Organization of the College of Education

The College of Education is organized into four departments: Organizational Learning and Performance, School Psychology and Educational Leadership, 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.

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).

Program Requirements:

No more than 9 credits of unclassified graduate coursework may be applied to the student’s program. The student is responsible for identifying 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.
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.