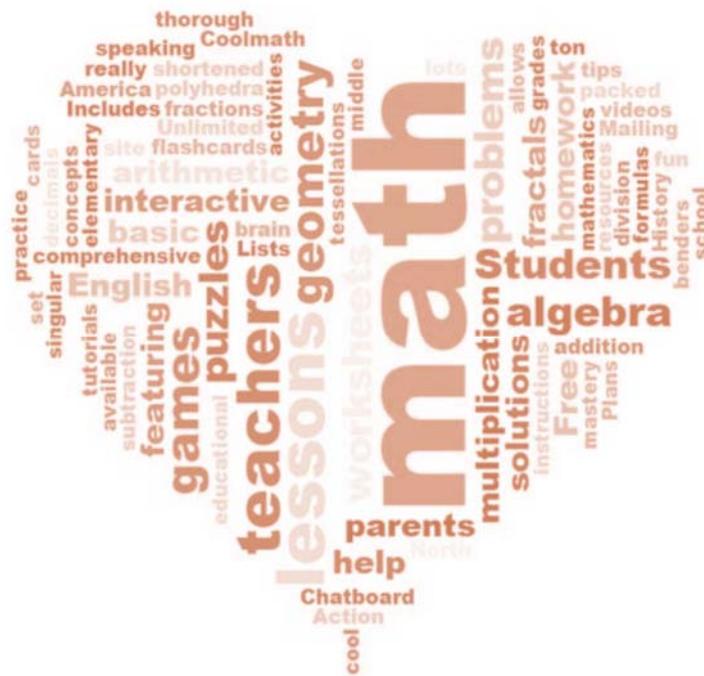


Graduate Student Handbook



Department of Mathematics Education
Fall 2017



Graduate Student Handbook
Department of Mathematics Education
Brigham Young University

Table of Contents

| | |
|--|----|
| Introduction..... | 1 |
| Learning Outcomes | 1 |
| Orientation | 2 |
| General Information | 2 |
| Financial Support..... | 4 |
| Degree Requirements | 5 |
| The Research Community..... | 6 |
| Critical Waypoints..... | 6 |
| Graduation Application..... | 12 |
| Scheduling Final Oral Examination..... | 12 |
| Thesis Submission | 13 |
| Termination of Graduate Status | 13 |
| Exit Requirements..... | 14 |
| Resources | 14 |
| Appendices | 17 |

Graduate Student Progress Form
Calendar
Course Descriptions
MA PIBS
Academic Honesty

Emergency Instructions
Graduation Checklist
Prelim Thesis/Project Pages
Handbook Form
Copier Form

Introduction

Welcome to BYU graduate studies and, in particular, to the Department of Mathematics Education graduate program. Your successful completion of this program will earn you a Master of Arts degree in Mathematics Education. Through the experiences this program offers, you will extend your own understanding of mathematics while deepening your understanding of learners' mathematical thinking. The Department of Mathematics Education values close, detailed mentoring of each graduate student as an active member of the scholarly community—a community devoted to exploration and inquiry into the learning and teaching of mathematics. Our program emphasizes interactions with faculty (both in and out of the classroom) that will (1) allow you to explore new mathematical understanding in both personal and social contexts; (2) immerse you deeply in exploration, inquiry, analysis and exposition; and (3) familiarize you with the ever-expanding body of research literature on learning and teaching mathematics and with prevailing research methodologies. The cumulative experiences of our program are designed to prepare you to enter top mathematics education doctoral programs, to take on important leadership roles in school mathematics education communities, and to return to classrooms better equipped to create meaningful learning experiences for all students.

Learning Outcomes

In order to accomplish the purposes described above, the Department of Mathematics Education graduate program is designed to prepare you to meet the following six learning outcomes:

- **Scholarship**—Graduates understand and can evaluate important issues, trends, theories, paradigms of research, and research findings in the field of mathematics education, as well as their implications for the teaching and learning of mathematics in the public schools, mathematics teacher development, and participation in mathematics education scholarship.
- **Research**—Graduates understand research methods in mathematics education and can a) locate an interesting and important problem; b) conduct a literature review to situate the problem; c) develop a conceptual framework; d) establish focused research questions; e) choose and implement appropriate methods for collecting and analyzing data; f) address issues of research quality such as validity, reliability, and significance; and g) effectively communicate their work both orally and in writing.
- **Mathematics**—Graduates understand central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching school mathematics.
- **Teaching**—Graduates understand how to analyze topics from school mathematics in the context of the literature on students' mathematical thinking, meaningfully apply research on teaching and learning mathematics in their teaching, and use scholarly inquiry as a lens to reflect on that teaching.

- **Professionalism**—Graduates have developed a level of professionalism that enables and compels them to continually seek opportunities to improve their own practice, keep abreast of advances and developments in the field both locally and nationally, and provide leadership in professional, school, and community organizations.
- **Spiritual Stewardship**—Graduates strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of mathematics teaching and learning, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.

Orientation

Department Meetings: All new full-time graduate students are required to attend the department graduate student orientation. This orientation takes place Wednesday, August 30 and Thursday, August 31, 2017.

College Meetings: The teaching assistant orientation is held from 8:00 am – 4:00 pm on Friday, September 1, 2017.

Graduate Studies Fair: The New Graduate Student Fair and dinner will be held on Wednesday, September 13, 2017. The fair highlights university and community services available to graduate students. There is a fair during the day and a dinner at 6:00 pm (spouses are invited). You will receive more information from Graduate Studies with your invitation to this event. RSVPs are required.

General Information

University Policies: Students should become familiar with the Graduate Studies Catalog published by Brigham Young University. This catalog can be accessed on the graduate studies webpage at graduatestudies.byu.edu and other university policies in the undergraduate catalog found at catalog.byu.edu. Graduate students are subject to the policies, degree requirements, deadlines, fees, and standards described therein. Graduate students continue under the policies described in the Graduate Studies Catalog available and current at the time of their admission.

Honor Code: Brigham Young University exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. Students are expected to be familiar with and abide by these policies. Information regarding the honor code can be found on the Honor Code Office website at honorcode.byu.edu.

Continuing Student Ecclesiastical Endorsement: Each new academic year, continuing students are required to obtain a continuing student ecclesiastical endorsement. The endorsement must be completed, turned in, and processed by the Honor Code Office before a student can register for fall semester. To avoid registration delays, students should have the endorsement turned in

by March 15. NOTE: Fall registration will be blocked until this process is completed. Forms and information are available at advisement centers, information centers, and the Honor Code Office or website honorcode.byu.edu.

Mailbox Assignments: All full-time graduate students will be assigned a mailbox in 167 TMCB. Any mail that arrives for you will be put in your box. The mailbox is also used to deliver correspondence from students and from the department. You should check your mailbox at least once each day.

Address/Phone Changes: Please make sure the graduate secretary knows your current address, home and cell phone numbers, and email address. Always keep your personal information updated on MyBYU.

Computer Access & Email: All graduate students have access to campus computers with their BYU net ID and password. You may use your personal email or if you would like to have our CSRs set up another email account (@mathed.byu.edu), please contact the assistant CSR at 801-422-2459 and one will be set up for you. If you have your own laptop, the assistant CSRs can also get your laptop set up to access the printers in our department.

Office: All full-time graduate students will be assigned an office space. If you have any questions, please check with the department office.

Copier/Printing: Please fill out the copier access form (in the appendix) to get a copier code set up to use the copier in 166 TMCB. This is to be used for copies needed to complete your TA or RA assignments. All personal copies should be reimbursed to the department secretary at the rate of \$.05 per page. The computers in the department are set up to print on the different printers in the department. Once again, anything work related can be printed. Personal printing should be reimbursed to the department secretary at the rate of \$.05 per page.

Parking: Parking permits are required for parking on campus. There are a few lots specifically for graduate students. Please contact Parking Services (2120 JKB), 801-422-3906 for any questions.

Grievance Process: The University has an established procedure for handling graduate student academic grievances. If consulting with the faculty member or the graduate committee chair does not resolve a grievance, a graduate student should describe the problem to the department graduate coordinator and/or the department chair. If difficulties persist, the student may ask the college dean and finally the graduate dean for review. All grievances must be presented within a year of the semester in question. The Graduate Student Academic Grievance Policy can be found under the resource section of the graduate studies website (www.byu.edu/gradstudies).

Department Directory: An updated department directory be in your mailbox in the department office at the beginning of the semester.

Academic Calendar and Important Dates: See appendix.

Financial Support

Financial support in the form of teaching assistantships and research assistantships is provided to attract excellent full-time students to our program and to maintain them over a normal period of two years for the completion of the MA degree requirements. Although support is normally considered to be for fall and winter semesters only, from time to time, as finances permit, the department may be able to offer some level of support for spring or summer terms as well.

Teaching and Research Assistantships: Most full-time graduate students in the mathematics education program receive financial support through a contract provided by teaching or research assistantships awarded by the mathematics education department. You will need to sign a contract each semester you receive an assistantship and you will receive a paycheck every two weeks. As a teaching assistant you are often assigned to assist the instructor of record by helping out during class, teaching lab sections and holding office hours. At other times (particularly during your second year in the program) you will be assigned to be the instructor of record. In any case your teaching or research assistantship is expected to take approximately 20 hours per week.

Tuition: In addition to the contract provided to each teaching or research assistant, most full-time graduate students receive a tuition scholarship. Tuition for courses that are part of the student's **approved program of study** is paid directly by the mathematics education department. The department will pay for up to **32** credit hours total. As budgets permit, the mathematics education department may be able to provide some support to a part-time graduate student. A scholarship application is available from the graduate secretary to request such support. This application is due three weeks before the start of the semester requesting aid.

Guidelines for Continuation of Financial Support: The Department of Mathematics Education continues financial support to teaching and research assistants subject to budget limitations and satisfactory evaluations. The expected term of a student's continued support is set by the department at two (2) years. Continued financial support during this timeframe is recommended for teaching and research assistants who are making satisfactory progress in an approved program of study and who are judged satisfactory in their teaching duties.

Academic progress: A graduate student must maintain the level of academic progress required of all full-time graduate students (see section on Academic Progress). Failure to maintain the required level of academic progress may result in the loss of financial support.

Teaching performance: Responsible and capable teaching performance by each teaching assistant is essential for continuation of support. Incompetent teaching will not be supported,

and cases of conspicuous irresponsibility or neglect will be cause for immediate termination. All instructors of record will be evaluated by the department's teaching committee. The graduate committee will also consider their student evaluations. Teaching assistants may be evaluated by the department's teaching committee. Again, the graduate committee will also consider their student evaluations.

Full-time graduate students with satisfactory evaluations are supported for two years in the master's degree program. Notifications of renewal or non-renewal for the second year are distributed by the department at the end of the second semester of the first year. Assistantship appointments automatically terminate, without any special notice, at the end of the second year. In rare cases, support for an additional semester or year may be granted. To initiate a request for an additional period of support, a student should submit the request in writing, along with a written explanation of extenuating circumstances, to their advisor. The student's advisory committee reviews the request and submits a written recommendation to the department's graduate committee.

Degree Requirements (See Graduate Catalog: Academic Departments, Degrees and Courses)

General Requirements

I. *Credit Hours*: A minimum of 24 credit hours of approved coursework plus 6 thesis hours (699R) for the thesis option; a minimum of 27 credit hours of approved coursework plus 3 project hours (698R) for the project option. Note: Credit for undergraduate prerequisite courses, independent study courses or certification courses is not allowed.

II. *State Teacher certification*.

III. *Required Courses*: MthEd 590, 591, 3 credit hours of 611R; 9 credit hours (for thesis option) and 12 credit hours (for project option) of approved 500 or 600-level MthEd coursework.

IV. *Electives*: 6 credits of approved graduate level coursework (no more than 3 credits of reading course 695R).

V. *Examination*: Pass a written comprehensive examination. Full-time students take the examination about a week after the winter semester of their first year. Part-time students take the examination about a week after the winter semester of their second year. For all students, the exam period includes two weekends and is doable while teaching in the public schools, especially with such advanced notice. For extreme circumstances (beyond a typical week of teaching), part-time students can petition to take the exam in June, after the school year has ended.

VI. *Completion of Thesis Option or Project Option*:

Thesis Option - Write a thesis based on an approved research project. A formal thesis proposal is required and must be approved by the advisory committee before significant thesis work is conducted.

Project Option - Write an in-depth paper based on an approved project. A formal project proposal is required and must be approved by the advisory committee before significant project work is conducted.

VII. *Minor (Optional)*: Any approved minor. Students may include an academic minor as part of their graduate program. Requirements for a minor are to be completed *in addition* to the listed requirements for the MA degree in Mathematics Education. A minimal requirement for each minor is 9 credit hours in addition to the major hours required. Minors are described in the graduate catalog under each department that offers a minor. Students are responsible for ascertaining whether they can meet the prerequisites for each minor class taken. A member of the minor department must be included on the student's advisory committee.

VIII. *Oral Defense*.

The Research Community

Department Colloquia/Seminars

The Department of Mathematics Education sponsors periodic one-hour gatherings of the faculty, graduate students and other interested parties from the university community to discuss current research interests. Discussions are led by department research faculty and/or guest speakers prominent in mathematics education. You will be expected to attend these colloquia or seminars.

Graduate Student Seminar (MthEd 611R, 1 credit hour, repeatable)

The graduate seminar gives graduate students two ways to immerse themselves in the field of Mathematics Education. In the fall semester students have the opportunity to read, discuss, and write about relevant public discourse, policies, and issues in a broad arena of mathematics education. In the winter semester, students are mentored in one of our courses by an experienced teacher. The seminar meets weekly for one hour. At least three credit hours of graduate seminar are required to graduate. We expect full-time students to take the seminar the first three semesters of their program. We expect the part-time students to take it each fall semester of their program.

Critical Waypoints

Your path to an MA degree includes several critical waypoints to be negotiated. You should be aware of these waypoints early and plan your program accordingly. There are several different

forms that will be used during your program. They can be found at gradstudies.byu.edu/page/advisement-forms or you can contact the graduate secretary.

Advisement (See the Graduate Catalog: General Information–Advisement)

Academic Sponsor: When you are accepted into the graduate program, the department’s graduate coordinator functions as your academic sponsor (preliminary advisor). The role of the academic sponsor is to guide your initial registration and individual study, and to assist in the selection of a thesis or project advisor and an advisory committee. You should be aware that you are required to register for at least two credit hours during the term in which you are admitted.

The Advisor: The selection of an advisor and an advisory committee, and the filing of an initial study list (program of study) are to be completed **by January 15** for a full-time student (by July 15 of the first year for part-time students). In selecting a graduate faculty member as a possible advisor, you should think about your potential research interests and how they might match with the research interests of various faculty members. The academic sponsor might be helpful here. Arrange conversations with likely faculty members to discuss the possibility of working together. Such conversations might help determine not only an advisor but whether to pursue the thesis or the project option.

The Advisory Committee: When a faculty member has agreed to serve as your advisor, you and the advisor select at least two other members of the graduate faculty to join the advisor and form your advisory committee (chaired by the advisor). (If you declare a minor, there must be at least one minor department representative on the committee.)

Program of Study: The first action of your advisory committee is to approve a proposed program of study. The program of study establishes the approved courses of study for the graduate degree. The approved program of study must be submitted on the proper form to the department’s graduate secretary **by January 15**, for full-time students (by July 15 of the first year for part-time students). Once submitted, it is possible at any time to amend the program of study to account for approved changes by using the Program of Study Change form.

Milestone 1

*Approved program of study and advisory committee.
(January 15—full-time, July 15—part-time)*

Comprehensive Examination

You must pass a written examination based on the foundational coursework from your first year (for full-time students) or from your first two years (for part-time students). Full-time students take the examination the May following their first year (could start the last few days of April, depending on the academic calendar). Most part-time students take the examination the May following their second year (see note above). You are given ten days to complete the exam and it will be given out Friday, May 4, 2018 and is due back Monday, May 14, 2018. There are four sections on the exam (MthEd 590, MthEd 591, MthEd general, MthEd mathematics) and you are required to answer two questions from each of the four sections. Responses to each question are limited to two pages, 12-point font, double spaced, and one-inch margins. Some exam items may request that you read new material. These materials will be distributed with the exam. If a student is not successful on the first attempt, a second attempt may be approved by the graduate coordinator in consultation with the student's advisor.

Milestone 2

*Pass the comprehensive examination
(May 4 thru May 14, 2018)*

Capstone Writing Project

Thesis: A master's thesis in mathematics education is the written description of the results of an in-depth research project carried out under the direction of your advisor. In form, a thesis follows that accepted for research papers within the mathematics education research community. The research project on which the thesis is built usually involves development of one or more research questions, construction of a theoretical framework based on a careful reading of current literature, data collection and analysis from the perspective of the theoretical framework and the research questions, and discussion of the interpretations and findings emerging from the analysis.

Project: A master's project is an in-depth investigation of a question under the supervision of your advisor. Like the work leading to a thesis, a project usually requires a thorough reading of current literature to develop and/or understand a theoretical framework that might provide a perspective for helpful, interesting interpretations or findings. Structurally, a project paper may require slightly less than a thesis, but a good project will incorporate, to varying degrees, the same components required to build a solid thesis.

The decision as to the form of the capstone writing project should be made in conjunction with the selection of an advisor and advisory committee, and the filing of a study list. Note:

Although it is possible for a student to change their mind about whether to follow the thesis or project option, such a change does have consequences. Project hours (698R) and thesis hours (699R) are *not* interchangeable. You should consider the coursework and timeline ramifications of making such a change.

Milestone 3

*Approved thesis or project proposal
(July 15--full-time, January 15 of year 2--part-time)*

Completion of Thesis or Project (See the Graduate Catalog: General information–Graduation policies and instructions; and University Graduate Studies Calendar)

Thesis and project research, analysis and writing are closely guided by your advisor and the members of the advisory committee, primarily during the second half of your program. **There are specific formats that you need to follow.** The Office of Graduate Studies has produced a document (see appendix) which should be consulted before beginning to create your thesis. The mathematics education department requires students to use the APA 6th edition for the format of the body of their thesis (use graduate studies format for beginning pages – see appendix). All students doing a **thesis** are required to submit their pdf document to the electronic thesis and dissertation website. Please refer to the electronic thesis and dissertation website here: <http://etd.lib.byu.edu/> for information regarding guidelines for document submission. There are, however, important deadlines, forms, and associated rules for completion of various phases of the program, which can determine the timing of graduation (e.g., scheduling of thesis defense, submission of thesis, registration during the semester or term when the defense occurs, scheduling of graduation). It is important that you be aware of these dates and plan the final steps of your work accordingly. Some deadlines are set by the Office of Graduate Studies and are non-negotiable. The mathematics education department has a few other deadlines that must be adhered to. **Consultation with the graduate secretary is always a wise decision when you reach this point.** The department requests a bound copy of your thesis/project for their records and a copy for the committee chair.

Milestone 4

*Near-final draft to committee; feedback to candidate
(Dates are determined by each graduation – See graduate secretary for exact dates)*

Evaluation of Academic Progress (See the Graduate Catalog: General information–Academic standards)

The Department of Mathematics Education expects all students in the graduate program to maintain a high level of academic performance and to make consistent progress toward graduation. In order to assure adequate progress, and in keeping with the expectations of the Graduate School, graduate students' academic progress is evaluated twice each year (usually in February and in August). Students' progress is determined to be satisfactory, marginal, or unsatisfactory. According to BYU Graduate Studies policy, if a student receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession, the student is automatically terminated from the program. In such cases students, in consultation with their advisor, may request that the graduate faculty in the department reconsider the student's situation. If the graduate faculty agree that the circumstances warrant exception, they will submit a petition to the Office of Graduate Studies requesting that the student be given another semester to demonstrate satisfactory progress.

Students who receive marginal or unsatisfactory evaluations will consult with their advisor and the graduate coordinator to create a contract that delineates what the student needs to accomplish over the next six months in order to receive a satisfactory evaluation. Failure to meet the terms of this contract will result in an unsatisfactory evaluation in six months time and thus will result in termination from the program.

The following paragraphs outline the department expectations and corresponding evaluation criteria:

Coursework: Students who are on assistantship are expected to enroll for at least seven credit hours during each semester of their first year and at least four credit hours during each semester of their second year. (These coursework requirements are minimal expectations. More hours than these are required to graduate in two years.) **All full-time students on an assistantship are expected to be enrolled in at least one Mathematics Education course each semester** (which could be MthEd 611R, but does not include MthEd 695R, 698R, or 699R). Also, students should take no more than two credits of MthEd 698R or 699R in a given semester. Part-time students are expected to register for at least two credit hours during each semester/term. Failure to maintain enrollment at these levels will result in a marginal or unsatisfactory evaluation. Also, graduate studies requires at least six hours to be completed in an academic year or the student will have to apply to resume graduate studies and pay a \$600 non-refundable processing fee. Graduate studies requires a student to be enrolled in at least two credit hours every semester or spring/summer terms.

Grades of A or B are considered satisfactory. A grade of C in any course on a student's program of study is considered marginal; a grade of D or lower is considered unsatisfactory.

Course rotation schedule:

| | | | |
|-------------------------|---------------------------|---------------------------|---------------------------|
| <u>Fall 2017</u> | <u>Winter 2018</u> | <u>Spring 2018</u> | <u>Summer 2018</u> |
| MthEd 590 | MthEd 591 | | MthEd 608 |
| MthEd 663 | MthEd 660 | | |
| MthEd 611R | MthEd 611R | | |
| <u>Fall 2018</u> | <u>Winter 2019</u> | <u>Spring 2019</u> | <u>Summer 2019</u> |
| MthEd 590 | MthEd 591 | | MthEd 562 |
| MthEd 550 | MthEd 598R | | |
| MthEd 611R | MthEd 611R | | |

See appendix for course descriptions.

Satisfactory Progress: Full-time students are expected to choose an advisor and advisory committee and to have an approved program of study by January 15 of their first year. Part-time students should meet these requirements by July 15 of their first year. Failure to meet these requirements by these deadlines will result in a marginal or unsatisfactory evaluation.

Full-time students are expected to complete the program in approximately two years, part-time students in approximately 3.5 years. Satisfactory progress toward completion of the degree is determined, in part, by the degree to which students are meeting the expectations set forth in their approved program of study.

MA PIBS: You will be evaluated according to the MA PIBS (Professional and Interpersonal Behavior Scale) by course instructors each semester and by faculty advisors in February and August. This scale has ten areas in which you will be evaluated: Personal Integrity, Kindness and Respect, Learning Community, Responsibility, Attendance and Punctuality, Flexibility, Initiative, Productive Independence, Dress and Grooming, and Thesis/Project Progress. You will be evaluated as to whether you exceed expectations, meet expectations or if you are unacceptable in each of these areas. Receiving more than two “unacceptables” will result in a marginal or unsatisfactory evaluation. Please see the appendix for a complete description of each category.

Masters Exam: Failure to pass the masters exam will result in a marginal or unsatisfactory evaluation.

Assistantship: Those who have been awarded an assistantship from the department are expected to perform all the duties they are assigned. Full assistantships require a commitment of 20 hours per week. Those who have teaching responsibilities are expected to receive satisfactory teaching evaluations. Failure to fulfill these duties or to receive satisfactory teaching evaluations will result in a marginal or unsatisfactory evaluation and may result in loss of financial assistance. Taking outside work beyond the assistantship is greatly discouraged. Some students in the past who have taken outside work have struggled to satisfactorily

complete coursework, assistantship responsibilities, and/or adequate progress on their thesis or project. Some even failed to graduate at all. If graduate students feel financial pressure to get another job, they must meet with their advisor and the graduate committee chair in consultation. The student can take outside work if it is deemed that the student has shown adequately that he/she can take on the added responsibility and maintain their coursework, assistantship, and research work. If, in the judgment of the graduate committee, outside work is causing students to fall below satisfactory in their progress towards graduation then they will be asked to terminate outside employment or risk losing their assistantship including tuition.

Project or Thesis Proposal: All students must complete a formal thesis or project proposal, also known as a **prospectus**. The prospectus must be approved by the advisory committee before further work on the project or thesis is pursued. Full-time students should have an approved prospectus by July 15 of their first year; part-time students should have an approved prospectus by January 15 of their second year. Failure to have an approved prospectus by these dates will result in a marginal or unsatisfactory evaluation.

Once a student has an approved prospectus they are expected to make steady progress toward completion of the project or thesis. At the time of each evaluation, each student's advisor will evaluate the progress of the student and report this evaluation to the graduate committee. Students will receive marginal or unsatisfactory evaluations if they are not making serious progress toward completion of the project or thesis, if they have had minimal or no contact with the advisor over the previous six months, or if they have poor performance in their chosen area of research.

Graduation Application

To apply for graduation, a student must do so on MyBYU. This should be done well in advance of your anticipated graduation (please refer to information given you from the graduate secretary). It is not necessary to have your thesis completed before you apply for graduation but you must apply to graduate before you can schedule a final oral exam. Also, it is required to be registered for two credits in the semester in which you defend your thesis and the semester you graduate if they are not the same. When you get to this point, you are strongly encouraged to visit with the graduate secretary so that you are aware of the many deadlines that you will be expected to meet.

Scheduling Final Oral Examination

Thesis - Form 8c must be signed and submitted to the graduate secretary at least **two weeks** before the oral exam; therefore, it is essential to plan ahead. A room can be scheduled by the department secretaries for the defense. After the date, time, and place have been declared on the form, the student must obtain signatures of the advisory chair and each member (making sure they are all aware of the schedule). The graduate coordinator must also sign the form and then submit it to the graduate secretary. Once the information has been submitted, the Office

of Graduate Studies will send the graduate secretary the needed forms for the defense. **Once again, there are specific deadlines and it is wise to consult with the graduate secretary when getting to the end of your program.**

Project - Scheduling the defense for the project is not as complicated as a thesis. You and your committee decide when it will be and the conference room can be scheduled by the department secretaries. Please inform the graduate secretary also so that she can make sure of the timing and get the paperwork prepared. There are **definite deadlines** when things must be completed by in order to graduate when planned. Please make yourself aware of these deadlines. Once the defense has taken place and any revisions completed, make sure your committee chair signs the form in the graduate secretary's office. Also, we require a copy of your project for our records so please provide the graduate secretary with a printed copy. **Once again, there are specific deadlines and it is wise to consult with the graduate secretary when getting to the end of your program.**

Thesis Submission

Once the defense has taken place and any revisions have been completed, Form 10 should be signed by the advisory chair and given to the graduate secretary. The final paperwork is given to you at the defense along with some other important information. The university requires all theses to be submitted electronically (ETD); a check list is provided. The department requires two bound copies of the thesis. Most students will also want at least one bound copy for themselves so usually a minimum of three copies need to be bound. Please follow the instructions on Form 8d and the checklist. Once again, there are specific deadlines by when this must be accomplished before graduation. Please make yourself aware of these deadlines and follow them.

Termination of Graduate Status

A student's graduate status may be terminated for the following reasons:

- Failure to satisfactorily complete the conditions of acceptance.
- Failure to fulfill the university's minimum registration requirement.
- A request to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to department recommendation).
- Two consecutive unacceptable evaluations.
- Failure to make what the department or the university deems to be satisfactory progress towards a graduate degree.
- Failure on the departmental comprehensive examination.
- Failure on the final oral examination (defense of dissertation or thesis).
- Violation of the university's standards of conduct or honor code.
- Failure to comply with the time limit (five years for master's, eight years for doctoral).
- A student dismissed or facing dismissal may request review of termination or impending termination. Such requests should be submitted in writing to the department chair. A

student who wishes further consideration may request review by the college dean. Ultimately, a final request for review may be made to the Dean of Graduate Studies who may appoint a committee to review the matter. All requests for review of termination must be initiated within one year of the semester in which the termination takes place. For more information, refer to the Graduate Student Academic Grievance Policy.

Exit Requirements

Before leaving campus once everything is completed, you will need to turn in any keys that you have checked out and clean out your office.

Resources (See Graduate Catalog: Campus facilities and services)

Department Office

167 TMCB, 801-422-1735
office@mathed.byu.edu

Graduate Secretary/Administrative Assistant

Kathy Lee Garrett
167B TMCB, 801-422-1840
kathylee@mathed.byu.edu

Department Chair

Blake E. Peterson
167A TMCB, 801-422-7784
peterson@mathed.byu.edu

Department Associate Chair

Keith R. Leatham
193A TMCB, 801-422-2057
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Graduate Coordinator

Daniel K. Siebert
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dsiebert@mathed.byu.edu

Office of Graduate Studies (See Graduate Catalog: The Office of Graduate Studies)

Although departments and colleges carry the major responsibility for graduate programs at BYU, certain procedures occur centrally. The admissions process begins in the Office of Graduate Studies, 105 FPH, and progress toward a degree is recorded there. The office also maintains standards and requirements that apply uniformly across campus and serves as a clearinghouse for questions, problems, exceptions to policy, and requests for policy changes.

The office is staffed by advisors thoroughly familiar with policies and procedures at the general university level. It is in the student's home department, however, that the most important advising is done in regard to individual program requirements and procedures. It is essential that a student consult frequently with departmental advisors. In many instances department requirements exceed university minimums.

BYU Graduate Student Society

The BYU Graduate Student Society (BYUGSS) is a university-wide organization for graduate students that operates in conjunction with departmental organizations. Presiding officers are elected by the BYUGSS committee and work directly with the Dean of Graduate Studies and the Dean of Student Life representing graduate students before the university administration. Its purposes are to:

- Enhance graduate students' participation in the larger BYU intellectual community
- Inform graduate students of research grants, seminars, and journals
- Help graduate students feel a part of the BYU community
- Advocate graduate students' needs with administration
- Offer workshops on professional and academic topics
- Connect departmental graduate student associations

BYUGSS provides training seminars, research/travel grants, and financial aid opportunities for conferences and publications. The BYUGSS committee, which includes a representative from each college at the university, meets regularly to discuss the needs of the graduate student body and to make recommendations to the administration.

Mathematics Education Association (MEA)

The purpose of MEA is first and foremost to bring students of mathematics education together. As a graduate student member of the organization, you will be given opportunities to interact with undergraduates and faculty members who are interested in studying the teaching and learning of mathematics. The opportunity to interact is set in the context of various MEA sponsored events. You will be expected to attend the MEA events during the year and also participate in the Discover STEM event that is sponsored by MEA. These events include lecture series, discussions about mathematics teaching, and service opportunities specific to the discipline. As you interact with those studying mathematics education, you will be able to share and develop your viewpoint on the teaching and learning of mathematics. These experiences will help prepare you to become an excellent teacher and leader in the education community. For more information, please refer to the MEA website at mathed.byu.edu/home/mea.

APPENDICES

Graduate Student Progress Form

Name: _____ Admit Date: _____

Student ID #: _____ Full-time _____ Part-time _____

| Requirement | Date |
|--|------|
| Handbook received and read | |
| Department orientation attended | |
| TA orientation attended | |
| Advisory chair and committee chosen/Program of study submitted | |
| Evaluation of academic progress (Feb) | |
| Masters exam passed | |
| Thesis/project proposal approved | |
| Evaluation of academic progress (Aug) | |
| Evaluation of academic progress (Feb) | |
| Evaluation of academic progress (Aug) | |
| Application for graduation submitted | |
| Oral examination scheduled | |
| Oral examination passed | |
| ETD submitted | |
| All paperwork completed | |

Calendar 2017-2018

September 5 – First day of class
September 12 – Last day to add classes for fall
November 13 – Last day to withdraw from a class
November 21 – Friday classes
November 23 & 24 – Thanksgiving Break
December 14 – Last day of classes
December 15 – Exam preparation day
December 16 thru 21 – Finals
January 8 – First day of class
January 15 – Human Rights Day Holiday
January 16 – Last day to add classes for winter
January 16 – [Selection of an advisor and advisory committee due \(full-time\)](#)
[Approved program of study due \(full-time\)](#)
[Approved thesis or project proposal due \(part-time year 2\)](#)
February – [Evaluations](#)
February 19 – Presidents Day Holiday
February 20 – Monday classes
March 16 – No class, spring break
March 20 – Last day to withdraw from a class
April 18 – Last day of classes
April 19 – Exam preparation days
April 20 thru 25 – Finals
April 26 – University Commencement
April 27 – College Convocations
May 1 – First day of class
May 4 thru May 14 – [Take the comprehensive examination \(after 1st year for full-time and after 2nd year for part-time\)](#)
May 8 – Last day to add classes for spring
May 28 – Memorial Day Holiday
June 5 – Last day to withdraw from a class
June 18 – Last day of classes
June 19 – Exam preparation day
June 20 & 21 – Final exams
June 25 – First day of classes
July 2 – Last day to add classes
July 4 – Fourth of July Holiday
July 16 – [Approved thesis or project proposal due \(full-time\)](#)
[Selection of an advisor and advisory committee due \(part-time\)](#)
[Approved program of study due \(part-time\)](#)
July 24 – Pioneer Day Holiday
July 31 – Last day to withdraw from a class
August – [Evaluations](#)
August 13 – Last day of class
August 14 – Exam preparation day
August 15 & 16 – Final exams
August 16 – University Commencement
August 17 – College Convocations

Course Descriptions for Masters' Program Classes

Mthed 550 – Problem Solving

Solving and building explanations and presenting solutions to conceptually important problems. Analyzing research on problem solving and its role in teaching and learning mathematics.

Mthed 562 – Euclidean Geometry: Content, Learning, and Teaching

Euclidean geometry, including classical problems, polyhedral, transformations, congruence, similarity, integer geometry, minimization; technology in geometry, Van Hiele levels, role of proof, and high school curriculum.

Mthed 590 – Foundational Issues in Learning Mathematics

Introduction to research in mathematics learning; mathematical thinking; cognitive, social and philosophical approaches to describing mathematics learning.

Mthed 591 – Scholarly Inquiry in Mathematics Education

Introduction to scholarly inquiry in mathematics education; issues in research methodology.

Mthed 598R – Topics in Mathematics Education

Includes specific research areas and curriculum studies of school mathematics topics (i.e. geometry, algebra, and calculus).

Mthed 608 – Technology for Learning and Teaching Mathematics

Analyzing research relative to learning mathematics with technology; exploring mathematical problems using technology; design curriculum; conducting research in the learning and teaching of mathematics with technology.

Mthed 611R – Graduate Student Seminar

Reading, discussing, and writing about relevant public discourse, policies, and issues in the broad arena of mathematics education.

Mthed 660 – Number and Number Sense

Research on children's understanding of early numbers, number operations, number sense, multidigit arithmetic, fractions, decimals, and proportions.

Mthed 661 – Algebraic Reasoning

Fundamental concepts (e.g., variables, equality, pattern recognition, function, covariation, equations), processes (e.g., mathematizing, generalizing, modeling), and research in algebraic reasoning.

Mthed 663 – Calculus Teaching and Learning

Fundamental calculus concepts as well as the curricula, reform efforts, and research associated with teaching and learning calculus.

Mthed 695R – Readings in Mathematics Education

Mthed 698R – Master's Project

Mthed 699R – Master's Thesis

MA Professional and Interpersonal Behavior Scale (MA PIBS)

| Category | Exceeds Expectation - 3 | Meets Expectation - 2 | Unacceptable - 1 |
|----------------------|---|--|---|
| Personal Integrity | Candidate distinguished themselves as being honest in all activities and dealings with university students, faculty and staff, peers, and research participants, giving their all in ensuring that there was never even the appearance of lack of integrity (e.g., receiving any credit for someone else's work, misrepresenting something someone else said or did). | Candidate was honest and forthright in all dealings with university students, faculty and staff, peers, and research participants. There was no evidence of lying, cheating, plagiarizing, or any other type of deception. | Candidate clearly and deliberately chose to engage in deceptive or dishonest activities in any context. |
| Kindness and Respect | Candidate always treated others, including university students, faculty and staff, peers, and research participants, with kindness, courtesy and respect (showing appropriate courtesy and deference, seeking and implementing feedback, trying to understand and being respectful of others opinions and perspectives, being aware of and responding appropriately to others' needs). | Candidate typically treated others, including university students, faculty and staff, peers, and study personnel, with kindness, courtesy and respect. | Candidate often showed a lack of respect and/or kindness to university faculty and staff, peers, research participants, or others. |
| Learning Community | Candidate was clearly attentive throughout all classes, eager to participate and understand concepts and anxious to make a positive contribution and ensure that their classmates understood the concepts as well. Candidate facilitated interaction in group activities, showed acceptance and support for all classmates and instructor (regardless of racial/ethnic, religious, or cultural differences), and made a concerted effort to "get along," avoiding or resolving conflicts. | Candidate contributed positively in class by demonstrating an openness for learning, paying attention, supporting the teacher and classmates (regardless of any differences such as racial/ethnic, religious, or cultural), contributing positively to the learning of classmates in whole or group activities, avoiding conflicts, and refraining from disruptive activities (e.g., talking on phone, eating, reading newspaper, carrying on a conversation). | Candidate was inattentive and disruptive in class (e.g., talking on the phone, reading the newspaper, carrying on private conversations), and difficult for classmates, students, and/or the teacher to work with in small group or whole group activities. May show tendencies of prejudice toward classmates or teachers from different racial, cultural, or religious backgrounds, or social status. |
| Responsibility | Candidate not only turned in assignments on time, but completed the work with exceptional thoroughness and clear understanding of the materials. In class, candidate came fully prepared, having read assignments and done all other activities assigned or suggested outside of class. Such preparation also allowed the candidate to make exceptional contributions in class and to be prepared for, able to take the lead in, and make a significant contribution to group activities or student learning. | Candidate turned in assignments on time, and addressed all details and requirements adequately. In class, they had read assigned materials, often contributed meaningfully to class discussions or student learning, and carried a full share of the work in all cooperative activities. | Candidate did not complete all assignments, and those that were completed were often poorly done with little attention to detail and the requirements for satisfactory completion. The candidate did little work or reading outside class and was unable to contribute meaningfully to class discussions, cooperative group activities, or student learning. |

| | | | |
|----------------------------|--|---|---|
| Attendance and Punctuality | Candidate had perfect attendance at all classes and other program activities. Candidate arrived to class and other program activities in plenty of time to be prepared for the start and ready to participate, and remained involved and participating the entire time. | Candidate regularly attended class and other program activities. Candidate was on time to class and other program activities or obligations and stayed through the entire class period or activity. | Candidate regularly missed classes and infrequently participated in other program activities. Candidate often arrived late to class and other program activities and/or left early. |
| Flexibility | Candidate quickly accepted changes and was able to easily adjust and compensate as these changes affected teaching and mentoring assignments, coursework, and interactions with committee members, university staff, and peers. Showed ingenuity and creativity when faced with problems or obstacles in fulfilling assignments. | Candidate accepted and adjusted to changes that affected teaching and mentoring assignments, coursework, and interactions with committee members, university staff, and peers. Fulfilled assignments and completed work despite problems or obstacles that arose. | Candidate often was unable or refused to adapt to changes or situations that affected teaching and mentoring assignments, coursework, and interactions with committee members, university staff, and peers. Assignments were not completed or responsibilities were not fulfilled when confronted with obstacles or problems. |
| Initiative | Candidate consistently perceived needs, requirements or opportunities in their coursework, teaching, or research, and took appropriate action. They constantly sought ways to improve their surroundings, and showed ingenuity and creativity in solving problems and completing tasks. | Candidate typically perceived needs, requirements or opportunities in their coursework, teaching, or research, and took appropriate action. They often sought ways to improve their surroundings, and showed ingenuity and creativity in solving problems and completing tasks. | Candidate often failed to perceive needs, requirements or opportunities in their coursework, teaching, or research, and thus did not take appropriate action. They seldom sought ways to improve their surroundings, and failed to show ingenuity and creativity in solving problems and completing tasks. |
| Productive Independence | Candidate consistently exhibited ownership of their research and learning (e.g., regularly assessed the progress in their learning or research, set and achieved goals, took responsibility for identifying and addressing problems, treated faculty as resources rather than supervisors), and managed time well (e.g., established and met deadlines, devoted an appropriate amount of time to each task, scheduled time so that the work was appropriately spread out over a period of time). | Candidate typically exhibited ownership of their research and learning, and managed time well. | Candidate frequently relegated responsibility for their research and learning to others. Candidate frequently failed to devote the appropriate amount of time to required tasks, and often rushed to meet deadlines or asked for an extension of deadlines. |
| Dress and Grooming | Candidate exceeded the expectations of the Honor Code and showed their commitment to professionalism by dressing in modest clothing that clearly set them apart from the students they taught. | Candidate's dress was consistent with the University Honor Code, and sufficiently modest and professional to set candidate apart from the students they taught. | Candidate violated the Honor Code in dress and grooming and/or dressed in ways that were clearly unprofessional and inappropriate for a teacher. |
| | Since the previous evaluation, candidate | Since the previous evaluation, | Since the previous evaluation, |

| | | | |
|----------------------------|---|--|---|
| Thesis/Project Progress | exceeded expectations in making progress toward completing their thesis/project and/or in the quality of their work (in terms of the elements of quality research outlined in Learning Outcome 2). They actively sought advice and feedback from their advisor, met regularly with them, and were well prepared for each meeting. | candidate met expectations in making progress toward completing their thesis/project and in the quality of their work (in terms of the elements of quality research outlined in Learning Outcome 2). They regularly met with their advisor and were prepared for meetings. | candidate has not met expectations in making progress toward completing their thesis/project or in the quality of their work (in terms of the elements of quality research outlined in Learning Outcome 2). They failed to regularly meet with their advisor or were unprepared for meetings. |
|----------------------------|---|--|---|

Academic Honesty Policy

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct:

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the honor code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the honor code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism—Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the honor code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

Direct Plagiarism—The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism—The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.

Plagiarism Mosaic—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient Acknowledgment—The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Fabrication or Falsification

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

1. Citing a source that does not exist.
2. Attributing to a source ideas and information that are not included in the source.
3. Citing a source for a proposition that it does not support.
4. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
5. Intentionally distorting the meaning or applicability of data.
6. Inventing data or statistical results to support conclusions.

Cheating

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

1. Copying from another person's work during an examination or while completing an assignment.
2. Allowing someone to copy from you during an examination or while completing an assignment.
3. Using unauthorized materials during an examination or while completing an assignment.
4. Collaborating on an examination or assignment without authorization.
5. Taking an examination or completing an assignment for another or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

1. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
2. Planning with another to commit any act of academic dishonesty.

3. Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
4. Changing or altering grades or other official educational records.
5. Obtaining or providing to another an unadministered test or answers to an unadministered test.
6. Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
7. Continuing work on an examination or assignment after the allocated time has elapsed.
8. Submitting the same work for more than one class without disclosure and approval.

INSTRUCTOR RESPONSIBILITIES AND CHECKLIST

Emergency Preparedness Plan
Mathematics Education Department

The Department of Mathematics Education has designated evacuation routes and procedures for accounting for all faculty and staff. Instructors will insure they are aware of appropriate evacuation routes for each room used by their students. In the case of an event requiring evacuation, instructors should always, and immediately, evacuate the building with their students. Instructors are responsible for insuring all of their students have evacuated (this can be accomplished by the instructor being the last to leave the room). Evacuation is **REQUIRED** any time an alarm is sounded.

Once evacuation is complete, instructors report persons and areas evacuated to the mathematics education department assembly area.

During the first class period of each semester, instructors will review the following emergency procedures with students in the class:

- Location and purpose of the class assembly area (if appropriate) (to ensure all students are safe and removed from potentially hazardous conditions). In the event of a general emergency effecting the entire campus (i.e. an earthquake) instructors should inform students that after the instructor has insured that all students have evacuated the building, students should then report to their BYU ward assembly area. (If students do not know where this is, have them contact their bishop.)
- Evacuation route when required to respond to emergency evacuation alarm.
- If an earthquake occurs:

Drop, Cover and Hold - take cover under a desk, table or bench (and hold on to the legs), or stand in a supported doorway or along an inside wall or corner.

Stay clear of windows, bookcases or anything that could tip over on you.
(Earthquakes do not kill or injure people, but things that fall on them will.)

If no protection is available, drop to the floor or sit against an inside wall and cover your head with your hands and arms.

Do not attempt to leave the building until the shaking stops, but as soon as it does, immediately evacuate the building.

Do not use light switches or any open flame source, especially if you smell gas.

On the way out, check for injured. (Do not move seriously injured unless they are still in danger. Remember the exact location of seriously injured, so you can inform rescue and medical personnel.)

On the way out, return telephones to their cradles. Do not attempt to use the telephones, as this will interfere with the response of emergency agencies.

Do not reenter the building until a safety assessment has been completed and the building declared safe.

Avoid downed power lines or broken appliances.

Be prepared for aftershocks.

- If a fire or explosion occurs:

Remain calm.

Pick up books and evacuate building as soon as alarm sounds. Follow designated evacuation routes (or alternates) and meet at designated assembly area.

If time allows, close windows as you evacuate the room, and the last one to leave the room close the door behind you (this should be the instructor).

If you are in a laboratory, put out all open flames, turn off oxygen and flammable gases.

If you encounter flames or smoke, remember that the best air is near the floor.

Do not use elevators; you may become trapped if the fire interrupts power to lift equipment.

- If the disaster is one that affects the entire campus, students should report to their ward disaster assembly area after being accounted for by instructors. (If students do not know where their ward assembly areas are located they should contact their bishop.)

The following information needs to be provided students only if such an event is taking place:

- If some form of civil disturbance or demonstration takes place close to a building in which classes are being held, the instructor should:
 - Direct students to leave the building using an exit route that will avoid having to pass through or close to demonstrators.
 - Before releasing students, the instructor should advise the class to avoid becoming involved with the demonstration in any way.
 - University Police will be notified regarding the demonstration as quickly as possible. Numbers for notification are 2-2222 for non-emergencies and 911 for emergencies.

BUILDING EVACUATION PLAN
Emergency Preparedness Plan
Mathematics Education Department

Occupants of *TMCB* will be notified of the need to evacuate by *(one of the following methods, as appropriate for your building)*:

The preferred system will be the sounding of the building fire/emergency alarm system.

Voice announcement through the building public address system will be secondary *(assuming this method is available in your building)*.

Other systems as may be appropriate to your building, such as personal notification by designated individuals.

In the event of a disaster that may interfere with the use of the above systems (i.e. a major earthquake) then you should evacuate as the situation dictates (i.e. in an earthquake when shaking ceases, or immediately when a fire is discovered).

An evacuation limited to certain floors may be appropriate in some buildings. In some buildings the alarm will sound on the specific floor with a problem and the floors immediately above and below. In buildings configured in this manner, the building supervisor may elect to evacuate only those floors where the alarm is sounding.

When an alarm sounds in the *TMCB*, all building occupants are required to evacuate. In situations where evacuation is necessary, the individual discovering the situation requiring evacuation should call 911 from a campus phone (all calls to 911 from campus phones will connect you with the University Police Dispatcher, calls from a pay phone or a cell phone will connect you with Provo Police Dispatcher) and explain the situation. In cases of fire, hazardous materials spills, or leaking gas, this call must be made from another location, not the building in which the incident is occurring. The dispatcher will make appropriate notifications to Provo and/or Utah County emergency response organizations. Non-emergency notification of University Police may be accomplished by calling 422-2222.

The designated assembly area for mathematics education personnel (not students) will be at the grassy patch north of the north exit. In the event of a major disaster affecting all of campus, students should be directed to go to their ward assembly areas for accounting by ecclesiastical authorities. If the incident only affects *TMCB*, students should be released immediately after evacuation.

When an alarm sounds, each instructor is responsible for ensuring all students have evacuated their classrooms. Once a classroom is cleared of students the instructor should follow the students out of the building and then report to the grassy patch north of the north exit.

Graduation Checklist

- Pick up graduation deadlines sheet from the department office.
- Apply for graduation before the deadline – approximately three months before your anticipated graduation. This is done on MyBYU. You must be enrolled for two credits in the semester in which you defend (spring and summer count as one semester) and in which you graduate if they are different.
- If you are planning on attending graduation, visit the university's graduation checklist webpage to order your camp and gown.
- Schedule a date, time, and room for your oral examination. Complete form 8c and give to the graduate secretary at least **TWO WEEKS** before the exam. To get form 8c see the graduate secretary or go to http://www.byu.edu/gradstudies/images/forms/ADV_Form_8c.pdf. Schedule room with department secretaries.
- Give your committee members a copy of your thesis well before the defense date. Also, the graduate coordinator must see a copy of it to make sure formatting etc. is correct.
- Present and defend your thesis.
- Put the finishing touches on your thesis as required by your committee.
- Prepare your thesis and submit it as an ETD. The ETD website is <http://etd.byu.edu>. The ETD must be approved by the department and the college before it is submitted to the library.
- Take form 8d to the appropriate individuals for their signature. You should receive this form in a packet given to you at the defense. Once all the signatures in the department have been collected, take a copy of your title page and form 8d, over to the Dean's Office for assistant dean to sign (ETD must be approved before this can happen).
- Usually three copies are to be bound, one for the department, the advisor, and yourself. Go to printandmail.byu.edu/theses to order your copy. Forward the REORDER number to kathylee@byu.edu so that she can order the copy for the department and the advisor.
- Take the validated form 8d to Graduate Studies and please let the graduate secretary know that this has been completed.

Final Details

The items listed below will be checked by department, college, and graduate studies reviewers. Save yourself last minute anxiety and ensure you have all the following items correct in your preliminary pages before you submit for review and take your ADV8d to graduate studies:

- ADV8d contains all signatures on one page
- Committee member names on ADV8d match what is listed on your progress report AND on the title page
- ADV8d release status (immediate, delay, or secure) is the same as what you have selected in the ETD submission page
- Your name is spelled exactly the same in both places on the title page and abstract
- The title of your work is the same in the ETD Metadata online screen and the actual title page and abstract
- Committee member names are listed without titles (no Dr. or PhD)
- The word 'Chair' appears after your committee chair name (use a comma)
- Capitalization is correct on the title and abstract pages
- Spelling is correct
- Punctuation is correct
- Spacing is correct (use the templates provided by Graduate Studies: ADV Form 11 b or d template)
- No bold font and no running headers in preliminary pages
- Title is in inverted pyramid format
- All fonts are embedded in the PDF

View instructions on common thesis mistakes to avoid at graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line

and Must Be in the Inverted Pyramid Format When

Additional Lines Are Needed]

[Student Name]

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

[Committee Chair], Chair
[Committee Member]
[Committee Member]

Department of [Department Name]

Brigham Young University

Copyright © [Year] [Student Name]

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ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line and Must Be in the Inverted Pyramid Format When Additional Lines Are Needed]

[Student Name]
Department of [Department Name], BYU
Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work.]

[Master's students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

ACKNOWLEDGEMENTS

[This page is optional. Students may use the acknowledgements page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and in good taste.]

Handbook Form

Name: _____ BYU ID# _____

I have read the Mathematics Education Graduate handbook and understand that I am responsible for the information contained therein.

Signature

Date

Please sign and turn into the graduate secretary, 167B TMCB.

Copier Access Form

Name: _____ BYU ID# _____

Please pick a five digit number for your copier code. This is to use the copier in 166 TMCB for work related copies. Personal copies should be reimbursed to the department secretary at the rate of \$.05 per page.

Code: _____

Please turn this in to the department secretary, 167 TMCB so that this code can be set up.