Mathematics Education M.S.

Degree: Master of Science
https://www.towson.edu/fcsm/departments/mathematics/grad/education/

Program Director: Diana Cheng
Phone: 410-704-2086
Email: dcheng@towson.edu

The Master of Science in Mathematics Education program at Towson University provides mathematics teachers with advanced study in mathematics, mathematics education and general education. The program offers teachers additional experience in higher-level mathematics to enhance their teaching with additional depth and breadth of content. At the same time, it strengthens their backgrounds in the school mathematics curriculum, instructional practices, assessment and technology. It also provides them a relevant way of satisfying their in-service requirements for professional advancement.

The program offers two tracks: Secondary School and Middle School. Both tracks require students to take four courses in Mathematics Education (with a focus on pedagogy, integration of technology, and the context of school mathematics), three general education electives, and five mathematics content courses. The two tracks differ primarily in the content focus and level of the mathematics courses. The program was designed with on-the-job teachers in mind, with part-time studies in the evenings and summers available; however, full-time students are also welcome.

Secondary School Track
The Secondary School Track is aimed at current secondary mathematics teachers. Students in this track take mathematics courses to extend their knowledge beyond a bachelor's degree in secondary mathematics, giving them access to powerful mathematics ideas to take into the classroom.

It is expected that graduates of this program will become leaders in mathematics education as master teachers, curriculum developers, mathematics supervisors and other positions that improve the teaching of mathematics in secondary schools. The special strength of this program is the opportunity to study higher mathematics content without leaving the field of school mathematics.

Middle School Track
The Middle School Track is designed to target current and future middle school mathematics teachers who are elementary or middle school certified. Students in this program will broaden and deepen their mathematical content knowledge through courses that target the conceptual ideas of middle school mathematics and beyond.

It is expected that graduates of this program will become leaders in mathematics education in positions that improve the teaching of mathematics in middle schools. The particular benefit of this track is the opportunity to learn mathematics concepts and skills that are meaningful and applicable for classroom teachers in grades 3-8. Professors will model best practices in instructional techniques to enhance students' learning of both mathematics and pedagogical skills.

Admission Requirements
Applicants must meet the general requirements for graduate study outlined in this catalog. The applicant must possess current certification for teaching secondary school mathematics (Secondary School Track) or teaching elementary school (Middle School Track). In some circumstances, as determined by the program director, two years of recent, documented, full-time teaching experience may replace the certification requirement. For the Secondary School Track, the applicant should have an undergraduate degree (or MAT) in mathematics with a secondary education concentration or the equivalent, from a regionally accredited college or university**, with a minimum undergraduate GPA of 3.00 for full admission and 2.75 for conditional admission. For the Middle School Track, the applicant should have an undergraduate degree in elementary education or the equivalent from a regionally accredited college or university**, with a minimum undergraduate GPA of 3.00 for full admission and 2.75 for conditional admission. All GPA calculations for admission are based upon the last 60 units of undergraduate and post-baccalaureate study.

Non-immigrant International Students

Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements, and contact the International Student and Scholars Office with questions.

Admission Procedures: See additional information regarding Graduate Admission policies and International Graduate Application online.

**See Exceptions to Policy in Graduate Admissions.

Degree Requirements
The student is required to successfully complete a total of at least 36 units of course work (with no more than 9 units below the 600 level), as outlined below.

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EDUC 660 | MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES

SCED 625 | TEACHING IN THE MIDDLE SCHOOL

SCED 647 | ADVANCED PROCESSES OF TEACHING AND LEARNING

**Section C: Mathematics Foundation**

Students complete five courses, one course from each of category and one additional course from any category: 15

**Algebra**
- MATH 563 | LINEAR ALGEBRA
- MATH 565 | NUMBER THEORY
- MATH 568 | ALGEBRAIC STRUCTURES
- MATH 667 | ALGEBRA OF SYMMETRIES

**Analysis**
- MATH 535 | NUMERICAL ANALYSIS I
- MATH 576 | INTRODUCTORY REAL ANALYSIS
- or MATH 628 | REAL ANALYSIS FOR TEACHERS
- MATH 577 | COMPLEX ANALYSIS
- MATH 578 | TOPOLOGY
- MATH 579 | FOURIER ANALYSIS WITH APPLICATIONS

**Geometry**
- MATH 557 | DIFFERENTIAL GEOMETRY
- MATH 653 | TOPICS IN GEOMETRY
- MATH 671 | CHAOTIC DYNAMICS AND FRACTAL GEOMETRY

**Statistics/Probability**
- MATH 531 | PROBABILITY
- MATH 532 | MATHEMATICAL STATISTICS
- MATH 630 | STATISTICS-AN INTEGRATED APPROACH
- MATH 651 | MATHEMATICS OF FUZZY LOGIC

**Section D: Mathematics Methods**

MATH 625 | ADVANCED PEDAGOGY FOR SECONDARY MATHEMATICS 3

**Total Units** 36

**Middle School Track**

**Code** | **Title** | **Units**
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**Section A: Core Required Courses in Mathematics Education, School Mathematics and Pedagogy**
- MATH 602 | MATHEMATICS IN SOCIETY: PAST AND PRESENT 3
- MATH 626 | MAKERSPACE TECHNOLOGY IN SCHOOL MATHEMATICS 3
- MATH 627 | CURRICULUM ISSUES IN SECONDARY SCHOOL MATHEMATICS 3

**Section B: Courses in General Education and Pedagogy**

Students complete a total of three education-related courses. The following are examples of such courses: 9

- MATH 622 | SEMINAR IN TEACHING ADVANCED PLACEMENT CALCULUS
- EDUC 601 | CONCEPTS AND ISSUES IN EDUCATION
- EDUC 605 | INFORMING EDUCATIONAL PRACTICE TO EFFECT CHANGE

**Section C: Mathematics Foundation**

MTED 611 | ALGEBRA IN THE SCHOOL CURRICULUM 3

MTED 613 | MATHEMATICAL MODELING IN THE SCHOOL CLASSROOM 3

Students complete three courses, one from each category: 9

**Analysis**
- MATH 535 | NUMERICAL ANALYSIS I
- MATH 576 | INTRODUCTORY REAL ANALYSIS
- or MATH 628 | REAL ANALYSIS FOR TEACHERS
- MATH 577 | COMPLEX ANALYSIS
- MATH 578 | TOPOLOGY
- MATH 579 | FOURIER ANALYSIS WITH APPLICATIONS
- MTED 614 | CALCULUS THROUGH TECHNOLOGY FOR MIDDLE SCHOOL TEACHERS

**Geometry**
- MATH 557 | DIFFERENTIAL GEOMETRY
- MATH 653 | TOPICS IN GEOMETRY
- MATH 671 | CHAOTIC DYNAMICS AND FRACTAL GEOMETRY
- MTED 615 | GEOMETRY FOR MIDDLE SCHOOL TEACHERS

**Statistics/Probability**
- MATH 531 | PROBABILITY
- MATH 532 | MATHEMATICAL STATISTICS
- MATH 630 | STATISTICS-AN INTEGRATED APPROACH
- MATH 651 | MATHEMATICS OF FUZZY LOGIC
- MTED 612 | DATA ANALYSIS FOR MIDDLE SCHOOL TEACHERS

**Section D: Mathematics Methods**

MTED 605 | MIDDLE SCHOOL MATHEMATICAL METHODS AND PROBLEM SOLVING 3

**Total Units** 36

1. Students exiting the graduate program should have an adequate knowledge of mathematical content in Algebra.
2. Students exiting the graduate program should have an adequate knowledge of mathematical content in Geometry.
3. Students exiting the graduate program should have an adequate knowledge of mathematical content in Calculus and Analysis.
4. Students exiting the graduate program should have an adequate knowledge of mathematical content in Probability and Statistics.
5. Students exiting the graduate program should have an adequate knowledge of mathematics education principles and standards and be able to communicate those principles in oral and written form. Students should be able to plan a lesson using these principals and standards.
6. Students exiting the graduate program should possess a broad knowledge of recent teaching methodologies and pedagogical issues in mathematics education and be able to communicate them in oral and written form.

7. Students should become familiar with appropriate instructional technology in mathematics and mathematics education and be able to use it properly in their own classrooms or in their research of mathematics education.

Mathematics Courses

MATH 501 HISTORY OF MATHEMATICS (3)
Development of mathematics emphasizing mathematical concepts and contributions and individuals and societies. Prerequisites: MATH 263 or MATH 265, and MATH 274.

MATH 510 FUNCTIONS AND MODELING FOR SECONDARY SCHOOL TEACHERS (3)
Engagement in explorations of mathematics to broaden and deepen content knowledge, emphasizing concepts needed to teach secondary mathematics at various levels. Investigations into mathematical topics including regressions in modeling; functions, rates, and patterns; and functions in other systems, with an emphasis on written communication about mathematical ideas and models. Prerequisites: MATH 273, MATH 274, and MATH 265 or equivalent.

MATH 512 THEORY OF INTEREST (4)
The mathematical theory and applications of key financial management concepts and procedures including interest, force, annuities, perpetuities, amortization of loans, bonds, stocks, approximating yields, the term structure of interest rates, duration, convexity, asset matching, swaps, and determinants of interest. Prerequisite: MATH 274.

MATH 523 TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS (3)
Best practices for teaching mathematics at the secondary level; analysis and application of methods for planning, conducting, and reflecting on mathematics instruction and assessment. Prerequisites: admission to the MTED-MS program; not open to students who have previously completed MATH 423 (or its equivalent).

MATH 525 MATHEMATICAL PROBLEM SOLVING FOR TEACHERS (3)
A problem-solving seminar designed for teachers to build their understanding of mathematics content and analytical skills. Problems solving strategies will be applied to a variety of challenging problems, related to topics from middle and high school mathematics curricula. An important focus of the course is oral and written justifications of solutions. Prerequisites: admission to the Mathematics Education M.S. program; MATH 273 or its equivalent; not open to students who have previously completed MATH 325 or its equivalent.

MATH 527 READINGS IN MATHEMATICS EDUCATION FOR THE ELEMENTARY SCHOOL TEACHER (1-3)
Directed study for the teacher of elementary school mathematics. Prerequisites: MATH 321 or MATH 323 and approval of instructor.

MATH 531 PROBABILITY (4)
Probability in sample spaces, discrete and continuous random variables, distribution theory, Tchebychev's theorem, central limit theorem, expected values and moments. Prerequisite: MATH 274.

MATH 532 MATHEMATICAL STATISTICS (3)
Sample theory and distributions, point estimation, confidence intervals, tests of hypothesis, regression, correlation and analysis of variance. Prerequisite: MATH 331 (MATH 531).

MATH 533 APPLIED REGRESSION AND TIME SERIES PREDICTIVE MODELING (4)
Simple and multiple regression models, least squares estimates, hypothesis testing, confidence intervals and prediction intervals, model building methods and diagnostic checking. Non-seasonal time series models: autoregressive, moving-average, autoregressive moving-average, and/or autoregressive integrated moving-average models, parameter estimation and forecasting. Minitab or a similar software is used for real data analysis. Prerequisite: MATH 265 or equivalent and MATH 532 or equivalent.

MATH 535 NUMERICAL ANALYSIS I (3)
Error analysis, interpolation, numerical differentiation and integration, numerical solution of algebraic equations and of systems of algebraic equations.

MATH 537 OPERATIONS RESEARCH (3)
Introduction to linear, integer and nonlinear programming; the simplex method and interior point methods, duality and sensitivity analysis; formulation of optimizations models and applications to problems from industry. Prerequisites: MATH 211 or MATH 273 and MATH 265.

MATH 538 LONG-TERM ACTUARIAL MODELS I (4)
Mathematical foundations of life contingencies and their applications to the practice of long term insurance products, including life insurance, life annuities and pension plans. Topics include survival and longevity models, life tables, present value random variables, expected present values, higher moments for life insurance and life annuity payments, future loss random variables, the actuarial equivalence principle, percentile principles for premium calculation, reserves. Prerequisites: MATH 312 or MATH 512 and MATH 331 or MATH 531.

MATH 539 BIOSTATISTICS II (3)
Probability and random variables, estimation and hypothesis testing, nonparametric methods, categorical data analysis, multiple regression, analysis of variance, and design techniques for epidemiological study. Minitab or a similar software will be used for data analysis. Prerequisites: MATH 237 Elementary Biostatistics or equivalent and MATH 273 Calculus I or equivalent.

MATH 542 SHORT-TERM ACTUARIAL MODELS (4)
Topics from the syllabus of the Short-Term Actuarial Mathematics exam offered by the Society of Actuaries including severity models, frequency models, aggregate models, risk measures, construction and selection of parametric models, insurance and reinsurance coverages, and pricing and reserving for short-term insurance coverage. Prerequisite: MATH 532.

MATH 548 LONG-TERM ACTUARIAL MODELS II (3)
A second course on the mathematical theory and applications of long-term actuarial models. Topics include multiple state models, multiple decrements, multiple life functions, pension plans and funding, retirement benefits, long-term health and disability, profit and loss analysis, mortality data analysis. Prerequisite: MATH 438 or MATH 538.

MATH 551 GRAPH THEORY (3)
Hamiltonian and Eulerian graphs, coloring graphs, planar and non-planar graphs, connectivity problems; isomorphic graphs and advanced topics.
MATH 557 DIFFERENTIAL GEOMETRY (3)
Curvatures of curves and surfaces in E3, geodesics, invariants, mappings and special surfaces. Prerequisites: MATH 275 Calculus III and MATH 265 Eled. Linear Algebra.

MATH 563 LINEAR ALGEBRA (3)
Vector spaces over arbitrary fields, linear transformations, eigenvalues, eigenvectors, inner products, bilinear forms, direct sum decompositions and the Jordan form.

MATH 565 NUMBER THEORY (3)
An introduction to elementary number theory: prime numbers, prime factorization, modular arithmetic, arithmetic functions, primitive roots, and quadratic residues. Additional topics may include: elliptic curves, Diophantine equations, sums of squares, the distribution of primes, and applications. Prerequisites: either MATH 263 or MATH 267; and MATH 274.

MATH 568 ALGEBRAIC STRUCTURES (3)
Topics include groups, solvability and insolvability of polynomials, principal ideal, Euclidean, and unique factorization domains.

MATH 574 DIFFERENTIAL EQUATIONS (3)

MATH 575 MATHEMATICAL MODELS (3)
Consideration of some mathematical problems in sociology, psychology, economics, management science and ecology, and developing appropriate mathematical models and techniques to solve them.

MATH 576 INTRODUCTORY REAL ANALYSIS (4)
Introduction to mathematical analysis. Sequence series, continuity, differentiation, integration and uniform convergence. Prerequisites: MATH 267 and MATH 275.

MATH 577 COMPLEX ANALYSIS (3)
Complex number system, analytic functions, Cauchy’s integral theorem and integral formula, Taylor and Laurent series, isolated singularities, Cauchy’s residue theorem and conformal mappings. Prerequisite: MATH 275.

MATH 578 TOPOLOGY (3)
Basic concepts of point set topology, separation axioms, compact and connected spaces, product and quotient spaces, convergence, continuity and homeomorphisms.

MATH 579 FOURIER ANALYSIS WITH APPLICATIONS (3)
Vector, integral and differential calculus including the divergence and Stoke’s theorems. Fourier series, orthogonal functions and applications. Prerequisite: MATH 275.

MATH 580 SELECTED TOPICS IN MATHEMATICS (1-4)
Topics will be chosen from different areas in mathematics. Content will be determined so as to complement course offerings, as well as the needs and desires of the students. May be repeated for a maximum of 9 units provided a different topic is covered each time. Prerequisite will vary from topic to topic.

MATH 585 MATHEMATICAL FINANCE (3)
Mathematical theory, computation and practical application of derivatives in managing financial risk. Parity and option relationships, binomial option pricing, the Black-Scholes equation and formula, option Greeks, market-making and delta-hedging, exotic options, lognormal distribution, Brownian motion and ITO’s lemma, interest rate models. Computer laboratory activities throughout. Prerequisite: MATH 331.

MATH 586 RISK MANAGEMENT AND FINANCIAL ENGINEERING (3)
Mean-variance portfolio theory, asset pricing models, market efficiency and behavioral finance, investment risk and project analysis, capital structures, Cash flow engineering, Monte Carlo methods, statistical analysis of simulated data, risk measures, framework for fixed income engineering, portfolio management, change of measures and Girsanov Theorem and tools for volatility engineering. Computer laboratory activities throughout. Prerequisite: MATH 585 or equivalent or consent of department.

MATH 602 MATHEMATICS IN SOCIETY: PAST AND PRESENT (3)
Investigations in how mathematics and math education intersect with political and social life through historical and contemporary contexts. Particular attention will be paid to authentic mathematics problems from a variety of socio-cultural and community-based contexts and to using mathematics to teach and learn about issues of social and economic justice.

MATH 605 CONDUCTING EFFECTIVE MATHEMATICS PROFESSIONAL DEVELOPMENT (3)
Principles of planning, enacting, and reflecting on effective professional development for mathematics teachers. Includes attention to working with adult learners, fostering professional learning communities, developing teachers’ mathematical knowledge for teaching, advancing equity and social justice through professional development, and adapting professional development to support local goals and interests.

MATH 620 TECHNOLOGY FOR MATHEMATICS TEACHING AND LEARNING (3)
Development of technological expertise and its combination with pedagogical and content knowledge for the application of technology use in classrooms to develop student conceptual understanding of mathematics. Specific technologies for study will be chosen based on current use in school settings, and may include calculators, computers, mathematics software and apps, or other tools.

MATH 621 SEMINAR IN TEACHING ELEMENTARY/ MIDDLE SCHOOL MATHEMATICS (3)
Analysis of pedagogical methods and materials in elementary and middle school mathematics instruction and assessment. Mathematics topics include, but are not limited to, those taught in grades 1 – 8. Prerequisites: MATH 204, MATH 205, and MATH 251, or their equivalents.

MATH 622 SEMINAR IN TEACHING ADVANCED PLACEMENT CALCULUS (3)
Discussion and analysis of materials, pedagogy, and technology for the teaching of Advanced Placement Calculus in high schools. Prerequisites: Admitted into the MS program in Mathematics Education or the consent of the instructor.
MATH 623 INVESTIGATING STUDENT THINKING IN MATHEMATICS (3)
Theory and strategies for eliciting, interpreting, and using student thinking within the mathematics classroom in order to create opportunities for student-centered learning and teaching of mathematics. Includes a focus on analyzing student work, understanding student thinking, and using that understanding to guide subsequent interactions with the student. Current literature on mathematics education to build models of students’ thinking about mathematical concepts in K-12.

MATH 624 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY THROUGH AN INQUIRY APPROACH (3)
An exploration and comparison of the geometry of Euclidean and Non-Euclidean surfaces, including spherical geometry. Problem solving, problem posing, and the use of physical and technological models will be integrated throughout. Prerequisite: admission to the Mathematics Education M.S. program.

MATH 625 ADVANCED PEDAGOGY FOR SECONDARY MATHEMATICS (3)
In-depth investigations of pedagogical techniques for middle and high school mathematics teachers. Includes study of current curricula, research results, assessment, and integration of materials and technology in instruction. Prerequisite: MATH 423 or MATH 425, or equivalent.

MATH 626 MAKERSPACE TECHNOLOGY IN SCHOOL MATHEMATICS (3)
Development of technological expertise and its combination with pedagogical and content knowledge to form an integrated understanding of makerspace technology use in the mathematics classroom (technological pedagogical content knowledge or TPACK). Specific technologies for study will be chosen based on current makerspace use in school settings, and may include digital fabrication tools, robotics, microcontrollers, and other emerging technology.

MATH 627 CURRICULUM ISSUES IN SECONDARY SCHOOL MATHEMATICS (3)
Analyze secondary school mathematics curriculum development from a historical perspective and discuss past influences on current methodology. Distinguish current curriculum trends and design alternatives. Evaluate contemporary curriculum by assessing an existing text or program. Create a selected mathematics unit. Prerequisite: MATH 625.

MATH 628 REAL ANALYSIS FOR TEACHERS (3)
Principles underlying calculus, including topics in real analysis such as completeness for the reals, limits, continuity, differentiation/integration, sequences and series. Emphasis on mathematical theory and the pedagogy of teaching functions. Precalculus and calculus in the secondary school. Prerequisites: Admission to the master’s program in Mathematics Education (or approval of department), MATH 273 and MATH 274 or equivalent.

MATH 629 UNDERSTANDING AND USING MATHEMATICS EDUCATION RESEARCH (3)
Introduction to the theory and methodology of mathematics education research, including quantitative and qualitative designs. Students will gain experience in reading and interpreting mathematics education research, with a specific focus on applying research findings to classroom practice. Prerequisite: admission to the Mathematics Education M.S. program.

MATH 630 STATISTICS-AN INTEGRATED APPROACH (4)
Theory and practices of basic statistical analysis and inference with emphasis on analyzing and solving real problems using statistics. Descriptive statistics, introduction to probability, sampling distributions, estimation, hypotheses testing, regression, correlation, nonparametric techniques and analysis of variance, and computer programming incorporated throughout. Prior knowledge of programming is not necessary. Prerequisite: MATH 274 (not open to students who have completed MATH 332).

MATH 631 TOPICS IN PROBABILITY (3)
Review of basic probability theory, types of convergence and limit theorems, elementary stochastic processes. Markov chains, birth and death processes. Gaussian processes. Examples from engineering, physical and social sciences, management and statistics. Prerequisite: MATH 331.

MATH 632 COMPUTATIONAL STOCHASTIC MODELING (3)

MATH 633 QUEUING SYSTEMS (3)
Characterization and analysis of basic queuing systems, both single-server and multiple-server. The M/G/1 and G/M/m queuing systems. Multiserver with queuing, multiserver queuing rules, priority queues. Networks of queues: response time, routing, flow and congestion control. Manufacturing systems: capacity/inventory investment and scheduling. Prerequisites: MATH 331, MATH 531, or consent of chairperson.

MATH 634 TIME SERIES ANALYSIS AND FORECASTING (3)
An introduction to statistical models for time series analysis and forecasting. Topics include time series decompositions, exponential smoothing, dynamic regression, spectral analysis and filtering. A variety of models will be discussed including the Holt, Holt-Winters, ARIMA, SARIMA, and state-space models. Prerequisites: MATH 265 and MATH 332, or MATH 532, or consent of department chair.

MATH 635 APPLIED NUMERICAL ANALYSIS (3)

MATH 636 LINEAR AND NONLINEAR PROGRAMMING (3)
Formulations and model building in linear programming. Simplex method and its variants: duality theory, sensitivity analysis, polynomial time algorithms, multiobjective optimization models and algorithms. Prerequisite: MATH 265, MATH 275 and graduate standing, or consent of chairperson.
MATH 637 ADVANCED TOPICS IN APPLIED OPERATIONS RESEARCH (3)
Dynamic programming, formulation of deterministic decision-process problems, analytic and computational methods of solution, application to problems of equipment replacement, resource allocation, scheduling, search and routing. Brief introduction to decision making under risk and uncertainty. Prerequisites: MATH 275 and MATH 331, or MATH 531, or consent of chairperson.

MATH 638 APPLIED MULTIVARIATE STATISTICAL ANALYSIS (3)
A brief review of vector and matrix algebra and an introduction to applications of multivariate statistical methods. Multivariate normal distribution and its properties, inference for mean vector of a multivariate normal distribution, and simultaneous inference for components of the mean vector. Principle components, factor analysis, and discrimination & classifications. The course introduces many applications of the topics related to real world problems in the fields of engineering, sciences, and business. Minitab or a similar software is used for real data analysis. Prerequisites: MATH 531 or equivalent, MATH 533 or equivalent, MATH 265 or equivalent.

MATH 639 LOSS MODELS (4)
Severity models, frequency models, aggregate models, survival models, construction of parametric models, and credibility models. Prerequisites: MATH 532 or equivalent.

MATH 640 BAYESIAN STATISTICS (3)
An introduction to fundamental concepts and methods of Bayesian data analysis. Modern Bayesian computing algorithms will be emphasized and implemented using related software such as R. Applications of Bayesian data analysis will be discussed. Prerequisite: MATH 532 or equivalent.

MATH 641 ENTERPRISE RISK MANAGEMENT (3)
Covers part of the syllabus of the Enterprise Risk Management exam offered by Society of Actuaries. Serves as an introduction to Enterprise Risk Management. It will define and categorize different types of risks an entity faces, and define an ERM framework. Ways to measure and quantify the risk, such as (principle based) Economic Capital, Value at Risk (VaR), and stress scenarios will be analyzed and compared. The course will conclude with applications of these methods in a case study of an insurance company and recent regulatory developments. Prerequisite: Pass Exam P or MATH 331/ MATH 531.

MATH 642 CREDIBILITY AND SIMULATION (3)
Techniques of modeling and simulation including limited fluctuation (classical) credibility, Bayesian credibility, conjugate priors, Buhlmann and Buhlmann-Straub models, and empirical Bayes methods in the nonparametric and semiparametric cases. Prerequisite: MATH 332 or MATH 532.

MATH 643 COMPUTATIONAL METHODS OF MATHEMATICAL FINANCE (3)
Computation techniques involving tree method, finite difference scheme, Monte Carlo simulation, term structure fitting and modeling, financial derivative pricing, the Greeks of options, Capital Asset Pricing Model, Value-at-Risk calculation. Software package such as Mathematica or Excel will be used. Prerequisites: MATH 585 or equivalent.

MATH 644 MATHEMATICS OF FINANCIAL DERIVATIVES (3)
Modern pricing theory for financial derivatives, stochastic differential equations, Ito formula, martingales, Girsanov Theorem, Feynman-Kac PDE, term structure, Interest-Rate models and derivatives, optimal stopping and American options. Prerequisites: MATH 585, or equivalent.

MATH 645 STATISTICAL THEORY I (3)
Random variables and their distributions, Bayes’ theorem, types of convergence, the law of large numbers, the central limit theorem, the normal distribution and related distributions, survey sampling, estimation of parameters and fitting of probability distributions, hypothesis tests, and assessing goodness of fit. If time permits, more advanced topics including nonparametric analysis and bootstrap resampling will also be introduced. Prerequisites: MATH 265 and MATH 275, or equivalent.

MATH 646 STATISTICAL THEORY II (3)
Theoretical and applied aspects of regression analysis including linear regression, generalized linear models, model selection, multicollinearity, leverage points, transformations, AIC, BIC, AIC, ANOVA tests, serially correlated errors, logistic regression, deviance, and simple models for stationary time series. Prerequisites: MATH 531 and MATH 532, or MATH 645.

MATH 647 PREDICTIVE ANALYTICS (3)
Principles and methodologies of predictive modeling. Topics include prediction versus interpretation; assessing model accuracy; resampling methods; bootstrapping; subset selection; shrinkage methods; dimension reduction methods; the logistic model; bagging; random forests; principal component analysis; clustering methods. R, SAS, SPSS or a similar software package will be used for data analysis. Prerequisite: MATH 337 or MATH 533.

MATH 651 MATHEMATICS OF FUZZY LOGIC (3)
Basic concepts of fuzzy logic, fuzzy sets, fuzzy uncertainty, fuzzy relations, comparing fuzzy logic with first-order predicate logic, algebra of fuzzy logic, approximate reasoning, rule-based systems. Description of linguistic data using fuzzy sets. Applications: rule-based expert systems, decision making, pattern recognition, control theory, optimization. Prerequisite: Graduate standing or consent of chairperson.

MATH 653 TOPICS IN GEOMETRY (3)
Axiomatic development of Euclidean, elliptic and hyperbolic geometries; the study of the analytic plane, the sphere and the Poincare model as models for these axiomatic systems. Not open to students who have had MATH 353. Prerequisites: MATH 274 and MATH 467 (or MATH 568).

MATH 657 ALGEBRA OF SYMMETRIES (3)
Complex integers, permutation groups, properties of abstract groups of plane transformations and matrix representations of transformations. Culminates in developing the 17 groups of symmetries of the Euclidean plane. No credit toward the master's in Applied and Industrial Mathematics. Prerequisite: Admission to the Master of Science in Mathematics Education Program or approval of the department.

MATH 668 COMPUTATIONAL TOPOLOGY (3)
The homology of a simplicial complex and the notion of persistence in a sequence of simplicial complexes; implementing persistent homology; applications to biology, data clustering, and denoising.
MATH 671 CHAOTIC DYNAMICS AND FRACTAL GEOMETRY (3)
Introduction to the classical theory of linear systems and the modern
time. Prerequisite: program admission.
theory of nonlinear and chaotic systems. Modeling of discrete and
continuous time systems. Bifurcation theory, symbolic dynamics, fractals
and complex dynamics, Julia sets and the Mandelbrot set. Mathematica
or an equivalent software package will be used. Prerequisites: MATH 265
and MATH 275, and graduate standing or consent of chairperson.

MATH 673 INTEGRAL TRANSFORMS AND APPLICATIONS (3)
Integral transforms and their applications: Fourier, Laplace, Hankel,
Mellin, and z-transforms and their applications for solving ordinary
differential equations, partial differential equations, integral equations,
and difference equations arisen from physics, engineering and sciences.
Prerequisites: MATH 374, (or MATH 574) and MATH 379 (or MATH 579);
and MATH 475 (or MATH 577); or consent of chairperson.

MATH 674 APPLIED PARTIAL DIFFERENTIAL EQUATIONS (3)
Discussions of the typical partial differential equations of applied
mathematical physics: Heat equations. Wave equations. Beam equations,
Laplace equations. Separation of variables, variation of parameters and
Fourier transform for initial and boundary value problems, Calculus of
and Ritz-Galerkin's numerical method. Prerequisite: MATH 374
(or MATH 574), MATH 379 (or MATH 579), or consent of chairperson.

MATH 675 ASYMPTOTIC AND PERTURBATION ANALYSIS (3)
Asymptotic series and asymptotic methods for approximating solutions
to linear and nonlinear ordinary differential equations. Asymptotic
expansion of integrals; Watson's Lemma. Perturbation series; regular
and singular perturbation theory. Boundary layer theory for ordinary
differential equations. Prerequisites: MATH 374/ MATH 574 or equivalent
and MATH 475/ MATH 577 or equivalent.

MATH 676 INTRODUCTION TO MATHEMATICAL CONTROL THEORY (3)
Problems and specific models of mathematical control theory.
Elementry of classical control theory: controllability, observability,
stability, stabilizability and realization theory for linear and nonlinear
systems. Optimal control, Maximum Principle and the existence of
optimal strategies. Prerequisites: MATH 265 and MATH 374/MATH 574.

MATH 677 ADVANCED MATHEMATICAL MODELING (3)
Development of appropriate stochastic as well as deterministic models to
solve applied mathematical problems in the fields of physics, engineering,
and the social sciences. Topics include optimization models, dynamic
models, probability models and Monte Carlo simulation. Mathematica
or a similar software package will be used. Prerequisites: MATH 331 or
MATH 531, and MATH 379 or MATH 579, or consent of chairperson.

MATH 680 SPECIAL TOPICS IN MATHEMATICS EDUCATION (3)
Topics will be chosen focusing on pedagogy, educational theories,
curriculum, research, policy, or other issues of mathematics education.
Content will be determined to complement graduate course offerings in
mathematics education. May be repeated for a total of 9 units provided a
different topic is taken each time. Prerequisite: program admission.

MATH 681 SPECIAL TOPICS IN MATHEMATICS FOR TEACHERS (3)
Topics will be chosen from a mathematical field related to, or extending,
the K-12 school mathematics curriculum. Content will be determined to
complement graduate course offerings in mathematics education. May
be repeated for a total of 9 units provided a different topic is taken each
time. Prerequisite: program admission.

MATH 684 SPECIAL TOPICS IN MATHEMATICS AND STATISTICS (3)
Topics will be chosen in mathematics or statistics. Course content will
be determined so as to complement course offerings in mathematics and
statistics. Course may be repeated for a maximum of 8 units.

MATH 685 SPECIAL TOPICS IN APPLIED MATHEMATICS (3)
Topics will be chosen in a mathematical field not directly related to
differential equations/optimization or applied statistics/mathematical
finance. Course content will be determined to complement the existing
course offerings. May be repeated to a maximum of 12 units provided a
different topic is taken each time.

MATH 686 SPECIAL TOPICS IN DIFFERENTIAL EQUATIONS OR OPTIMIZATION (3)
Topics will be chosen in a mathematical field related to differential
equations or optimization. Course content will be determined to
complement the existing course offerings in the differential equations/
optimization track. May be repeated to a maximum of 12 units provided a
different topic is taken each time.

MATH 687 SPECIAL TOPICS IN APPLIED STATISTICS OR MATHEMATICAL FINANCE (3)
Topics will be chosen in a mathematical field related to statistics or
mathematical finance. Course content will be determined to complement
the existing course offerings in the applied statistics/mathematical
finance track. May be repeated to a maximum of 12 units provided a
different topic is taken each time.

MATH 688 TOPICS IN ACTUARIAL SCIENCE AND RISK MANAGEMENT (3)
Topics in actuarial science, risk management, and predictive analytics
selected by the instructor. Selected topics include financial reporting,
valuation, and management considerations for life insurance companies;
capital and risk management, including securitization techniques in
the insurance industry; worker's compensation programs and pricing;
emerging techniques for use by actuaries; actuarial studies and
communication techniques, and other topics. Prerequisite: MATH 538 or
MATH 585.

MATH 695 INDEPENDENT STUDY IN MATHEMATICS (1-3)
Directed independent study in selected areas of graduate level
mathematics. Prerequisite: Permission of instructor and graduate
adviser.

MATH 791 MASTERS INTERNSHIP I (3)
An original investigation of a problem to be pursued in cooperation with
a local industry or business under the direction of an industry supervisor
and a member of the mathematics faculty. Prerequisites: Completion
of at least 15 units toward the M.S. degree in Applied and Industrial
Mathematics and consent of chairperson.
MATH 792 MASTER’S INTERNSHIP II (3)
An original investigation of a problem to be pursued in cooperation with a local industry or business under the direction of an industry supervisor and a member of the mathematics faculty. Prerequisites: Completion of at least 15 units toward the M.S. degree in Applied and Industrial Mathematics and consent of chairperson.

MATH 880 APPLIED MATHEMATICS GRADUATE PROJECT I (3)
An internal applied mathematics graduate project based on mutual research interests of a graduate student in the APIM program and a faculty advisor will be investigated. The advisor will guide the student throughout different phases of solving the applied mathematics problem. Prerequisites: permit required, APIM graduate students only.

MATH 881 APPLIED MATHEMATICS GRADUATE PROJECT II (3)
An internal applied mathematics graduate project based on mutual research interests of a graduate student in the APIM program and a faculty advisor will be investigated. The advisor will guide the student throughout different phases of solving the applied mathematics problem. Permit required, only APIM graduate students.

MATH 885 APPLIED MATHEMATICS GRADUATE PROJECT CONTINUUM (1)
Students who cannot complete MATH 880 MATH 881 in two semesters will then register for MATH 885, one unit, in the next semester. Except in special circumstances, MATH 885 cannot be repeated. Prerequisite: consent of the instructor.

Mathematics Education Courses
MTED 605 MIDDLE SCHOOL MATHEMATICAL METHODS AND PROBLEM SOLVING (3)
Best practices for delivery and assessment of mathematical concepts and skills relevant to the middle school level of instruction. Topics include problem solving, geometry and measurement, number sense, data analysis and probability, and algebra. Cannot be used for any other graduate program in the mathematics department. Prerequisites: Admission to the Master’s program in Mathematics Education or approval of the department.

MTED 610 STUDENT THINKING IN RATIO AND PROPORTIONAL REASONING (3)
Pedagogical content knowledge in the domain of proportional reasoning, rational numbers and ratios. Specific topics include representations of rational numbers as both decimals and fractions, unpacking the conceptual basis for algorithms, and solving non-routine problems. Attention to student thinking (including possible misconceptions), alignment to the Common Core State Standards for Mathematics, and the use of technological and manipulative tools are integrated throughout.

MTED 611 ALGEBRA IN THE SCHOOL CURRICULUM (3)
A thorough and rigorous treatment of topics in algebra, including: patterns and sequences; functions (linear, quadratic, exponential, and others); expressions and equations; systems of equations; graphs and tables; and connections between algebra and other branches of mathematics. These topics will be investigated through a variety of models, representations, and contexts, as well as through solving non-routine problems. Attention to student thinking, potential misconceptions and how to address them, alignment to the Common Core State Standards for Mathematics, and use of technological and manipulative tools are integrated throughout. Prerequisite: program admission or approval of the department.

MTED 612 DATA ANALYSIS FOR MIDDLE SCHOOL TEACHERS (3)
Topics from statistics and probability, and recent methodologies and standards for data analysis in middle school level. The course also offers activities using Fathom—a computer learning environment for data analysis and statistics. Cannot be used for any other graduate program in the mathematics department. Prerequisites: Admission to the Master’s program in Mathematics Education or approval of department.

MTED 613 MATHEMATICAL MODELING IN THE SCHOOL CLASSROOM (3)
Construction and evaluation of mathematical models to solve complex problems, and applications of the modeling process to K-12 education. Examination of a variety of representations, strategies, and mathematical tools that can be used to describe real-world phenomena, across multiple modeling types, contexts, and domains of K-12 mathematics education. Includes a focus on strategies to support K-12 students during mathematical modeling, creating and adapting model-eliciting activities for classroom use, modeling to support equity and social justice, and integration of modeling into the mathematics curriculum.

MTED 614 CALCULUS THROUGH TECHNOLOGY FOR MIDDLE SCHOOL TEACHERS (3)
Intuitive calculus of one variable, modeling best practices. Topics include limits, differentiation, integration and applications of calculus. Graphing calculators and other computer-learning environments such as Mathematica are included. Cannot be used for any other graduate program in the Mathematics Department. Prerequisite: Math 613 or approval of the department.

MTED 615 GEOMETRY FOR MIDDLE SCHOOL TEACHERS (3)
Geometric vocabulary, relationships, concepts and skills in two and three dimensions; topics include a review of Euclidean Geometry, Coordinate and Transformational Geometries, Tessellation, Polyhedra, Measurement, and the use of appropriate technology in the classroom. Cannot be used for any other graduate program in the Mathematics Department. Prerequisite: Admission to Masters Program in Mathematics or approval of the department.

MTED 650 MATHEMATICS IN INTEGRATED STEM EDUCATION (3)
Students investigate standards-based mathematical practices and concepts, and consider how teachers teach and students learn about these practices and concepts in the context of thematic, integrated STEM (Science, Technology, Engineering & Mathematics) education in grades PreK-12.
MTED 880 MATHEMATICS EDUCATION GRADUATE PROJECT (3)
An investigation of a question or problem in mathematics education, using an acceptable research method and design, conducted under the direction of one or more faculty advisors. Requirements for successful completion of the course consist of one or more of the following outcomes: (i) Submission of a proposal for an oral or poster presentation at a conference; (ii) a departmental seminar or presentation; or (iii) a project report. Graded S/U.

MTED 885 MATHEMATICS EDUCATION GRADUATE PROJECT CONTINUUM (1)
Students who cannot complete MTED 880 in one semester will then register for MTED 885, one unit, in the next semester. Except in special circumstances, MATH 885 cannot be repeated. S/U Grading.