

Education

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Conceptual Framework

The College of Education conceptual framework guides the curriculum, instruction, and assessment for all initial and advanced professional education programs in the College of Education. This framework comprises a standards-driven, learner-centered, assessment-informed, collaborative approach through which teachers, administrators and other school personnel develop the knowledge, dispositions, and skills deemed essential for effective professionals.

Standards for Advanced Professionals: The College of Education Standards for Advanced Professionals address the knowledge, dispositions, and skills required for school personnel completing initial and advanced/administrative preparation. These standards present the advanced professional as reflective, inquiry-oriented, cognizant of cultural diversity and individual differences, able to communicate effectively, aware of the research in his/her field, and able to assume leadership responsibilities.

Professional Studies and Research: The professional accesses, reads, and interprets the literature in his/her field and applies information from the research to professional practice.

Theoretical Foundations: The professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.

Professional Practice: The professional recognizes and addresses current issues in the profession, solves problems encountered in professional practice, and reflects on his/her professional practice and its effects.

Exceptionality and Diversity: The professional addresses issues of exceptionality and cultural diversity in his/her professional practice.

Technology: The professional uses technology in his/her professional practice.

Assessment: The professional uses a variety of formal and informal assessments to evaluate his/her performance and the performance of others.

Management of the Work Environment: The professional creates and maintains a safe and productive work environment.

Leadership: The professional assumes leadership roles in the profession and shares knowledge and expertise with others in the profession and community.

Interpersonal Skills: The professional fosters and maintains positive work relationships and models effective oral and written communication.

Personal Characteristics: The professional displays the beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

Organization of the College of Education

To facilitate student access to advising and other academic support services, the College of Education is organized into four departments: Organizational Learning and Performance, School Psychology and Educational Leadership, Sport Science and Physical Education, and Teaching and Educational Studies. Program descriptions, admission requirements, and program standards for each department are described in the following sections. However, the following are

common elements to all master's programs within the College of Education. Requirements for doctoral programs and educational specialists are listed with those programs.

Admission to College of Education Master's Programs

At the time of application, the applicant must specify a single Master of Education program area to which admission is requested (i.e., Educational Administration, Elementary Education, Secondary Education, Literacy, Instructional Technology, K-12 Education/Music Education Emphasis, Child and Family Studies, School Psychology, Special Education, Human Exceptionality, or Physical Education/Athletic Administration). Should a student wish to change his/her program area, he/she must reapply to the Graduate School and to the new program area for admission.

The following are required for admission by all Master of Education program areas:

- The student must apply to, and meet all criteria for, admission to the Graduate School.
- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Fulfill any additional requirements of the proposed master's program area (e.g., successful completion of an admission interview with the master's program faculty).

Program Requirements:

No more than 9 credits of unclassified graduate coursework may be applied to the student's program. The student is responsible for meeting the requirements of, and being admitted to, the program as a classified student before taking additional coursework.

Master of Education students are strongly encouraged to sequence the master's core courses as follows:

EDUC 6601 within the first 9 credit hours

EDUC 6602 within the first 18 credit hours

EDUC 6610 within the first 24 credit hours

Additional program requirements specific to the Master's of Education and the Master's of Physical Education are listed with each program description.

Retention in College of Education Graduate Programs:

Students must meet university, college, and department standards for grades, residency, time limits, and continuing registration (refer to the General Information section at the front of the Graduate Catalog and program descriptions that follow).

Courses

EDMT 5570 Teaching Mathematical Thinking Data Analysis and Statistics: 3 semester hours.

This course will explore the mathematical theory underlying data analysis and statistics and student reasoning of data analysis and statistics topics. Topics will include the nature and uses of data, categorical and measurement data, appropriate representations of data, basic concepts of probability, and drawing conclusions from data. Emphasis on enhancing student mathematical development, and increasing participants' content knowledge and instructional practices that promote student understanding.

EDMT 5571 Teaching Mathematical Thinking Geometry and Measurement: 3 semester hours.

This course will explore the fundamental mathematical theory underlying the content area of geometry and measurement and student reasoning of geometrical topics. Topics will include geometric visualization, composing and decomposing, congruency and similarity, geometric measurement, common units in geometry, basic geometric figures in different dimensions, plane coordinates, transformations, and geometric constructions. Emphasis will be given to enhancing student mathematical development and increasing content knowledge and instructional practices that promote student understanding.

EDMT 5572 Teaching Mathematical Thinking Algebraic Reasoning: 3 semester hours.

This course will explore the fundamental mathematical theory underlying the teaching and learning of number and operation as a foundation for algebra as well as structures of algebraic reasoning. Topics will include meanings of operations and how they relate to one another, computation within the number system as a foundation for algebra, the use of mathematical models, and focusing on student thinking. Emphasis will be given to developing concepts for teaching multiplicative thinking, proportional reasoning, and algebraic reasoning.

EDMT 5573 Teaching Mathematical Thinking Numbers and Operation: 3 semester hours.

This course will explore the fundamental mathematical theory underlying the content area of number and operation and student reasoning of number and operation topics within a framework of a student-centered, problem-based classroom. Topics will include number systems, ways of representing numbers, meanings of operations and how they relate to one another, and computation within the number system. Pedagogical topics will focus on attending to student thinking and reasoning through the use of discourse and questioning, professional noticing, and the effective use of manipulatives or other mathematical tools.