**MATHEMATICS (M.S.T.)**
https://ceps.unh.edu/mathematics-statistics/program/mst/mathematics

**Description**

The Master of Science for Teachers program in Mathematics is designed to enable teachers to:

- deepen and broaden their mathematics background in core areas of geometry, algebra, and analysis
- explore new content areas of mathematics
- interact with supportive faculty and students in small classes
- share ideas and teaching approaches with teachers from different areas of the country and of the world
- consider perspectives which allow them to help their own students learn mathematics more effectively
- participate in workshops and seminars to extend their knowledge of mathematics and to promote innovative teaching

The program features a strong emphasis on mathematics content, while also providing opportunities for teachers to consider alternative approaches to pedagogy. The program is typically completed in three summers and is designed primarily for experienced teachers of secondary school mathematics.

**Admission Requirement**

Applicants for the degree of master of science for teachers (M.S.T.) in mathematics usually possess a background equivalent to at least a minor in mathematics and must have completed education courses sufficient for certification, or have three years teaching experience, or currently hold a full-time teaching position.

**Applying**

Please visit the [Graduate School website](https://ceps.unh.edu/mathematics-statistics/program/mst/mathematics) for detailed instructions about applying to the MST program.

**Requirements**

**M.S.T. Degree Requirements**

The program requires 30 credit hours of coursework, as outlined below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 900</td>
<td>Bridges from the Classroom to Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>MATH 905</td>
<td>Euclidean and non-Euclidean Geometries from a Synthetic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 906</td>
<td>Analytic and Transformational Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 909</td>
<td>Probability and Statistics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 913</td>
<td>Graph Theory and Topics in Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 915</td>
<td>Algebraic Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 918</td>
<td>Analysis of Real Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 925</td>
<td>Problem Solving Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least eight additional credit hours from courses numbered MATH 900-929 8

**Total Credits** 30

In addition, a concluding experience consisting of a mathematics portfolio and a comprehensive problem set is required.

**Student Learning Outcomes**

- Demonstrate a deep and broad understanding of graduate level mathematics appropriate for teachers in the core areas of geometry, algebra and analysis.
- Possess specialized breadth in additional areas of mathematics beyond the core areas.
- Demonstrate the ability to make connections between areas of mathematics and between the mathematics they are learning and the mathematics they are teaching.