

## Contents

Master of Science in Education: Curriculum and Instruction .....	2
<b>MSE in Curriculum &amp; Instruction, Chemistry Secondary Teaching</b> .....	2
<b>MSE in Curriculum &amp; Instruction, Communications</b> .....	4
Language Arts Emphasis .....	4
Business Emphasis .....	6
Career & Technical Education: Marketing .....	8
Journalism .....	10
<b>MSE in Curriculum &amp; Instruction; Early Childhood Leadership</b> .....	11
<b>MSE in Curriculum &amp; Instruction; Early Childhood</b> .....	12
<b>MSE in Curriculum &amp; Instruction; Elementary Education</b> .....	14
<b>MSE in Curriculum and Instruction; Elementary Mathematics</b> .....	15
<b>MSE in Curriculum &amp; Instruction; Secondary English Teaching</b> .....	16
<b>MSE in Curriculum &amp; Instruction; Secondary History Teaching</b> .....	23
<b>MSE in Curriculum &amp; Instruction; Kinesiology, Sport, and Health</b> .....	25
<b>MSE in Curriculum &amp; Instruction; Reading</b> .....	26
<b>MSE in Curriculum &amp; Instruction; Teachers of English Learners</b> .....	27
<b>MSE in Curriculum &amp; Instruction; Teacher Leadership</b> .....	28
<b>MSE in Curriculum &amp; Instruction; Special Education</b> .....	29
<b>MSE in Curriculum &amp; Instruction; World Languages and Cultures</b> .....	30

**Master of Science in Education: Curriculum and Instruction**  
**30 hours; Contact persons: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)**  
**Fall 2023 Implementation**  
**Delivery: Online asynchronous**  
[Website](#)

**Required Courses (6 credits)**

**EDUC 601 - Research in Education** Credits: 3

Introduces the field of educational research. The course emphasizes the understanding of quantitative and qualitative research, teacher action-research, and the evaluation of research reports.

**EDUC 699 - Supervised Research** Credits: 3

Advanced research in a specific area of education. Topics arranged to meet the needs and interests of the student, subject to availability of graduate faculty to supervise the research.

\*This course is taken as 1 credit hour over three semesters (summer, fall, and spring).

Choose from the following concentrations:

**MSE in Curriculum & Instruction, Chemistry Secondary Teaching**  
**24 hours; Contact person: [Dr. Ken Walsh](#)**  
**Delivery: On-campus and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**Choose 6 courses from the following list:**

**CHEM 653 – Organic Chemistry for Educators**

Credits: 3

Concepts and modern theories of organic chemistry including stereochemistry of reactions, mechanistic interpretation of reactions, and multistep synthesis.

**CHEM 631 – Biochemistry for Educators**

Credits: 3

The course offers a thorough examination of the chemistry and reactions of constituents of living matter, including carbohydrates, lipids, proteins, nucleic acids, vitamins, coenzymes, and minerals. Coverage includes a survey of methods used by biochemists to detect and characterize biologically important molecules.

**CHEM 621 – Analytical Chemistry for Educators**

Credits: 3

A survey of recent developments in chemical and instrumental methods of analysis.

**CHEM 641 – Inorganic Chemistry for Educators**

Credits: 3

Survey of main group and transition metal chemistry with emphasis on coordination chemistry. This includes applications of group theory to bonding theories and spectroscopy, especially vibrational and electronic spectra of transition metal complexes. Other topics include solid state structures of ionic compounds and transition metal organometallic chemistry and catalysis.

**CHEM 662 - Thermodynamics for Educators**

Credits: 3

The course offers a thorough examination of applied chemical thermodynamics. Coverage includes gas properties, thermodynamic laws, thermochemical reference data, phase equilibria, chemical equilibria, solutions, colligative properties, and electrochemistry.

**CHEM 663- Statistical Thermodynamics and Kinetics for Educators** Credits: 3

The course offers a thorough examination of applied chemical kinetics and statistical thermodynamics. Coverage includes the Boltzmann distribution, partition functions, energy, entropy, kinetic molecular theory, transport phenomena, reaction rate, rate laws, integrated rate laws, reaction mechanisms, and collision theory.

**CHEM 664 - Quantum Chemistry and Spectroscopy**

Credits: 3

The course offers a thorough examination of applied chemical quantum mechanics and spectroscopy. Coverage includes the historical development of quantum mechanics, the postulates of quantum mechanics, the Schrodinger equation, the free particle and particle in a box systems, Heisenberg uncertainty, the harmonic oscillator, the rigid rotor, ro-vibrational spectroscopy, the hydrogen atom, many-electron atoms, atomic spectroscopy, molecular structure, electronic spectroscopy, and computational chemistry.

**CHEM 665X – Electrochemistry for Educators**

Credits: 3

This course is designed to provide fundamentals of electrochemical principles to enhance the knowledge of high school chemistry educators. Concepts in oxidation-reduction reactions will be reviewed and applied to electrode reactions. A comprehensive study of thermodynamics associated with electrochemical cells is included. Kinetics and transport in electrode reactions will also be introduced. Methods for studying electrode reactions and applications of electrochemistry will be presented.

*\* Chemistry courses will be taken as they are scheduled and offered.*

## **MSE in Curriculum & Instruction, Communications**

**24 credits: Contact person: [Dr. Erin Gilles](#)**

**Delivery: Online asynchronous and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

*\*\*Options for a variety of concentrations are available and can be selected with consultation from the director.*

*Below are the four offered emphasis areas within communications.*

### **Required courses:**

#### **EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

#### **EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

### **Language Arts Emphasis**

*Choose 18 hours (6 courses) from the options below.*

#### **COMM 604 - Contemporary Rhetorical Criticism.**

Credits: 3

This course is a graduate seminar in the practice of rhetorical criticism. Rhetorical criticism examines the process of how we communicate with symbols and the various techniques used by rhetors. Students analyze how symbolic artifacts (films, speeches, images, words, performances, and “discourse” in general) act on people. That is, how does a text inform, entertain, arouse, or persuade an audience? Students explore various rhetorical theories and methods, including neo-Aristotelian, ideological, narrative, generic, metaphoric, and feminist approaches.

#### **COMM 605 – Gender, Communication, and Culture.**

Credits: 3

This course investigates the relationship between gender and communication in contemporary society. It explores various ways communication within families, schools, media, and society create and perpetuate gender roles and stereotypes. Additionally, it examines a variety of historical, cultural, social, institutional, and individual factors that structure gender. Students learn to connect theory and gender research to their personal lives.

#### **COMM 607 - Teaching Communication.**

Credits: 3

This course emphasizes best practices for teaching communication with emphasis on basic courses in public speaking, radio/television, and journalism. The course will introduce students to the practical issues of creating a communication syllabus, course management, delivery methods (lecture, discussions, etc.), assessment, and handling communication with students. The course will also examine theoretical issues about pedagogy, including teaching philosophies, learning styles, and teaching styles and strategies, as well as the legal and ethical issues of teaching at the college level.

**COMM 610 - Special Topics in Interpersonal Communication.** Credits: 3

This seminar integrates numerous theoretical and methodological perspectives on interpersonal communication in order to give students a broader scope of how interpersonal messages and interpersonal communication processes are enacted, mediated, conceptualized, and studied. Through studying these diverse interpersonal processes, students should become more aware of how these processes influence and impact each other. Topics may include privacy management, disclosure, remarriage, family communication, aging, and other topics related to interpersonal communication.

**COMM 616 - Seminar in Personal and Cultural Identity.** Credits: 3

This course examines the intersections between community and performance. After examining scholarly perspectives of performance and of community, we will explore the ways performance appears in our daily lives and in our community. When possible we will go into our community to observe and participate in these performances. By understanding the social and cultural contexts of performances, we become more attuned to our daily experiences and to the world that provides the social and cultural context for those experiences.

**COMM 617 - Instructional Communication.** Credits: 3

This seminar will focus on research related to communication practices in educational settings. Students will engage in research practices to understand communication concepts related to teacher and student behaviors, learning, instructional processes, instructional technology, and instructional communication theory building.

**COMM 622 – Digital Communication and Culture.** Credits 3

A case-based approach in which students learn to solve problems of media-related organizations as they adapt to changes in technologies and production. Topics in this course will deal with social-networking technologies, technological power structures inherent in organizations, blogging, electronic reporting, and technology as a mechanism for international organizational functioning.

**COMM 624 – Nonprofit and Association Communication.** Credits: 3

This course explores communication in nonprofit organizations, institutions, foundations, and associations. After addressing the historical foundations and implicit ideology of the nonprofit sector in the U.S., the course examines nonprofit organizations and concludes with a survey of essential communication tasks - marketing, working with volunteers, fundraising, grant writing, capacity building, and education and community outreach.

**COMM 628 - Crisis Communication.** Credits: 3

This course will examine several lines of research from multiple disciplines that influence communication during disasters, crises, and emergencies. This course may explore crisis communication from an organizational and/or public relations perspective; risk perception and communication; the role of social media and emerging technologies in disasters and emergencies; media coverage of disasters; and communication and recovery, resilience, antifragility, and growth.

**COMM 630 – Special Topics in Mass Communication.** Credits: 3

This course addresses specialized topics within Mass Communication. Topics will vary on the basis of the instructor's area of expertise, and may include documentary film, new technologies, integrated marketing, and other courses in mass communication.

**COMM 633 – Media Ethics.**

Credits: 3

This course explores the theoretical and philosophical perspectives of media ethics. Students examine current debates and issues that media ethics researchers are investigating. Students are also introduced to the theory, skills and practice of normative research methods.

**COMM 634 – Social Media, Culture, and Society.**

Credits: 3

This course provides a broad introduction to the empirical and theoretical study of social media. In this course, we will explore how is the rise of social media affecting our identities, interactions, organizations and society. This course will be based around a selection of empirical studies from the social media literature. Students will learn how scholars are approaching social media empirically, and upon completion they will be able to apply the knowledge gained to their own research projects.

**COMM 637 - Critical Pedagogy and Communication.**

Credits: 3

This course examines how social norms are communicated and reinforced the classroom. The class examines theoretical and practical questions associated with inclusive, multicultural and emancipatory teaching and learning practices.

**COMM 650 – Special Topics in Communication and Culture.**

Credits: 3

This seminar addresses specialized topics in communication and culture. Topics will vary on the basis of the instructor's area of expertise, and may include topics such as performance methodology, rhetoric and diversity, semiotics, intercultural communication, communication ethics, and other courses in communication and culture.

**COMM 651 – Storytelling.**

Credits: 3

This course examines the way we understand and make sense of the world. Students will examine narrative theory and storytelling across a number of disciplines in order to understand how stories build community, commemorate history, transmit cultural knowledge, and shape identity. The course will include traditional, contemporary, and mediated forms and functions of narrative.

**COMM 670 - Special Topics in Instructional Communication.**

Credits: 3

This seminar focuses on a number of factors that impact teaching and learning in educational settings. Course topics may include instructional applications of technology, teacher immediacy, communication apprehension, source credibility and message construction, assessment and curricula design, and other topics associated with communication education.

**Business Emphasis**

*Choose 18 hours (6 courses) from the options below.*

**COMM 603 – Quantitative Research Methods in Communication.**

Credits: 3

Students will be introduced to basic issues of research design, methodology, and statistical analyses. This course will emphasize the scientific approach to understanding how research methods apply to areas of communication research. The course is designed to develop the tools a student will utilize in one's career as a communication practitioner or a researcher. Students will find that many of these tools will apply to their daily lives.

**COMM 607 - Teaching Communication.**

Credits: 3

This course emphasizes best practices for teaching communication with emphasis on basic courses in public speaking, radio/television, and journalism. The course will introduce students to the practical issues of creating a communication syllabus, course management, delivery methods (lecture, discussions, etc.), assessment, and handling communication with students. The course will also examine theoretical issues about pedagogy, including teaching philosophies, learning styles, and teaching styles and strategies, as well as the legal and ethical issues of teaching at the college level.

**COMM 614 - Problematic Workplace Communication.**

Credits: 3

This course provides a review of the research and applied approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations.

**COMM 617 - Instructional Communication.**

Credits: 3

This seminar will focus on research related to communication practices in educational settings. Students will engage in research practices to understand communication concepts related to teacher and student behaviors, learning, instructional processes, instructional technology, and instructional communication theory building.

**COMM 620 - Special Topics in Organizational Communication.**

Credits: 3

This seminar centers on practical concepts related to communication in organizations. Course topics may include training and development, assimilation, innovation, identity and stigma in organizations, work life-family balance, power in organizational setting or other topics in organizational communication.

**COMM 621 - Strategic Communication.**

Credits: 3

This course examines research methods and theories to understand, plan, implement, and assess public relations strategies. The course addresses a variety of topics, including digital media, web monitoring, and social media analytics, reputation management, and/or working with the media.

**COMM 623 - Leadership and Communication.**

Credits: 3

This course covers leadership theory and practice in a variety of contexts. In addition to principles of leadership, the course will examine different leadership approaches, the relationship between culture and leadership, leadership and ethics, and leadership and diversity.

**COMM 630 – Special Topics in Mass Communication (Business topics only).** Credits: 3

This course addresses specialized topics within Mass Communication. Topics will vary on the basis of the instructor's area of expertise, and may include documentary film, new technologies, integrated marketing, and other courses in mass communication.

**COMM 631 - Organizational Advocacy.**

Credits: 3

This seminar investigates how organizations reinforce particular organizational values and goals, generate collective identities, and motivate others to work to influence public attitudes.

**COMM 637 - Critical Pedagogy and Communication.**

Credits: 3

This course examines how social norms are communicated and reinforced the classroom. The class examines theoretical and practical questions associated with inclusive, multicultural and emancipatory

teaching and learning practices.

**COMM 670 - Special Topics in Instructional Communication.** Credits: 3

This seminar focuses on a number of factors that impact teaching and learning in educational settings. Course topics may include instructional applications of technology, teacher immediacy, communication apprehension, source credibility and message construction, assessment and curricula design, and other topics associated with communication education.

**Career & Technical Education: Marketing**

*Choose 18 hours (6 courses) from the options below.*

**COMM 603 – Quantitative Research Methods in Communication.** Credits: 3

Students will be introduced to basic issues of research design, methodology, and statistical analyses. This course will emphasize the scientific approach to understanding how research methods apply to areas of communication research. The course is designed to develop the tools a student will utilize in one's career as a communication practitioner or a researcher. Students will find that many of these tools will apply to their daily lives.

**COMM 604 - Contemporary Rhetorical Criticism.** Credits: 3

This course is a graduate seminar in the practice of rhetorical criticism. Rhetorical criticism examines the process of how we communicate with symbols and the various techniques used by rhetors. Students analyze how symbolic artifacts (films, speeches, images, words, performances, and “discourse” in general) act on people. That is, how does a text inform, entertain, arouse, or persuade an audience? Students explore various rhetorical theories and methods, including neo-Aristotelian, ideological, narrative, generic, metaphoric, and feminist approaches.

**COMM 607 - Teaching Communication.** Credits: 3

This course emphasizes best practices for teaching communication with emphasis on basic courses in public speaking, radio/television, and journalism. The course will introduce students to the practical issues of creating a communication syllabus, course management, delivery methods (lecture, discussions, etc.), assessment, and handling communication with students. The course will also examine theoretical issues about pedagogy, including teaching philosophies, learning styles, and teaching styles and strategies, as well as the legal and ethical issues of teaching at the college level.

**COMM 613 – Political Communication.** Credits: 3

Political communication incorporates the creation, distribution, control, use, and effects of information as a political resource. Students will explore such topics as the role of journalists and news organizations in the political system, the development and effectiveness of communication strategies in political campaigns, communication patterns and issues in international relations, and the function of communication in the politics of modern societies. Special attention will be given to the relationship between political communication and civic discourse.

**COMM 617 - Instructional Communication.** Credits: 3

This seminar will focus on research related to communication practices in educational settings. Students will engage in research practices to understand communication concepts related to teacher and student behaviors, learning, instructional processes, instructional technology, and instructional communication theory building.



**COMM 621: Strategic Communication.**

Credits: 3

This course examines research methods and theories to understand, plan, implement, and assess public relations strategies. The course addresses a variety of topics, including digital media, web monitoring, and social media analytics, reputation management, and/or working with the media.

**COMM 624 – Nonprofit and Association Communication.**

Credits: 3

This course explores communication in nonprofit organizations, institutions, foundations, and associations. After addressing the historical foundations and implicit ideology of the nonprofit sector in the U.S., the course examines nonprofit organizations and concludes with a survey of essential communication tasks - marketing, working with volunteers, fundraising, grant writing, capacity building, and education and community outreach.

**COMM 628 - Crisis Communication.**

Credits: 3

This course will examine several lines of research from multiple disciplines that influence communication during disasters, crises, and emergencies. This course may explore crisis communication from an organizational and/or public relations perspective; risk perception and communication; the role of social media and emerging technologies in disasters and emergencies; media coverage of disasters; and communication and recovery, resilience, antifragility, and growth.

**COMM 630 – Special Topics in Mass Communication (Marketing topics only).** Credits: 3

This course addresses specialized topics within Mass Communication. Topics will vary on the basis of the instructor's area of expertise, and may include documentary film, new technologies, integrated marketing, and other courses in mass communication.

**COMM 631 - Organizational Advocacy.**

Credits: 3

This seminar investigates how organizations reinforce particular organizational values and goals, generate collective identities, and motivate others to work to influence public attitudes.

**COMM 633 – Media Ethics.**

Credits: 3

This course explores the theoretical and philosophical perspectives of media ethics. Students examine current debates and issues that media ethics researchers are investigating. Students are also introduced to the theory, skills and practice of normative research methods.

**COMM 637 - Critical Pedagogy and Communication.**

Credits: 3

This course examines how social norms are communicated and reinforced the classroom. The class examines theoretical and practical questions associated with inclusive, multicultural and emancipatory teaching and learning practices.

**COMM 651 – Storytelling.**

Credits: 3

This course examines the way we understand and make sense of the world. Students will examine narrative theory and storytelling across a number of disciplines in order to understand how stories build community, commemorate history, transmit cultural knowledge, and shape identity. The course will include traditional, contemporary, and mediated forms and functions of narrative.

**COMM 670 - Special Topics in Instructional Communication.**

Credits: 3

This seminar focuses on a number of factors that impact teaching and learning in educational settings. Course topics may include instructional applications of technology, teacher immediacy, communication apprehension, source credibility and message construction, assessment and curricula design, and other topics associated with communication education.

**Journalism**

*Choose 18 hours (6 courses) from the options below.*

**COMM 607 - Teaching Communication.**

Credits: 3

This course emphasizes best practices for teaching communication with emphasis on basic courses in public speaking, radio/television, and journalism. The course will introduce students to the practical issues of creating a communication syllabus, course management, delivery methods (lecture, discussions, etc.), assessment, and handling communication with students. The course will also examine theoretical issues about pedagogy, including teaching philosophies, learning styles, and teaching styles and strategies, as well as the legal and ethical issues of teaching at the college level.

**COMM 617 - Instructional Communication.**

Credits: 3

This seminar will focus on research related to communication practices in educational settings. Students will engage in research practices to understand communication concepts related to teacher and student behaviors, learning, instructional processes, instructional technology, and instructional communication theory building.

**COMM 613 – Political Communication.**

Credits: 3

Political communication incorporates the creation, distribution, control, use, and effects of information as a political resource. Students will explore such topics as the role of journalists and news organizations in the political system, the development and effectiveness of communication strategies in political campaigns, communication patterns and issues in international relations, and the function of communication in the politics of modern societies. Special attention will be given to the relationship between political communication and civic discourse.

**COMM 622 – Digital Communication and Culture.**

Credits 3

A case-based approach in which students learn to solve problems of media-related organizations as they adapt to changes in technologies and production. Topics in this course will deal with social-networking technologies, technological power structures inherent in organizations, blogging, electronic reporting, and technology as a mechanism for international organizational functioning.

**COMM 625 – History of Mass Media.**

Credits: 3

This course surveys the history of mass media including the evolution of media technologies, uses and practices of media dissemination, and historical effects of media on society.

**COMM 630 – Special Topics in Mass Communication.**

Credits: 3

This course addresses specialized topics within Mass Communication. Topics will vary on the basis of the instructor's area of expertise, and may include documentary film, new technologies, integrated marketing, and other courses in mass communication.

**COMM 632 – Media Aesthetics.**

Credits: 3

A study of the elements, techniques, and practices in the creation of visualization and sound for television, video, and film. This course will examine how media elements, or the lack of, create the intended and unintended impact on an audience.

**COMM 633 – Media Ethics.**

Credits: 3

This course explores the theoretical and philosophical perspectives of media ethics. Students examine current debates and issues that media ethics researchers are investigating. Students are also introduced to the theory, skills and practice of normative research methods.

**COMM 634 – Social Media, Culture, and Society.**

Credits: 3

This course provides a broad introduction to the empirical and theoretical study of social media. In this course, we will explore how is the rise of social media affecting our identities, interactions, organizations and society. This course will be based around a selection of empirical studies from the social media literature. Students will learn how scholars are approaching social media empirically, and upon completion they will be able to apply the knowledge gained to their own research projects.

**COMM 637 - Critical Pedagogy and Communication.**

Credits: 3

This course examines how social norms are communicated and reinforced the classroom. The class examines theoretical and practical questions associated with inclusive, multicultural and emancipatory teaching and learning practices.

**COMM 651 – Storytelling.**

Credits: 3

This course examines the way we understand and make sense of the world. Students will examine narrative theory and storytelling across a number of disciplines in order to understand how stories build community, commemorate history, transmit cultural knowledge, and shape identity. The course will include traditional, contemporary, and mediated forms and functions of narrative.

**COMM 670 - Special Topics in Instructional Communication.**

Credits: 3

This seminar focuses on a number of factors that impact teaching and learning in educational settings. Course topics may include instructional applications of technology, teacher immediacy, communication apprehension, source credibility and message construction, assessment and curricula design, and other topics associated with communication education.

**MSE in Curriculum & Instruction; Early Childhood Leadership****24 hours; Contact person: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)****Delivery: Online asynchronous**

\*leads to national director credential for early childhood administrators

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**EDUC 590 – Aim4Excellence 1-3\***

Credits:3

Requires completion of Aim4Excellence Modules 1, 2, and 3

**EDUC 623- Advanced Early Childhood Education**

Credits:3

This course examines current theories of education and development for children ages birth to 8 years. In-depth analysis, integration of research findings, and current trends in Early Childhood Education will be discussed.

**EDUC 590- Aim4Excellence 4-6\***

Credits:3

Requires completion of Aim4Excellence Modules 4, 5, and 6.

**EDUC 590 – Aim4Excellence 7-10\***

Credits:3

Requires completion of Aim4Excellence Modules 7, 8, and 9.

**EDUC 612- Curriculum Theory**

Credits:3

Study of a contemporary topic or innovative development in education. Examines the philosophical and societal underpinnings of the development of curriculum theories and practices in education. This course analyzes curriculum issues relevant to teaching in contemporary schools.

**EDUC 540- Foundational Aspects of Reading Instruction and Current Trends in Reading** Credits: 3

This course examines the theoretical and research foundations for reading. This course will explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction.

**EDUC 508- Teaching Foundational Reading Skills**

Credits: 3

Emphasizes the knowledge and skills necessary for teaching the foundational reading skills, including phonemic awareness, phonics, and fluency.

**MSE in Curriculum & Instruction; Early Childhood****24 hours; Contact person: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)****Delivery: Online asynchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between

professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**EDUC 540- Foundational Aspects of Reading Instruction and Current Trends in Reading** Credits: 3

This course examines the theoretical and research foundations for reading. This course will explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction.

**EDUC 623- Advanced Early Childhood Education**

Credits:3

This course examines current theories of education and development for children ages birth to 8 years. In-depth analysis, integration of research findings, and current trends in Early Childhood Education will be discussed.

**EDUC 508- Teaching Foundational Reading Skills**

Credits: 3

Emphasizes the knowledge and skills necessary for teaching the foundational reading skills, including phonemic awareness, phonics, and fluency.

**P-3 Mathematics-**

Credits: 3

This course will explore strategies for teaching mathematical concepts in early childhood.

**EDUC 612- Curriculum Theory**

Credits:3

Study of a contemporary topic or innovative development in education. Examines the philosophical and societal underpinnings of the development of curriculum theories and practices in education. This course analyzes curriculum issues relevant to teaching in contemporary schools.

**EDUC 542- Comprehension and Analysis of Text**

Credits: 3

This course explores strategies on using vocabulary and academic language in literature. Emphasis on strategies of comprehension and analysis of informational, persuasive, and literary texts will be examined.

**MSE in Curriculum & Instruction; Elementary Education**  
**24 hours; Contact persons: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)**  
**Delivery: Online asynchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**EDUC 540- Foundational Aspects of Reading Instruction and Current Trends in Reading** Credits: 3

This course examines the theoretical and research foundations for reading. This course will explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction.

**EDUC 567- Project-based Learning Using Digital Literacies**

Credits: 3

Focuses on the process of using the digital literacies to connect learners with remote resources as primary or secondary means of learning. Examines the systematic design and development of digital learning environments (e.g., video, computer, and Internet-based delivery systems) for the eLearning environment. Students plan and design instructional sequences and apply digital learning techniques. The evolving roles of technology, faculty, and learners are discussed. The course will be taught using the technologies demonstrated for class.

**EDUC 641- Literacy Programs in the Classroom**

Credits: 3

This course examines literacy-rich classroom environments, including integration of writing in classrooms, diversity, and technology integration. Professional learning and leadership in reading will be explored.

**EDUC 642- Interdisciplinary Processes in Mathematics and Science** Credits: 3

A study of curricular themes and instructional methods in mathematics and science for elementary teachers. Strategies for integration and accompanying materials will be examined. Interdisciplinary activities will be developed.

**EDUC 612- Curriculum Theory**

Credits:3

Study of a contemporary topic or innovative development in education. Examines the philosophical and societal underpinnings of the development of curriculum theories and practices in education. This course analyzes curriculum issues relevant to teaching in contemporary schools.

**Choose 1 of the following courses:**

**Elementary Math**

Credits: 3

This course will explore strategies for teaching mathematical concepts in elementary.

**HIST 539: History of Indiana**

Credits: 3

A survey of the history of Indiana from early to modern times.

**MSE in Curriculum and Instruction; Elementary Mathematics**  
**24 hours; Contact persons: [Dr. Rick Hudson](#) & [Dr. Doris Mohr](#)**  
**Delivery: Online asynchronous and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**MATH 651- Teaching and Learning Number & Operations**

Credits: 3

This course is designed to deepen the understanding of number systems, place value, multi-digit arithmetic, non-standard algorithms, and multiplicative arithmetic including factors and multiples.

**MATH 652- Teaching and Learning Rational Numbers & Proportional Reasoning**

Credits: 3

This course is designed to deepen the understanding of rational numbers, operations with rational numbers, and different representations of proportional relationships.

**MATH 653- Teaching and Learning Algebraic Reasoning**

Credits: 3

This course is designed to deepen the understanding of properties, order of operations, equations and inequalities, functions and their various representations, as well as the use of models to represent real-world problems.

**MATH 654- Teaching and Learning Geometry & Measurement**

Credits: 3

This course is designed to deepen the understanding of two- and three-dimensional objects; composition, decomposition, and transformations of geometric figures; congruence and similarity; geometric measurement and proof.

**STAT 655- Teaching and Learning Data Analysis**

Credits: 3

This course is designed to deepen the understanding of the statistical investigative process, the nature and use of data, variation in data, representations of data, both univariate and bivariate data, as well as the basic concepts of probability.

### **MATH 661- Mathematics Teacher Leadership**

Credits: 3

This course is designed to provide leadership knowledge and skills to prepare individuals to:

- 1) Take an active role in their own professional growth
- 2) Engage in and facilitate continuous and collaborative learning that draws on research in mathematics education
- 3) Plan, develop, implement, and evaluate professional development programs
- 4) Evaluate educational structures and policies that affect students' equitable access to high quality mathematics learning
- 5) Use mathematics-focused instructional leadership skills to improve mathematics programs

### **MSE in Curriculum & Instruction; Secondary English Teaching**

**24 hours; Contact persons: [Dr. Charles Conaway](#)**

**Delivery: Online asynchronous and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

This is an online program. All English classes meet synchronously, via Zoom on either Monday or Tuesday evenings. All English courses are taught by full-time tenured or tenure-track faculty in the English Department with expertise in the specific subject area of the course.

### **EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

### **EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

### **English Core Classes (9 hours)**

ENG 512 – Advanced Academic Composition. Credits: 3 (REQUIRED)

In order to improve students' upper division and graduate level writing across the disciplines and strengthen connections between reading and writing, the Advanced Academic Writing course will engage students with composing in scholarly genres that require effective application of rhetoric and writing studies approaches to original research and analysis; integrating, citing, and documenting sources; and synthesizing information with a view toward publication in professional, academic outlets in students' areas of



disciplinary focus. This course is cross listed with PRFS 412: Advanced Academic Writing and LBST: 512: Advanced Academic Writing.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Second bi-term of every Fall semester. Fall (2) 2022, Fall (2) 2023, Fall (2) 2024, Fall (2) 2025, Fall (2) 2026, Fall (2) 2027

ENG 644 – Literature: Theory and Pedagogy in Higher Ed. Credits 3 (REQUIRED)

ENG 644 reviews a variety of theoretical approaches to the study of literary texts – theories that may include but are not limited to a New Critical-like focus on literary form, Structuralism, Post-Structuralism, Psychoanalysis, Marxism, Feminism, New Historicism, Culture Studies, Queer Theory, Post-Colonialism, Disability Studies, and Ecocriticism. Akin to a professional seminar, the focus of the course is on the college-level reading and teaching of literature. Course readings and conversations foreground the importance of theoretical perspectives and the development of critical reading, thinking, and writing skills that are appropriate to the study of literature in dual-credit and university classrooms.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, and Summer semesters. Summer 2022, Spring 2024, Spring 2026, Spring 2028

ENG 646 – Composition: Theory and Pedagogy in Higher Ed. Credits: 3 (REQUIRED)

ENG 646 reviews conversations, foundations, and movements in the discipline to understand the theory of composition - what composition is and does, or what it *should* be and *should* do. Akin to a professional seminar, the course focuses on teaching college-level composition. Course readings and conversations foreground the importance of writing in all fields of education and its indisputable use for all postsecondary students. Topics include an historical overview of rhetoric and writing instruction, theories that underlie specific pedagogical approaches to teaching composition, strategies for teaching writing as a process, assessing and responding to writing, including peer-review methods, the role of grammar in improving writing, and developing curricula for student-centered learning outcomes.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Every other Summer semester. Summer II 2023, Summer 2025, Summer 2027

**Additional English Classes (9 hours)**

Choose three courses (9 credit hours) from the following:

**American Literature**

ENG 632 – American Literature to the Civil War. Credits: 3

This course will contribute to the breadth and depth of student understanding of American literature and history from the European Colonization of North America to the middle of the Nineteenth Century. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Spring 2025

ENG 634 – American Literature from the Civil War to the Present. Credits: 3

This course will contribute to the breadth and depth of student understanding of American literature and history from the middle of the Nineteenth Century to the present. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Summer 2023

ENG 636 – Multiethnic American Literature. Credits: 3

This course will contribute to the breadth and depth of student understanding of Multiethnic American literatures, including but not limited to African American, Asian American, Native, and Latinx literatures. Readings may span the entire history of American literature or may focus on one or two distinct moments from American literary history. The course may also be organized by important topics in Multiethnic American literatures and may examine canonical and non-canonical authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Summer 2026

## British Literature

ENG 624 – British Literature of the Middle Ages. Credits: 3

This course will contribute to the breadth and depth of student understanding of British literature and history of the early, middle, and late Middle Ages, a period running approximately from 500 CE to 1500 CE. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Fall 2022, Spring 2027

ENG 626 – British Literature of the Early Modern Period. Credits: 3

This course will contribute to the breadth and depth of student understanding of British literature and history of the Early Modern Era, a period running approximately from 1485-1660. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Summer 2024

ENG 628 – British Literature of the 18th and 19th Centuries. Credits: 3

This course will contribute to the breadth and depth of student understanding of British literature and history of the eighteenth and nineteenth centuries. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Fall 2025

## World Literature

ENG 672 – World Literature. Credits: 3

This course will contribute to the breadth and depth of student understanding of World literature in a variety of historical contexts. It will achieve these goals by considering important topics and/or major authors. Topics may vary. (3 credit hours)

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Summer 2025

ENG 67X – New Course in World Literature. Credits: 3

No course description is currently available

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Fall 2023, Spring 2027

**Writing Studies**

ENG 617 – Professional and Technical Writing. Credits: 3

This course will contribute to the breadth and depth of student understanding of the theory and practice of professional writing. It will achieve these goals by engaging students in a recursive process of reading, analyzing, discussing, composing, revising, and polishing a specialized discourse for expert audiences. Topics may vary. (3 credit hours)

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Fall 2024, Summer 2027

ENG 618 – Public Digital Rhetorics. Credits: 3

This course examines the relationships between selected digital rhetorics, their professional and social applications, their theoretical foundations, and their effects on our everyday lives. Our shift from primarily print-based, textual media to primarily electronic, verbal-visual hybrids signals changes underlying our culture and expansions of how we innovate and recreate that surpass mere technological advances. Composing and engaging with digital rhetorics comprises an increasing portion of our public and private lives. Public digital rhetorics reconceptualize notions of what constitutes authority and authorship and what defines audience / readership, contests public and private boundaries, and revises hierarchical, linear, monologic patterns of thinking.

Composing, reading, and interacting with blogs, vlogs, fanzines, newsgroups, homepages, informational and literary hypertexts, Facebook, LinkedIn, Twitter feeds, and wikis changes not only how we communicate and relate with people, but also *how we think*.

**Prerequisites:**

Admission to MAE program or consent of the Instructor and the Director of the MAE program.

**Offered:**

Fall, Spring, or Summer semesters. Spring 2023, Summer 2026

**Advanced Theory**

ENG 612 – Rhetorical Theory. Credits: 3

ENG 612 explores the topics in Rhetoric that have significantly contributed to current and ongoing research in such areas as Rhetoric and Science, Media, Social Movements, Identity Politics, Marxism, and the Environment. The course encourages students to make sense of their personal, professional, and civic worlds by examining various perspectives on key topic(s) of rhetorical theory.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Summer (2) 2022

ENG 615 – The History of Rhetoric. Credits: 3

ENG 615 provides a historical foundation for rhetoric and composition studies by concentrating on a specific era or set of eras in the history of rhetoric, such as the Classical Era, the Medieval Period to the Enlightenment, or the Nineteenth and Twentieth Centuries. The course examines important definitions and discussions concerning the nature and purpose of rhetoric and philosophical, poetic, psychological, and social relations and implications of rhetoric in the given historical period. Attention is also paid to the era's implications for rhetoric in the twenty-first century. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Spring 2025

ENG 652 – English Language and Linguistics. Credits: 3

Linguistics may be defined as the study of language and its structure. In this course, students will become familiar with major subfields of linguistics while studying the structure of the English language. Major topics may include the sound patterns of English, word formation, syntactic structure, meaning, and the history of English. Students will analyze the role of standard and non-standard language varieties in their communities, institutions, and society. 3 credits.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE program.

**Offered**

Fall, Spring, or Summer semesters. Spring 2024

ENG 679 – Studies in Literary Theory. Credits: 3

ENG 679 is an elective course within the MAE, designed to provide students with an opportunity to research, discuss, and write at an advanced level about an area of literary theory. The specific topic will vary from semester to semester, but all of the topics will be of current importance in English Studies, and all will incorporate both the exploration and the application of theoretical perspectives.

**Repeatability:**

Repeatable for up to six hours with change of topics.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE.

**Offered**

Fall, Spring, or Summer semesters. Fall 2026

**Electives**

ENG 599 – Seminar in Language and Literature. Credits: 3

ENG 599 is an elective course in the MAE, designed to provide students with an opportunity to research, discuss, and write about a special topic in English Studies not typically covered in other MAE courses. The specific topic will vary from semester to semester, but all of the topics will be of current importance in English Studies.

**Repeatability:**

Repeatable for up to six hours with change of topics.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE.

**Offered**

Fall, Spring, or Summer semesters. Fall 2027

ENG 609 – Workshop in Creative Writing. Credits: 3

ENG 609 is an elective course in the MAE program, designed to provide students with the opportunity to craft various creative works and cultivate a sense of writerly inquiry and

precision. The specific topic—including poetry, prose fiction, and creative nonfiction—will vary from semester to semester.

**Repeatability:**

Repeatable for up to six hours with change of topic.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE.

**Offered**

Fall, Spring, or Summer semesters. Summer 2024

ENG 674 – Women Writers. Credits: 3

This course will contribute to the breadth and depth of student understanding of the literary texts and cultural environments of women writers around the world and from various historical eras. It will achieve these goals by considering significant themes and/or periods of literature as frames to focus the study of women writers and their works. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE.

**Offered**

Fall, Spring, or Summer semesters. Spring 2023

ENG 676 – Contemporary Literature. Credits: 3

This course acquaints students with major authors and trends in current fiction, non-fiction, or poetry. This course will contribute to the breadth and depth of student understanding of contemporary literature and its critical and theoretical contexts. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

**Prerequisites:**

Admission to the MAE program or consent of the Instructor and Director of the MAE.

**Offered**

Fall, Spring, or Summer semesters. Spring 2026

**MSE in Curriculum & Instruction; Secondary History Teaching**

**24 credits: Contact person: [Dr. Tamara Hunt](#)**

**Delivery: Online asynchronous and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

*\*\*Course options are available and can be selected with consultation from the director.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same

students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**Choose 6 of the following courses:**

**HIST 500: Special Studies in History**

Credits: 3

Historical studies offered in conjunction with special activities and events such as seminars, conferences, fieldwork, and research. 1 to 3 credit hours. Prerequisite: Admission to Graduate Studies

**HIST 501: History and Historians**

Credits: 3

Introduces graduate students to trends in modern historiography and is designed to make students aware of the dynamic nature of scholarship within (and outside) the discipline. 3 credit hours. Prerequisite: Admission to Graduate Studies

**HIST 510: Topics in World History**

Credits: 3

An intensive examination of a theme or topic in world history. Course will require substantial reading and discussion as well as in-depth analysis of historical approaches to the given topic. May be repeated with different topic. 3 credit hours. Prerequisite: Admission to Graduate Studies.

**HIST 519: Communal Societies in America**

Credits: 3

A study of the principles, practices, historical development, and contributions of communal societies in America from 1663 to the present. Emphasis on Shakers, Harmony Society, Mormons, Owenites, Brook Farm, Oneida, Hutterities, Theosophists, and recent communitarians. 3 credit hours. Prerequisite: Admission to Graduate Studies.

**HIST 520: Topics in European History**

Credits: 3

An intensive examination of a theme or topic in European history. Course will require substantial reading and discussion as well as in-depth analysis of historical approaches to the given topic. May be repeated with different topic. 3 credit hours. Prerequisite: Admission to Graduate Studies. • Examples of course topics: Europe in the Enlightenment, Nineteenth-century Europe, Revolutions

**HIST 530: Topics in American History**

Credits: 3

An intensive examination of a theme or topic in American history. Course will require substantial reading and discussion as well as in-depth analysis of historical approaches to the given topic. May be repeated with different topic. 3 credit hours. Prerequisite: Admission to Graduate Studies. • Examples of course topics: Press & Politics in 19th-Century America, Populism and Progressivism, The Civil Rights Movement, The Vietnam War

**HIST 539: History of Indiana**

Credits: 3

A survey of the history of Indiana from early to modern times.

**HIST 589: Graduate Teaching Seminar**

Credits: 3

Students will engage with emerging theories on approaches to teaching historical thinking and investigate practical examples employed by experienced teachers while focusing on the selected course topic. Students will participate in rigorous dialogue with their classmates to unpack these theories and practices



and then apply what they have learned in a Unit Plan that can be implemented into an existing course. 3 credit hours. Repeatable once with topic change. Prerequisite: Admission to Graduate Studies. • Example of course topic: Teaching Race, Gender, and Civil Rights

**HIST 599: Graduate Seminar in History**

Credits: 3

A graduate research course in selected fields of History. Repeatable with topic change. 3 credit hours. Prerequisite: Admission to Graduate Studies. • Example of course topics: World War I, Social History of Murder, Social History of Ghosts, The Black Death

**HIST 604: The American West**

Credits: 3

Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier experience, regionalism, and cultural diversity. Writings, films, photographs, music, and art will be basic course materials. Interpretations of major historians will be considered. 3 credit hours. Prerequisite: Admission to Graduate Studies.

**HIST 620: New Directions in History (currently pending approval)** Credits: 3

This course focuses specific issues in the ever-changing theory and practice of history. This course is repeatable with topic change. 3 credit hours. Prerequisite: Admission to Graduate Studies. • Examples of course topics: Digital media's impact on the production and consumption of history; reinterpreting the past events in light of current issues; using alternative sources (e.g. music, material culture) to interpret the past.

**MSE in Curriculum & Instruction; Kinesiology, Sport, and Health**

**24 hours; Contact person: [Dr. Renee Frimming](#)**

**Delivery: Online asynchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**SPTM 690- Special Topics in Sport Management**

Credits: 3

This course presents an in-depth study of selected topics of current interest and importance in sport management and administration. Topics may include the following: fitness management, facilities management, public relations in Sport, sales management and techniques, entrepreneurship, event management, applied market research or consulting projects, sponsorship creation, management and valuation, college athletic administration, brand management.

**SPTM 652- Sport Budgets and Fiscal Practices**

Credits: 3

The course examines basic financial and managerial accounting concepts including sources of revenue for financing, principles of budgeting, spreadsheet utilization, and financial management of sport facilities. Additional topics include fundraising principles and methods, economic impact principles and their application to sport venues and events, within intercollegiate, interscholastic, health and fitness facilities, stadiums, and arenas.

**EXSC 588- Program Design for Diverse Populations**

Credits: 3

This course provides exercise recommendations for both healthy adults and those living with a wide range of special diseases and disabilities. Students will utilize the American College of Sports Medicine's risk stratification model to classify an individual's risk for a cardiovascular-related event during the performance of exercise. This course will employ the Exercise is Medicine Model as it relates to the positive-impact exercise can have on the prevention, management, and reduction of disease. Students will utilize the ACSM's recommendations and modifications for the assessment and exercise prescription of a wide range of populations.

**SPTM 653- Sport Law**

Credits: 3

This course will provide students with a basic understanding of the legal system and legal issue pertinent to the supervision, management, and business operations in sport and recreation settings. Topics to be discussed include, but are not limited to negligence, torts, risk management, athlete/agent relationship and governmental compliance.

**EXSC 601- Physical Training for Optimal Performance**

Credits: 3

The course provides practical strategies and theoretical framework for application regarding the results of physical training in various internal and environmental conditions, for youth, young adults, and athletes. The basis for training under certain nutritional, psychological, and physical regiments will be described and evaluated.

**PET 502- Controversial Issues in Health Education**

Credits: 3

This course is designed to investigate current controversial topics in health education, which includes sexuality, obesity, death and dying, and other issues in health education. Unit plans for teaching will be developed. Students may be required to fulfill a field experience.

**MSE in Curriculum & Instruction; Reading****24 hours; Contact person: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)****Delivery: Online asynchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**EDUC 540- Foundational Aspects of Reading Instruction and Current Trends in Reading** Credits: 3

This course examines the theoretical and research foundations for reading. This course will explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction.

**EDUC 542- Comprehension and Analysis of Text**

Credits: 3

This course explores strategies for using vocabulary and academic language in literature. Emphasis on strategies of comprehension and analysis of informational, persuasive, and literacy texts will be examined.

**EDUC 555- Diagnostic Teaching of Reading and Addressing Reading Difficulties** Credits: 3

Emphasizes the foundations of reading assessment. A variety of formal and informal assessment measures are studied for their assessment and instructional value. Appropriate reading interventions and supports will be explored, including addressing students with exceptional needs with reading difficulties.

**EDUC 508- Teaching Foundational Reading Skills** Credits: 3

Emphasizes the knowledge and skills necessary for teaching the foundational reading skills, including phonemic awareness, phonics, and fluency.

**EDUC 607- Practicum in Reading Difficulties, Dyslexia, and Exceptional Needs** Credits: 3

A field-based course to examine reading instruction. Dyslexia screeners, reading interventions, Orton Gillingham, and other interventions will be used to address reading difficulties in the classroom. Students with IEPs and ILPs will also be examined.

**EDUC 641- Literacy Programs in the Classroom**

Credits: 3

This course examines literacy-rich classroom environments, including integration of writing in classrooms, diversity, and technology integration. Professional learning and leadership in reading will be explored.

**MSE in Curriculum & Instruction; Teachers of English Learners****24 credits: Contact person: [Dr. Jessica Garcés Jensen](#)****Delivery: Online asynchronous and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between

professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**WLC 523 - Teaching English to Speakers of Other Languages**

Credits: 6

An intensive certificate program that prepares students and professionals to teach English to Speakers of Other Languages.

**WLC 611 Second Language Acquisition**

Credits: 3

A study of theories, fundamentals, and practices of second language acquisition, with a special emphasis on child language acquisition, bilingualism, ACTFL standards, and theoretical approaches to language learning from behaviorism to emergentism. This course is a requirement for the MASPC.

**WLC 613 Language Assessment**

Credits: 3

Examines theory, research, and practice of various forms of assessment in the L2 classroom.

**WLC 522 Cultural Awareness Training**

Credits: 3

A practical study of citizenship and professionalism in multicultural and multilingual environments. The course focuses on managing the challenges that cultural and linguistic diversity present to both organizations and individuals.

The course is required for the completion of the Cultural Awareness Training Certificate.

**WLC 660- Practicum, Internship, Instructional Support in Second Language Acquisition, Policy, and Culture** Credits: 3

An opportunity for job-related experiences in the area of second language acquisition, policy, and culture.

**MSE in Curriculum & Instruction; Teacher Leadership**  
**24 hours; Contact person: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)**  
**Delivery: Online asynchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 523- Collaborative Partnerships**

Credits:3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving.

**EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and

American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

**EDUC 612- Curriculum Theory**

Credits:3

Study of a contemporary topic or innovative development in education. Examines the philosophical and societal underpinnings of the development of curriculum theories and practices in education. This course analyzes curriculum issues relevant to teaching in contemporary schools.

**EDUC 651- Instructional Internship**

Credits: 3

Engages in the professional role of educator in an appropriate classroom placement. Investigates classroom instruction in a diversity of settings.

**EDUC 683 - School Improvement Models and Processes**

Credits: 3

An exploration of theory and practice related to school improvement. The course includes a focus on school culture, stakeholder communication, and data-driven efforts that constitute models for improving schools as educational organizations.

**EDUC 684 - Ethical and Legal Issues in Education**

Credits: 3

This course provides an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, personnel, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

**EDUC 685 - Curriculum and Learning for Educational Leaders**

Credits: 3

Identifies common themes in curricular development that apply across all levels. Examines curriculum and learning in relation to student achievement, school improvement, and educational leadership.

**EDUC 686 - Management of Human Resources in the Principalship**

Credits: 3

An introduction to human resource management with a special emphasis on building-level employment dynamics, creating a positive workplace culture, effectively attending to personnel issues, and keeping a school focused on student learning.

**MSE in Curriculum & Instruction; Special Education**

**24 hours; Contact person: [Dr. Moriah Smothers](#) or [Dr. Tori Colson](#)**

**Delivery: Online asynchronous**

*\*may lead to add on license for exceptional needs: mild intervention*

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

**EDUC 508- Teaching Foundational Reading Skills**

Credits: 3

Emphasizes the knowledge and skills necessary for teaching the foundational reading skills, including phonemic awareness, phonics, and fluency.

**EDUC 511- Foundations and Legal Issues Related to Exceptional Needs**

Credits:3

This course will examine the legal foundations for the provision of special education services. This course will review contemporary legal findings prevalent in the field through class discussion of cases involving mediation, due process, and court decisions. Legal tenets that relate to differing opinions involving school personnel, state educational agencies, and parents will be thoroughly examined.

**EDUC 512- Assessing Students with Special Needs**

Credits:3

Explores the purpose(s) of assessment, selection of criteria, administration techniques, needs for accuracy in scoring, determination of validity of interpretation and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized.

**EDUC 513-Learning Strategies for Students with Exceptional Needs**

Credits:3

Examines teaching methods appropriate for students with exceptional needs. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction.

**EDUC 515- Management and Exceptionality: Environment, Social, and Behavioral** Credits:3

This course examines strategies for teaching appropriate social skills and behavioral intervention strategies including conflict resolution and crisis intervention. It includes a study of learning theory, experiential learning, role-playing, and relationships to behavioral intervention and assessment plans.

**EDUC 523- Collaborative Partnerships**

Credits:3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving.

**EDUC 518- Exceptional Needs Instructional Strategies II**

Credits:3

This course examines teaching methods appropriate for students with exceptional needs in the Early Adolescent and Young Adult categories. Emphasis is placed on all phases of the instructional process based on assessment of student needs, development plans, appropriate implementation and evaluation of effective instruction.

**EDUC 521Exceptional Needs: Practicum I (Elementary) or  
EDUC 522- Exceptional Needs: Practicum II (Secondary)**

Credits:3

Introduces observation, instruction and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for academic success.

**MSE in Curriculum & Instruction; World Languages and Cultures****24 credits: Contact person: [Dr. Jessica Garcés Jensen](#)****Delivery: Online asynchronous and synchronous**

*\*These 24 hours will be taken with MSE Curriculum and Instruction required courses: EDUC 601, and EDUC 699.*

*\*\*This concentration results in the completion of the Cultural Awareness Training certificate and will need a separate graduation application for Certificate.*

**Required courses****EDUC 523 - Collaborative Partnerships**

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same

students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem-solving. Field experiences required.

### **EDUC 604 - Equity Education**

Credits: 3

The purpose of this course is to examine interactions between social groups, including norms and values, and disparate educational goals. Students are introduced to theories relevant to equity in schooling and American society. Students will explore critical frameworks that focus on issues of race and ethnicity, language, gender, transnationalism, immigration, and cultural diversity in modern schools.

### **WLC 522 Cultural Awareness Training**

Credits: 3

A practical study of citizenship and professionalism in multicultural and multilingual environments. The course focuses on managing the challenges that cultural and linguistic diversity present to both organizations and individuals.

The course is required for the completion of the Cultural Awareness Training Certificate.

### **WLC 613 Language Assessment**

Credits: 3

Examines theory, research, and practice of various forms of assessment in the L2 classroom.

### **WLC 612 Language Teaching Technology**

Credits: 3

A study of technology in various language learning environments, beginning with general perspectives on second language acquisition, an historical overview of technology and language acquisition, and the integration of technology in second language settings.

### **WLC 611 Second Language Acquisition**

Credits: 3

A study of theories, fundamentals, and practices of second language acquisition, with a special emphasis on child language acquisition, bilingualism, ACTFL standards, and theoretical approaches to language learning from behaviorism to emergentism. This course is a requirement for the MASPC.

### **WLC 690 Special Topics**

Credits: 3

A course that deals with special topics in the field of second language acquisition, policy and/or culture.

### **Elective courses (Choose 1 from the list below)**

#### **COMM 615 - Communication and Popular Culture**

Credits: 3

This course explores the intersection between rhetoric and public culture. Traditionally, rhetoric scholarship has focused on the conception, composition, presentation, and reception of messages that tend to be persuasive in nature. Scholarship in cultural studies, on the other hand, has tended to analyze the production of meanings and how they relate to social practices. Drawing from the two fields, we will explore how different cultural texts and their meanings are produced, interpreted, and circulate. Specifically, we will investigate such issues as: ideology, hegemony, polysemy, discourse, text/context, rhetor/audience, publics, place/space, collective memory, narrative, and power. In addition, we will learn about the different research practices of rhetorical criticism and cultural ideas.

#### **COMM 616 - Seminar in Personal and Cultural Identity**

Credits: 3

This course examines the intersections between community and performance. After examining scholarly perspectives of performance and of community, we will explore the ways performance appears in our daily lives and in our community. When possible we will go into our community to observe and participate in these performances. By understanding the social and cultural contexts of performances, we become more attuned to our daily experiences and to the world that provides the social and cultural context for those experiences.

**COMM 620 - Special Topics in Organizational Communication** Credits: 3

This seminar centers on practical concepts related to communication in organizations. Course topics may include training and development, assimilation, innovation, identity and stigma in organizations, work life-family balance, power in organizational setting or other topics in organizational communication.