

# MATHEMATICS FOR SECONDARY SCHOOL TEACHERS - M.A.

College of Sciences and Humanities  
 Department of Mathematical Sciences  
[www.kent.edu/math](http://www.kent.edu/math)

## About This Program

The Master of Arts degree in Mathematics for Secondary School Teachers is a three-year program offered during the evenings and summer. Designed collaboratively by mathematical sciences and teacher education faculty, this program is for in-service teachers and features both mathematics and education courses. This program does not lead to Ohio teacher licensure.

## Contact Information

- **Evgenia (Jenya) Soprunova** | [esopruno@kent.edu](mailto:esopruno@kent.edu) ( [etesta@kent.edu](mailto:etesta@kent.edu)) | 330-672-9086
- Connect with an Admissions Counselor

## Program Delivery

- **Delivery:**
  - Mostly online
- **Location:**
  - Kent Campus

## Examples of Possible Careers and Salaries\*

### Mathematical science teachers, postsecondary

- 1.3% slower than the average
- 60,100 number of jobs
- \$73,650 potential earnings

### Career/technical education teachers, postsecondary

- 1.1% slower than the average
- 124,100 number of jobs
- \$55,620 potential earnings

### Middle school teachers, except special and career/technical education

- 3.6% about as fast as the average
- 627,100 number of jobs
- \$60,810 potential earnings

### Secondary school teachers, except special and career/technical education

- 3.8% about as fast as the average
- 1,050,800 number of jobs
- \$62,870 potential earnings

\* Source of occupation titles and labor data comes from the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

## Admission Requirements

- Bachelor's degree in mathematics or mathematics education (or another discipline plus mathematics coursework equivalent to an undergraduate program in mathematics education) from an accredited college or university
- Minimum 2.750 undergraduate GPA on a 4.000-point scale
- Official transcript(s)
- Résumé or curriculum vitae
- Goal statement
- Three letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions to waive) by earning one of the following:<sup>1</sup>
  - Minimum 71 TOEFL iBT score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score
  - Minimum 100 DET score

<sup>1</sup> International applicants who do not meet the above test scores may be considered for conditional admission.

## Program Requirements

### Major Requirements

Code	Title	Credit Hours
<b>Major Requirements</b>		
CI 67224	TEACHING MATHEMATICS WITH TECHNOLOGY	3
CI 67225	RESEARCH IN MATHEMATICS EDUCATION	3
CI 67791	SEMINAR IN MATHEMATICS EDUCATION	3
MATH 64091	SEMINAR IN MATHEMATICS EDUCATION (repeatable)	6
Mathematics Electives, choose from the following:		15
MATH 51021	THEORY OF MATRICES	
MATH 52001	ANALYSIS I	
MATH 52021	GRAPH THEORY AND COMBINATORICS	
MATH 52041	ADVANCED CALCULUS	
MATH 52201	NUMERICAL LINEAR ALGEBRA	
MATH 55021	EUCLIDEAN GEOMETRY	
MATH 55022	LINEAR GEOMETRY	
MATH 57011	THEORY OF NUMBERS	
MATH 67057	ADVANCED CONCEPTS OF GEOMETRY	
MATH 67067	ADVANCED CONCEPTS OF PROBABILITY AND STATISTICS	
MATH 67077	ADVANCED CONCEPTS OF ALGEBRA	

<i>Culminating Requirement</i>		
MATH 69099	CAPSTONE PROJECT	2
<b>Minimum Total Credit Hours:</b>		<b>32</b>

## Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
-	3.000

- Minimum 32 hours of graduate credit with minimum 16 credit hours at the 60000 level and 22 credit hours in mathematics
- Final presentation and report of the capstone project

## Program Learning Outcomes

Graduates of this program will be able to:

1. Reason in mathematical arguments, including using precise definitions, articulating assumptions and reasoning logically to conclusions.
2. Engage effectively in problem solving, including exploring examples, devising and testing conjectures and assessing the correctness of solutions.
3. Approach mathematical problems creatively, including trying multiple approaches and modifying problems when necessary to make them more tractable.
4. Communicate mathematics clearly both orally and in writing.
5. Teach high school-level mathematics.
6. Understand and appreciate connections among different subdisciplines of mathematics.
7. Be aware of and understand a broad range of mathematical subdisciplines.
8. Obtain a broader and deeper understanding of algebra, geometry and analysis and their interpretation in the K-12 curriculum.