

What Can I **Do** With a Major In...

Mathematics-Mathematics Teaching Option?

Mathematics Teaching programs¹ prepare individuals to help future students at both the middle school and the high school levels develop a strong understanding of mathematics. Teaching programs include coursework in mathematics and statistics content, classroom instruction and teaching methods, lesson planning, instructional techniques for communicating the subject matter, assessment and evaluation techniques, and supervision and discipline strategies.

The program at Montana State University² prepares students to teach mathematics at the middle school or high school levels. The program includes the mathematics courses for a teaching major and the necessary courses in education which qualify the student for teacher's certification. Students are also prepared to enter graduate school in the field of mathematics education.

Characteristics associated with success¹ include interest in solving problems and puzzles, enthusiasm in working with numbers, equations, and algorithms, and a keen interest in working with adolescents.

You should¹:

- be able to concentrate for long periods of time
- be good at making logical decisions
- be able to communicate well, both orally and in writing
- have good reasoning ability
- be able to work well with others
- have good organizational skills
- be motivated to help others succeed
- be a leader

Occupations in this field require¹: the ability to demonstrate proficiency in mathematics, the ability to communicate well, both orally and in writing, and the desire to work with children or young adults.

Related occupations include¹:

- Mathematician
- Science Teacher
- Statistician
- Actuary
- Technology/Industrial Arts Teacher
- International & Comparative Education
- College/University Faculty
- Economist
- Business Teacher
- Trade & Industrial Teacher
- Personal Financial Planner
- Accountant
- Computer Programmer
- Computer Systems Analyst

What Can I **Do** With a Major In...

Mathematics-Mathematics Teaching Option?

MSU graduates (Bachelor's degree) were hired in the following selected fields³:

Academic Advisor- Montana State University
Direct Treatment Worker- Betbanna
Math Lab Teacher- Bozeman Public Schools
Math Teacher- Bozeman Public Schools; Billings Public Schools; Belgrade School District #44; Calvin Christian School; Carson High School; Pullman Schools; Tigard/Tualatin School District; Weston County School District
Loan Assistant- National Bank of Alaska
Technology Education Teacher- Winnet Public Schools

Salary averages of survey respondents: (# of respondents in parentheses)³

2007: MT: \$ 28,200 (3) Out of State: \$ 38,000 (2)
2006: MT: \$ 28,900 (5) Out of State: Insufficient Data
2005: MT: \$ 21,373 (3) Out of State: Insufficient Data
2004: MT: \$ 23,833 (3) Out of State: Insufficient Data

Licensure and Certification:

Individuals wishing to teach will need state certification.

Graduates from this program entered programs of further education at these institutions:

Montana State University

Other Sources of Information:

American Mathematical Society (AMS): <http://e-math.ams.org>
American Statistical Association (ASA): www.amstat.org
Association for Women in Mathematics (AWM): www.awm-math.org
Canadian Mathematical Society (CMS): <http://camel.math.ca>
Mathematical Association of America (MAA): www.maa.org
Montana Council of Teachers of Mathematics (MCTM): www.montanamath.org
National Council of Teachers of Mathematics (NCTM): www.nctm.org
Society of Actuaries: www.soa.org
Department of Mathematical Sciences – Montana State University: www.math.montana.edu

For more information contact:



Montana State University
177 Strand Union Building
Bozeman, MT 59717
(406) 994-4353
www.montana.edu/careers

¹University of Oregon, 2007. Created by intoCareers, a unit of the University of Oregon. Montana information Montana Career Information System. Discover: 2008 by ACT, Inc.

²Montana State University Department of Mathematical Sciences

³Montana State University Career & Internship Services

Number of graduates/number of respondents: 2004: 8/5; 2005: 12/6; 2006: 12/10; 2007: 11/7