Math & Science Education (EMS)

EMS 204 Introduction to Mathematics Education (2 credit hours)
This course introduces students to the teaching of Mathematics in middle and high schools. Students will become familiar with state mathematics standards and national recommendations for teaching mathematics. The course has a required fieldwork component in local K-12 schools, and students are responsible for their own transportation to and from the schools. Students are required to purchase internship liability insurance to participate in this course. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge. This course is restricted to Teacher Education majors.

Prerequisite: ED 100; Corequisite: ED 204
Typically offered in Fall and Spring

EMS 205 Introduction to Teaching Science (2 credit hours)
Introduces perspective teachers to the teaching of science in the middle school and high school. Topics include nature of the science learner, common alternative conceptions in science, introduction to science teaching strategies, and the science curriculum in middle and high school. Sophomore status or higher is required. Sophomore status or higher is required.

Prerequisite: Sophomore standing; Corequisite: ED 204
Typically offered in Spring only

EMS 296 Special Topics in Education (1-3 credit hours)
Individual or group study of particular areas of education at the freshman and sophomore levels. Specific topics will vary from semester to semester.

EMS 350 Teaching Environmental Education (3 credit hours)
This course is designed to provide disciplinary and interdisciplinary overviews of environmental education. Students will learn a range of research-supported practices in environmental education that are effective for youth and adults. Topics include a variety of methods for teaching and assessing environmental education.

GEP Interdisciplinary Perspectives
Typically offered in Fall only

EMS 373 Instructional Materials in Science (3 credit hours)
Development and selection of teaching materials that reflect concepts of content and emphasis in middle and secondary school science. Experimental and laboratory approaches, including use of microcomputer and video technologies.2 lecture hours and 6 lab hours per week for 7 weeks

Prerequisite or Corequisite: EMS 205 and ED 204
Typically offered in Fall only

EMS 375 Methods of Teaching Science I (3 credit hours)
Classroom, laboratory, and internship experiences for pre-service teachers to effectively prepare, plan and assess learning environments in the middle and secondary science classroom and instructional laboratory. Emphasis placed on knowledge, skills, and dispositions for inquire-based learning environments.

Prerequisite: EMS 205, ED 204
Typically offered in Spring only

EMS 470/EMS 570 Methods and Materials for Teaching Mathematics (3 credit hours)
Purposes, methods, curricula, and evaluation practices for teaching mathematics in middle and high school levels.

Prerequisite: C or better in EMS 480 and EMS 472 or EMS 474 and admittance to Teacher Candidacy.
Typically offered in Fall only

EMS 471 Student Teaching in Mathematics (1-12 credit hours)
Supervised experience in a selected middle or secondary school for the semester, to develop and practice the skills and techniques for teaching mathematics. Students are required to provide their own transportation. MED, MSM and MSD majors only.

Prerequisite: Admission to professional semester, Completion of EMS 470 with a C or better; Corequisite: EMS 495
Typically offered in Spring only

EMS 472/EMS 572 Teaching Mathematics Topics in Senior High School (3 credit hours)
Preparation for teaching mathematics in grades 9-12. This course includes a school-based field experience. Students are required to provide their own transportation. MED Majors only.

Prerequisite: Admission to Teacher Candidacy
Typically offered in Spring only

EMS 474 Teaching Mathematics Topics in the Middle Grades (3 credit hours)
Methods of teaching arithmetic, geometry, algebra, and pre-algebra topics in grades 6-9. Emphasizes approaches that actively involve learners and relate operations on concrete and pictorial representations to mathematical symbols. This course includes a school-based field experience. Students are required to provide their own transportation. MSM Majors only.

Prerequisite: Admittance to Teacher Candidacy
Typically offered in Spring only

EMS 475 Methods of Teaching Science II (3 credit hours)
Goals, methods, curricula, and evaluation practices in teaching the physical and biological sciences at the middle and secondary school levels. Taught during the fall.

Prerequisite: EMS 375
Typically offered in Fall only

EMS 476 Student Teaching in Science (1-12 credit hours)
Supervised experience in a selected middle or secondary school for the semester, to develop and practice the skills and techniques for teaching Science. Students are required to provide their own transportation. SED and MSS majors only. Students are required to purchase internships liability insurance to participate in student teaching. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge.

Prerequisite: EMS 475; and Corequisite: EMS 495
Typically offered in Spring only
EMS 480/EMS 580  Teaching Mathematics with Technology  (3 credit hours)
Prepares prospective mathematics teachers to use technology in their classrooms to assist students in formulating and solving math problems in the middle and high school mathematics curricula.
Prerequisite: EMS 204 with a B- or better; MA 131 or 141
Typically offered in Spring only

EMS 490  School Mathematics from an Advanced Perspective  (3 credit hours)
This course will serve as a culminating experience for all students majoring in mathematics education and intending to become secondary mathematics teachers. Course content includes functions in both secondary and collegiate mathematics, development of euclidean geometry from euclid's elements, and historical overview of algebra, and other mathematics subject matter, a trigonometry review from both triangle basis and function basis, connections between linear algebra and the high school presentation of matrices, and other topics. For Math Education majors only.
Prerequisite: MA 403 or MA 407, MA 308 or MA 408, MA 205 or MA 305 or MA 405
Typically offered in Fall only

EMS 495  Senior Seminar in Mathematics and Science Education  (1-3 credit hours)
In-depth investigation of one or more teaching areas in mathematics or science education.
Prerequisite: Advanced Undergraduate standing
Typically offered in Spring only

EMS 496  Special Topics in Education  (1-3 credit hours) Individual or group study of special topics in professional education. The topic and mode of study are determined by the faculty member after discussion with the student.
Prerequisite: Junior or senior standing

EMS 505  Methods of Teaching Science I  (3 credit hours) Graduate students new to science teaching will read current research literature that defines best practices and incorporate these practices to lesson planning that enhances student learning. Classroom, laboratory, and school-based experiences in middle and secondary science classrooms and instructional laboratories will help students to effectively prepare, plan, and assess learning environments. Emphasis placed on the development of knowledge, skills, and dispositions for inquiry-based learning environments. Underlying theoretical framework is constructivism, and experiences will be discussed using current learning theory. PBS or Graduate Standing.
Typically offered in Spring only

EMS 506  Methods of Teaching Science II  (3 credit hours)
This course is designed to provide graduate-level pre-service teachers with meaningful and practical learning experiences that will prepare them to create effective science learning environments for secondary school age students and to construct a vision of themselves as a teacher of secondary science. In the course, pre-service teachers will have opportunities to apply research-supported best practices to planning and enacting science lessons and to critically analyze current trends, issues and problems in science education.
Typically offered in Fall only

EMS 510  Interactions In the Mathematics Classroom  (3 credit hours)
This course focuses on interactions between students and teachers in the mathematics classroom. Topics studied will include: whole class instruction, small group activity, questioning and facilitating classroom discussion. This course will include a field experience in the schools for which students will be required to provide their own transportation. Course restricted to mathematics education students in the MED, MS or MAT programs.
Typically offered in Spring only

EMS 512  Teaching and Learning Elementary and Middle Grades Mathematics  (3 credit hours)
Focus on theory, research, and methodology of teaching and learning mathematics in elementary and middle grades. Emphasizes the development of a foundation for understanding and assessing mathematical growth and learning through historical and psychological sources, research, and reflective practice. Emphasis is placed upon understanding how children come to learn elementary mathematics meaningfully and what this necessarily implies about the way mathematics is taught and how elementary and middle grades education can be improved.
Prerequisite: EMS 471
Typically offered in Fall only

EMS 513  Teaching and Learning of Algebraic Thinking  (3 credit hours)
Teaching and learning of algebra from a developmental perspective; research-based methods for developing students' algebraic thinking; structure and processes used in algebra. Focus on how students develop algebraic ideas from upper elementary grades through Algebra I.
Prerequisite: EMS 471 or equivalent teaching experience.
Typically offered in Fall only

EMS 514  Teaching and Learning of Geometric Thinking  (3 credit hours)
Focus will be on the development of geometric thinking in grades K-12 using multiple instructional approaches, including technology, and considered using different theories of learning and frameworks (e.g., Van Hiele, SOLO taxonomy). Topics may include: measurement, similarity, congruence, properties of 2 and 3 dimensional figures, circles, non-Euclidean geometries. Synthetic, analytic and transformational, formal and informal approaches will be highlighted.
Prerequisite: EMS 471 and either MA 308 or MA 408
Typically offered in Fall only

EMS 519/ST 519  Teaching and Learning of Statistical Thinking  (3 credit hours)
This course is designed to bridge theory and practice on how students develop understandings of key concepts in data analysis, statistics, and probability. Discussion of students' understandings, teaching strategies and the use of manipulatives and technology tools. Topics include distribution, measures of center and spread, sampling, sampling distribution, randomness, and law of large numbers. Must complete a first level graduate statistics course (ST 507, ST 511, or equivalent) before enrolling.
Prerequisite: ST 507 or ST 511
Typically offered in Spring only
**EMS 521 Advanced Methods in Science Education I** (3 credit hours)
Contemporary learning theories and current research will guide students to create effective science learning environments for all students. Students will engage in critical analysis of current trends, issues and problems in science education in terms of multiple perspectives. Students will also have opportunities to contemplate what it means to teach science, what it means to teach a diverse population of students and how to develop, interpret, and implement alternative assessment.

Prerequisite: Graduate Standing in MAT: STEM-Science Education and Doctoral Standing in Learning and Teaching in STEM

**Typically offered in Fall only**

**EMS 522 Advanced Methods in Science Education II** (3 credit hours)
Examines science instruction through analysis of curricula, instructional practices, current research on science learning and teaching. Five areas of interest: curriculum, instruction, assessment, diversity, learning environments and technology in science education.

R: Graduate Standing in MAT: STEM-Science Education

**Typically offered in Fall only**

**EMS 531 Introduction to Research in Science Education** (3 credit hours)
Introduction to science education research, within two focal areas. One focus is to learn to read, understand, evaluate, and apply published educational research in your own practice, with scaffolding to support your understanding of techniques and designs specific to and/or in the context of science education research. Another focus is to learn to conduct research in order to improve your effectiveness as an educator or solve educational problems. You will learn about ethics connected with research and will perform and interpret quantitative and/or qualitative analyses commonly used in science education research while carrying out a research project that you designed. You will learn about how research papers are structured and organized, and communicate your research findings in both oral and written form.

Prerequisite: Graduate standing in Science Education

**Typically offered in Spring only**

**EMS 551 Learning in Informal Contexts: Theory to Practice** (3 credit hours)
In this course, students will examine the theory, research, and practice of learning in informal contexts. The main focus of coursework will involve collaborative projects working with community partners who offer informal learning programs, including museums, zoos, aquaria, or other relevant organizations.

P: Graduate Standing

**Typically offered in Spring only**

**EMS 552 Learning in Informal Contexts: Evaluation** (3 credit hours)
In this course, we will seek an answer to the question: How do we know if learning has occurred in informal contexts? To answer this question, we will examine processes and strategies used to evaluate learning specific to the special circumstances found in informal contexts. The main focus of the coursework will involve collaborative community-engaged projects working with partners who offer informal learning programs. Throughout the course, we will employ best practices of community-engaged scholarship in a semester-long project conducted with community partners. We will also meet the five domains of evaluator competencies, as defined by the American Evaluation Association.

P: Graduate Standing

**Typically offered in Fall only**

**EMS 570/EMS 470 Methods and Materials for Teaching Mathematics** (3 credit hours)
Purposes, methods, curricula, and evaluation practices for teaching mathematics in middle and high school levels.

Prerequisite: C or better in EMS 480 and EMS 472 or EMS 474 and admittance to Teacher Candidacy.

**Typically offered in Fall only**

**EMS 572/EMS 472 Teaching Mathematics Topics in Senior High School** (3 credit hours)
Preparation for teaching mathematics in grades 9-12. This course includes a school-based field experience. Students are required to provide their own transportation. MED Majors only.

Prerequisite: Admittance to Teacher Candidacy

**Typically offered in Spring only**

**EMS 573 Design of Tools and Learning Environments in STEM Education** (3 credit hours)
The course aims to develop: familiarity with research related to the teaching and learning of STEM content within technological learning environments, advanced knowledge of the ways technology can support teaching and learning in STEM, and ability to design technology-enabled learning experiences. Course activities are designed to enhance understandings and applications of technological tools within and across STEM disciplines.

Restriction: Graduate standing in STEM Education

**Typically offered in Fall and Spring**

**EMS 575 Foundations Of Science Education** (3 credit hours)
Study and analysis of philosophical, historical, sociological, political and economic factors affecting science education in schools of the U.S. Implications for science education of various learning theories along with models for curriculum development and program planning.

Prerequisite: Graduate standing in Science Education

**Typically offered in Spring only**
EMS 577 Improving Classroom Instruction In Science (3 credit hours)
Application of major principles of education and psychology to improvement of science teaching in elementary, middle and secondary schools. Emphasis on critical analysis of research and the development of research-based classroom applications. Goals and objectives of science teaching, instructional strategies, development or selection of science materials, evaluation of achievement and elements of a desirable classroom climate.

Prerequisite: EMS 475
Typically offered in Spring only

EMS 580/EMS 480 Teaching Mathematics with Technology (3 credit hours)
Prepares prospective mathematics teachers to use technology in their classrooms to assist students in formulating and solving math problems in the middle and high school mathematics curricula.

Prerequisite: EMS 204 with a B- or better; MA 131 or 141
Typically offered in Summer only

EMS 581 Advanced Applications of Technology in Mathematics Education (3 credit hours)
Research-based applications of technology tools in secondary and middle school mathematics. Advanced use of various technology tools for learning and teaching mathematics, including design of technology environments, appropriate investigation tasks, and professional development.

Typically offered in Spring only

EMS 592 Special Problems In Mathematics Teaching (1-6 credit hours)
In-depth investigation of topical problems in mathematics teaching chosen from areas of curriculum, methodology, technology, supervision and research.

Prerequisite: EMS 471
Typically offered in Fall, Spring, and Summer

EMS 594 Special Problems In Science Teaching (1-3 credit hours)
In-depth investigation of topics in science education not covered in existing courses. Includes critical analysis of research and may include field work. May be offered on individual basis or as a class.

P: Graduate Standing
Typically offered in Fall, Spring, and Summer

EMS 621 Special Problems In Mathematics Teaching (1-6 credit hours)
In-depth investigation of topical problems in mathematics teaching chosen from areas of curriculum, methodology, technology, supervision and research.

Prerequisite: EMS 471
Typically offered in Summer only

EMS 622 Special Problems In Science Teaching (1-6 credit hours)
In-depth investigation of topics in science education not covered in existing courses. Includes critical analysis of research and may include field work. May be offered on individual basis or as a class.

Prerequisite: EMS 476
Typically offered in Fall, Spring, and Summer

EMS 630 Independent Study in EMS (1-3 credit hours)
Detailed investigation of topics of particular interest to graduate students under faculty direction on a tutorial basis. Determination of credits and content by faculty member in consultation with department head.

Typically offered in Fall and Spring

EMS 641 Practicum In Science and Mathematics Education (1-6 credit hours)
Supervised practicum in appropriate settings both on- and off-campus. Provision for opportunity for development, implementation and evaluation in science and mathematics in clinical environment under faculty supervision.

Prerequisite: EMS 770 or EMS 775
Typically offered in Fall and Spring

EMS 651 Internship In Mathematics And Science Education (1-9 credit hours)
Utilizing the participant-observed role, required participation in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing experiences identifying critical incidents and projection of events and consequences. Student required to develop possible alternative courses of action in various situations, select one of the alternatives and evaluate consequences of selected course of action.

Prerequisite: Nine hrs. in grad. level courses
Typically offered in Fall, Spring, and Summer

EMS 675 Portfolio Development (1 credit hours)
Techniques of portfolio construction for documenting attainment of advanced competencies in science training. For students in the last or next to last semester of coursework in the Science Education Masters Program.

Typically offered in Fall only

EMS 685 Master's Supervised Teaching (1-3 credit hours)
Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

Prerequisite: Master's student
Typically offered in Fall and Spring

EMS 686 Teaching In College (3 credit hours)
Focus on development of competencies to perform fundamental tasks of a college teacher as well as consideration of more long-range tasks such as course development and university responsibilities of a professor. In addition to attending lectures and other types of presentations, students make video tapes of their teaching, develop tests, design introductory courses in their teaching fields and consider current issues related to university and college teaching.

Typically offered in Summer only

EMS 688 Non-Thesis Masters Continuous Registration - Half Time Registration (1 credit hours)
For students in non-thesis master's programs who have completed all credit hour requirements for their degree but need to maintain half-time continuous registration to complete incomplete grades, projects, final master's exam, etc.

Prerequisite: Master's student
Typically offered in Fall, Spring, and Summer
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<td>EMS 697</td>
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<td>EMS 704</td>
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<td>Teaching Mathematics In Elementary and Junior High School</td>
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EMS 731  Fundamentals of Research in Science Education: Qualitative and Quantitative Inquiry  (3 credit hours)
Students will develop an understanding of different science education research designs, practical issues and trade-offs of each research design, and epistemological frameworks of different types of science education inquiry. The history of science education research is examined as a means to orient students to the trends that have taken place in science education.
Prerequisite: Graduate standing in Learning and Teaching in STEM: Science Education and ST 507 or 511, Corequisite: ST 508 or 512
Typically offered in Spring only

EMS 732  Theoretical and Critical Perspectives of Science Education  (3 credit hours)
Examines current theoretical and critical perspectives of science education. Examines a variety of approaches which reassess cultural notions of meaning, identity, power, and representation in the sciences and science education. Applies research theory to reform in science education.
Prerequisite: Graduate standing
Typically offered in Fall only

EMS 770  Foundations Of Mathematics Education  (3 credit hours)
The current status of mathematics education with special emphasis on study and critical analysis of current practices in mathematics instruction from elementary school through college.
Prerequisite: EMS 471
Typically offered in Spring only

EMS 775  Foundations Of Science Education  (3 credit hours)
Study and analysis of philosophical, historical, sociological, political and economic factors affecting science education in schools of the U.S. Implications for science education of various learning theories along with models for curriculum development and program planning. Critical analysis of current trends, issues and problems in science education in terms of multiple perspectives.
Prerequisite: Graduate Standing in Learning and Teaching in STEM: Science Education
Typically offered in Fall only

EMS 777  Improving Classroom Instruction In Science  (3 credit hours)
Application of major principles of education and psychology to improvement of science teaching in elementary, middle and secondary schools. Emphasis on critical analysis of research and the development of research-based classroom applications. Goals and objectives of science teaching, instructional strategies, development or selection of science materials, evaluation of achievement and elements of a desirable classroom climate.
Prerequisite: EMS 475
Typically offered in Spring only

EMS 780  Foundational Learning Theories in STEM Education  (3 credit hours)
This course is an introduction to the field of learning sciences related to STEM education. Students examine the learning theories as they relate to STEM disciplines and apply the theories to the design of research. Applications of learning theory to STEM education reform will be discussed.
Restriction: Doctoral Standing in Learning and Teaching in STEM
Typically offered in Spring only

EMS 786/EAC 786  Teaching in College  (3 credit hours)
Focus on development of competencies to perform fundamental tasks of a college teacher as well as consideration of more long-range tasks such as course development and university responsibilities of a professor. In addition to attending lectures and other types of presentations, students make video tapes of their teaching, develop tests, design introductory courses in their teaching fields and consider current issues related to university and college teaching.
Typically offered in Fall and Summer

EMS 791  Contemporary Research and Critical Issues in STEM Education  (3 credit hours)
This course is designed to provide disciplinary and interdisciplinary overviews of STEM issues and trends that will help graduate students construct their own theoretical foundations and practical understanding of STEM education. In the course, students will discuss a wide range of current issues, movements, and research-supported practices in STEM education not only in K-16 classrooms but also informal education settings. Students will also have opportunities to conceptualize their own framework for quality STEM education connecting research and practice in the field. A main course activity will be reading, analysis, and discussion of selected readings in each topic area. Students will share the responsibility of guiding class discussions, write up reflection and conceptualization, and conduct individual project that relates directly to the main topics explored in the course.
Prerequisites: Doctoral Standing in Learning and Teaching in STEM
Typically offered in Fall only

EMS 792  Special Problems in Math Teaching  (3-6 credit hours)
In-depth investigation of topical problems in mathematics teaching chosen from areas of curriculum, methodology, technology, supervision and research.
Typically offered in Fall, Spring, and Summer

EMS 794  Special Problems in Science Teaching  (3-6 credit hours)
In-depth investigation of topics in science education not covered in existing courses. Includes critical analysis of research and may include field work. May be offered on individual basis or as a class.
Prerequisite: EMS 476
Typically offered in Fall, Spring, and Summer

EMS 802  Seminar In Mathematics Education  (1-12 credit hours)
In-depth examination and analysis of literature and research in a particular topic(s) in mathematics education.
Prerequisite: Departmental Majors
Typically offered in Fall and Spring
EMS 803 Seminar in Science Education (2 credit hours)
In-depth examination and analysis of literature and research in a particular topic(s) in science education.

Prerequisite: Department Majors
Typically offered in Fall and Spring

EMS 821 Special Problems in Mathematics Teaching (1-6 credit hours)
In-depth investigation of topical problems in mathematics teaching chosen from areas of curriculum, methodology, technology, supervision and research.

Prerequisite: EMS 471
Typically offered in Summer only

EMS 822 Special Problems in Science Teaching (1-6 credit hours)
In-depth investigation of topics in science education not covered in existing courses. Includes critical analysis of research and may include field work. May be offered on individual basis or as a class.

Prerequisites: Doctoral Standing in Learning and Teaching in STEM
Typically offered in Fall and Spring

EMS 832 Research Applications in Science Education (3 credit hours)
Provides students with the opportunity to design science education research including formulating research questions, designing the methodologies to be used in the study, selecting assessments and protocols, and identifying appropriate analyses. Theoretical frameworks and associated assumptions are identified and critiqued. Develop advanced skills in reviewing different types of science education research and identifying issues of validity and reliability.

Prerequisite: Graduate Standing in Learning and Teaching in STEM: Science Education. EMS 732, ST 507/ED 710 and ED 730
Typically offered in Spring only

EMS 841 Practicum in Science and Mathematics Education (1-6 credit hours)
Supervised practicum in appropriate settings both on- and off-campus. Provision for opportunity for development, implementation and evaluation in science and mathematics in clinical environment under faculty supervision.

Prerequisite: EMS 770 or EMS 775
Typically offered in Fall, Spring, and Summer

EMS 851 Internship in Mathematics and Science Education (1-9 credit hours)
Utilizing the participant-observer role, required participation in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing experiences identifying critical incidents and projection of events and consequences. Student required to develop possible alternative courses of action in various situations, select one of the alternatives and evaluate consequences of selected course of action.

Prerequisite: Nine hrs. in grad. level courses
Typically offered in Fall, Spring, and Summer

EMS 885 Doctoral Supervised Teaching (1-3 credit hours)
Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

Prerequisite: Doctoral student
Typically offered in Fall and Spring

EMS 890 Doctoral Preliminary Exam (1-9 credit hours)
For students who are preparing for and taking written and/or oral preliminary exams.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

EMS 892 Research Projects in Mathematics and Science Education (1-3 credit hours)
A project or problem in research in education for graduate students, supervised by members of the graduate faculty. The research chosen on basis of individual students’ interests and not to be part of thesis or dissertation research.

Prerequisite: ELP 532
Typically offered in Fall, Spring, and Summer

EMS 893 Doctoral Supervised Research (1-9 credit hours)
Instruction in research and research under the mentorship of a member of the Graduate Faculty.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

EMS 895 Doctoral Dissertation Research (1-9 credit hours)
Dissertation research.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

EMS 896 Summer Dissertation Research (1 credit hours)
For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.

Prerequisite: Doctoral student
Typically offered in Summer only

EMS 899 Doctoral Dissertation Preparation (1-9 credit hours)
For students who have completed all credit hour, full-time enrollment, preliminary examination, and residency requirements for the doctoral degree, and are writing and defending their dissertations.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer