>
<td>3.0</td>
</tr>
<tr>
<td>STAT 121 - Principles of Statistics</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**REQUIREMENT 2** Complete 11 courses

**OPTION 3.1** Complete 1 course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 313 - (Not currently offered)</td>
<td></td>
</tr>
</tbody>
</table>

**OPTION 3.2** Complete 2 courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 212 - Elementary Linear Algebra</td>
<td>2.0</td>
</tr>
<tr>
<td>MATH 215 - Computational Linear Algebra</td>
<td>1.0</td>
</tr>
</tbody>
</table>

A teaching minor is not needed for licensure. However, students interested in teaching an academic subject in addition to mathematics should consider pursuing a teaching minor in that discipline.

**REQUIREMENT 4** Complete 2 options

**PROFESSIONAL EDUCATION COMPONENT:**

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 801-422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

**OPTION 4.1** Complete 3 courses

<table>
<thead>
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<tbody>
<tr>
<td>CPSE 402 - Educating Students with Disabilities in Secondary Classrooms</td>
<td>3.0</td>
</tr>
<tr>
<td>SC ED 353 - Multicultural Education for Secondary Education</td>
<td>3.0</td>
</tr>
<tr>
<td>SC ED 375 - Adolescent Development and Classroom Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**OPTION 4.2** Complete 12.0 hours from the following course(s)

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTHED 476 - Secondary Student Teaching in Mathematics</td>
<td>12.0</td>
</tr>
<tr>
<td>MTHED 496 - Academic Internship: Secondary Mathematics Educator</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Student teachers/interns must complete all required EPP assessments and paperwork in the Educator system.

**THE DISCIPLINE:**

Mathematics is the discipline through which we make sense of the order, patterns, and quantitative situations we perceive in the world around us. The foundational skills of this discipline—the abilities to formulate, focus and solve problems; to articulate, test and justify conjectures; to communicate one’s reasoning about quantities and the relationships between them; and to see connections between different mathematical ideas and real-world contexts—are highly valued in society and are characteristics of any educated person.

Mathematics is not only a body of knowledge but also a process of analysis, reasoning, comparison, deduction, generalization, and problem solving.

Mathematics educators depend heavily upon their own understanding of mathematics in order to identify and articulate the mathematical ideas they want students to learn, to assess which concepts their students already possess that might serve as a foundation for learning, and to develop activities that help students develop rich understandings. They also use their understanding of the nature of the discipline to structure a culture of inquiry, reasoning, and problem solving in their classrooms.

Courses in the undergraduate program are designed to help prospective teachers plan, manage, and implement classroom activities that facilitate students’ learning of mathematics.

Specific program goals include (1) mastery of the foundational skills of mathematics, (2) deep reflection on mathematics learning at all levels, through observation of and participation in high-quality classroom practice, (3) increased autonomy and confidence as an investigator, active learner, and productive thinker, and (4) extended field experience, informed by the best current understanding.

Program faculty include educational and mathematical researchers, specialists in both preservice and inservice teacher education, and school practitioners, spanning a broad range of interest and experience.

**CAREER OPPORTUNITIES:**

**Within Education:** Majors in mathematics education prepare for careers in molding and shaping the future minds of the world. Majors prepare for jobs high in demand teaching mathematics at the middle and high school levels. The skills learned in math education set students apart in STEM fields, and the teaching skills gained will allow them to facilitate meaningful mathematics learning. Outside the physical classroom, math education graduates can develop curriculum or educational software, and work in organizations that provide tutoring, online education, or distance learning. Graduates are well positioned to pursue advanced degrees in order to facilitate professional development at the district and state administration levels or to qualify to teach higher education.

**Outside of Education:** This versatile major requires extensive mathematics

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to rival any program and develops essential communication skills. Graduates who choose to forego the traditional teaching route have found rewarding careers in business, computer programming, information technology, operations research, cryptography, finance and more. Not only are mathematics education graduates prepared to solve problems in these fields using their mathematical background, but the teaching experiences prepare them to be highly effective in communicating solutions to others.

MAP DISCLAIMER
While every reasonable effort is made to ensure accuracy, there are some student populations that could have exceptions to listed requirements. Please refer to the university catalog and your college advisement center/department for complete guidelines.

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