### University Core and Graduation Requirements

#### Religion Cornerstones
- **Teachings and Doctrine of The Book of Mormon**
  - 1 Class
  - 2.0 Hours
  - REL A 275
- **Jesus Christ and the Everlasting Gospel**
  - 1 Class
  - 2.0 Hours
  - REL A 250
- **Foundations of the Restoration**
  - 1 Class
  - 2.0 Hours
  - REL C 225
- **The Eternal Family**
  - 1 Class
  - 2.0 Hours
  - REL C 200

#### The Individual and Society
- **American Heritage**
  - 1-2 Classes
  - 3-6.0 Hours
  - from approved list
- **Global and Cultural Awareness**
  - 1 Class
  - 2.0 Hours
  - SC ED 353*

#### Skills
- **First Year Writing**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Advanced Written and Oral Communications**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Quantitative Reasoning**
  - 1 Class
  - 4.0 Hours
  - MATH 112* or 113*
- **Languages of Learning (Math or Language)**
  - 1 Class
  - 4.0 Hours
  - MATH 112* or 113*

#### Arts, Letters, and Sciences
- **Civilization 1**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Civilization 2**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Arts**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Letters**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Biological Science**
  - 1 Class
  - 3-4.0 Hours
  - from approved list
- **Physical Science**
  - 1 Class
  - 3.0 Hours
  - from approved list
- **Social Science**
  - 1 Class
  - 3.0 Hours
  - from approved list

#### Core Enrichment: Electives
- **Religion Electives**
  - 3-4 Classes
  - 6.0 Hours
  - from approved list
- **Open Electives**
  - Variable Classes
  - Variable Hours
  - personal choice

*THES**E CLASSES CAN FILL BOTH UNIVERSITY CORE AND PROGRAM REQUIREMENTS (11 hours overlap)

#### Graduation Requirements:
- **Minimum residence hours required**
  - 30.0 Hours
- **Minimum hours needed to graduate**
  - 120.0 Hours

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### Suggested Sequence of Courses

#### Freshman Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>First-year Writing</td>
<td>3.0</td>
<td>American Heritage</td>
</tr>
<tr>
<td>MATH 112</td>
<td>4.0</td>
<td>MATH 113</td>
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<tr>
<td>Religion Cornerstone course</td>
<td>2.0</td>
<td>MATH 290</td>
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<tr>
<td>Biological Science</td>
<td>3.0</td>
<td>Religion Cornerstone course</td>
</tr>
<tr>
<td>Letters</td>
<td>3.0</td>
<td>Social Science</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td>15.0</td>
<td><strong>Total Hours</strong></td>
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</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td>17.0</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>MATH 213</td>
<td>2.0</td>
<td>MTHED 177</td>
</tr>
<tr>
<td>MATH 215</td>
<td>1.0</td>
<td>STAT 121</td>
</tr>
<tr>
<td>Civilization 1</td>
<td>3.0</td>
<td>MTHED 277</td>
</tr>
<tr>
<td>Religion Cornerstone course</td>
<td>2.0</td>
<td>SC ED 353</td>
</tr>
<tr>
<td>Arts</td>
<td>3.0</td>
<td>Religion Elective</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>17.0</td>
<td><strong>Total Hours</strong></td>
</tr>
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</table>

#### Junior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>5th Semester</th>
<th>6th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td>15.0</td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>MATH 314</td>
<td>3.0</td>
<td>MTHED 476 or MTHED 496</td>
</tr>
<tr>
<td>MATH 371</td>
<td>3.0</td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>MTHED 276</td>
<td>4.0</td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>Religion Cornerstone course</td>
<td>2.0</td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>Physical Science</td>
<td>3.0</td>
<td><strong>Total Hours</strong></td>
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</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>7th Semester</th>
<th>8th Semester</th>
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<tbody>
<tr>
<td><strong>Total Hours</strong></td>
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<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Courses</strong></td>
</tr>
</tbody>
</table>
| **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:** 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.
BS in Mathematics Education (694620)
2020-2021 Program Requirements (78 Credit Hours)

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

EDUCATION COURSES WILL BE STRICTLY ADHERED TO. NOTE 2: FBI FINGERPRINT AND BACKGROUND CLEARANCE MUST BE COMPLETED PRIOR TO ENROLLMENT IN MTHED 276.

MTHED 177 - Critical Review of School Mathematics 3.0
MTHED 276 - Exploration of Mathematics Teaching 4.0
MTHED 277 - Task Design for Student Learning 3.0
MTHED 278 - Assessment of Student Learning 3.0
MTHED 318 - Mathematics Teaching with Technology 3.0
MTHED 317 - Mathematics Teaching in the Public Schools 3.0
MTHED 318 - Practicum in Mathematics Education 1.0

REQUIRED 2: Complete 11 courses

MATH 112 - Calculus 1 4.0
MATH 113 - Calculus 2 4.0
MATH 290 - Fundamentals of Mathematics 3.0
MATH 314 - Calculus of Several Variables 3.0
MATH 334 - Ordinary Differential Equations 3.0
MATH 341 - Theory of Analysis 1 3.0
MATH 371 - Abstract Algebra 1 3.0
MTHED 301 - (MthEd-Math) History and Philosophy of Mathematics 3.0
MTHED 301 - Teaching Statistics and Probability 3.0
MTHED 362 - (MthEd-Math) Survey of Geometry 3.0
STAT 121 - Principles of Statistics 3.0

OPTION 1.2: Complete 2 courses

MATH 213 - Elementary Linear Algebra 2.0
MATH 215 - Computational Linear Algebra 1.0

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

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms 2.0
*SC ED 353 - Multicultural Education for Secondary Education 3.0
SC ED 375 - Adolescent Development and Classroom Management 3.0

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

MTHED 476 - Secondary Student Teaching in Mathematics 12.0
MTHED 496 - Academic Internship: Secondary Mathematics Educator 12.0

Student teachers/interns must complete the PIBS form, sign both the mentor teacher and university supervisor PAES forms, and attach their TWs to their Educator account. All three must be completed to be cleared for graduation.

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 highquality 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 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.

DEPARTMENT INFORMATION
FACULTY ADVISOR:
Amy Tanner
187 TMCB
Brigham Young University, Provo, UT 84602
Telephone: (801) 422-3640

ADVISEMENT CENTER INFORMATION
Physical and Mathematical Sciences College Advisement Center
Brigham Young University
N-181 ESC
Provo, UT 84602
Telephone: (801) 422-2674