REQUIRED CORE: GRADUATE STUDY BLOCK (Two courses, 6 credits)
- *SRM 600 Introduction to Graduate Research (3)*
  Principles of research, design and analysis. Read and critique published research. Required of all first year graduate students except in those departments with substitutes. Taught every semester.
- *EED 600 Introduction to Graduate Studies: Issues, Trends, and Topics in English Education* (New Course) *(3)* to key contemporary issues in teaching and learning with an emphasis on English and Language Arts (ELA). Readings ask students to consider the educational consequences of different approaches to and the policies that shape teaching. As an introduction to the MAT in EED the course provides an overview of the issues related to the various concentrations, including special education, education of culturally and linguistically diverse learners, literacy learning, and teacher research. Students are guided as they frame both a personal framework for teaching and their own teaching identity.

REQUIRED ELECTIVES (Choose two from the following options, 6 credits)
- *ECLD 602 Teaching Culturally & Linguistically Diverse Learners (3)*
  This course will introduce teachers to the theoretical, practical, and legal aspects of the education of culturally and linguistically diverse learners.
- *EDSE 510 Foundations of Special Education (3)*
  This course is designed to provide the historical and legal foundations of special education and the educational implications for educators of students with exceptionalities.
- *ELIT 610 Literacy Teaching (3)*
  Study of foundations in literacy learning and teaching as reflected by current and historical trends in research, including theories and practices of teaching, learning and development, assessment, diversity, and literate classroom environments. Examines literacy with traditional print and digital media.
- *PSY 540 Theories and Principles of Learning (3)*
  A survey of classical and contemporary theory and research related to human cognition. Topics include the study of learning processes, memory and higher cognitive functions.

COGNATE AREAS
Students have three options in selecting a cognate area:
1. Students can select a single cognate composed of six courses or 18 credits.
2. Students can select three courses from two different concentrations (e.g., three courses in SRM and three courses in PSY), 9 credits each for a total of 18 credits.
3. Students, working with an adviser, can create an interdisciplinary concentration. Note that for this option, students must submit a proposal to the EED committee that identifies the desired classes and indicates how these classes will be applicable to the student's final project.

Students can take courses either on-line or on-site.

COGNATE AREA #1: Composition and Literary Studies

The Composition and Literary studies cognate can fulfill the requirements for Dual Enrollment Teacher Qualification. The 18 hours of graduate English courses meet the Higher Learning Commission's credential requirement for teaching dual enrollment/undergraduate English courses.

- *ENG 523 - Advanced Studies in the Teaching of Writing (3)*
  Advanced study of teaching and learning, integrating theory and practice for teachers of writing. Topics include the textual character of genres, critical perspectives on writing instruction, research on writing, evaluation, and assessment of writing, and classroom methods for teaching writing.

- *ENG 525 - Studies in the Moving Image (3)*
  This course provides a thorough introduction to film analysis and issues in film theory. Students will have the opportunity to learn core skills in film analysis and interpretation and engage with ongoing conversations in film theory.

- *ENG 547 -Visual Rhetoric and Multimodal Literacies (3)*
  This course familiarizes students with a range of 21st century digital composing tools and methods of assessing multimodal projects.

- *ENG 561 - Genre Study: Poetry (3)*
  This course prepares students with tools and methods to read and teach works of poetry. Students will engage with material from different poetic categories (narrative and lyric) and literary periods that address diverse themes and topics. Students will study poetic elements such as imagery, figurative language, sound (rhythm, versification, and rhyme), stanza forms, voice, tone, and irony, as well as productive ways to teach close reading, historical and cultural contexts, and interpretive approaches.

- *ENG 562 - Genre Study: Fiction (3)*
  This course prepares students with tools and methods to read and teach works of fiction. Students will engage with material from across multiple literary periods that address diverse themes and topics. Students will explore various approaches for teaching fictional texts including narration and point of view, theme, character development, setting, figurative language, and theme, as well as productive ways to teach author biography, critical reception, and cultural contexts.

- *ENG 563 - Genre Study: Drama (3)*
  This course in dramatic literature will chronologically and thematically introduce students to a wide variety of plays from multiple periods that address diverse topics. Students will read and discuss plays as literature intended for theatrical performance, often dealing with the translation of the written page onto the stage. The plays will be examined from the angles of theatre movements, history, cultural context, structure, genre, and form as various viewpoints from which playwrights write and scholars criticize and interpret.

COGNATE AREA #2: Literature, Film, Writing

- *ENG 623 Old English (3)*
  Students will study the language and literature of Anglo-Saxon England, translating important historical and literary documents in prose and poetry, including works by Alfred, AElfirc, and others.
- *ENG 624 Middle English (3)*
  An introduction to Middle English literature. Authors considered may include Chaucer, Langland, Kempe, and the Pearl poet. Readings may include drama, narrative poetry, lyric poetry, narrative prose and devotional literature.
- *ENG 625 Studies in the Renaissance (3)*
  A survey of selected Renaissance texts, including works by Spenser, Shakespeare, Donne, and Milton. Emphasis on historical contexts and recent criticism, including new historicist, feminist, psychoanalytic, and queer approaches.
- *ENG 626 Studies in the Restoration and Eighteenth Century (3)*
  Representative poetry, prose, and/or drama in England from 1660-1789, including such writers as Dryden, Behn, Astel, Finch, Pope, Swift, Defoe, Fielding, Boswell, Johnson, Gray, Equiano, Barbauld, Wycherley, and Congreve.
- *ENG 627 British Romantic Literature (3)*
  British Literature, 1780-1835, with emphasis on poetry, the novel, and nonfiction prose. Central issues include the Romantic poetic, the French Revolution, and the growth of the English nation.
- *ENG 628 Studies in the Victorian Period (3)*
  British literature from 1832-1900, with primary focus on prose fiction, nonfiction, and poetry. emphasis on the intellectual currents of the period as reflected in the literature of the age.
- *ENG 629 20th Century British Literature (3)*
  Studies in British literature of the twentieth century, with primary focus on diction, poetry, and non-fiction prose. Emphasis on cultural and intellectual influences on the literature of the era.
- *ENG 630 American Literature to the Civil War (3)*
  American literature from 1590-1865, with primary focus on prose fiction, nonfiction, and poetry. Emphasis on New and Old-World cultures and the contribution of writing in the creation of cultures.
- *ENG 631 Studies in American Literature Civil War to WW1 (3)*
  Seminar in ideas and representative authors during the late 19th and early 20th centuries. An examination of both the intrinsic literary quality of selected texts and their sociopolitical, historical, and cultural contexts.
- *ENG 632 American Literature WW1 to Present (3)*
  Studies in American literature 1914 to the present, with primary focus on fiction, poetry, and non-fiction prose. Emphasis on cultural and intellectual influences on the literature of the era.
- *ENG 633 Studies in Linguistics (3)*
  Seminars in various topics ranging from the evolution of English from its beginnings to dialectology, semantics, stylistics and psycholinguistics. Repeatable, maximum of nine credits, under different subtitles.
- *ENG 634 Studies in World Literature (3)*

Seminars in writers or works in translation to illustrate generic, thematic, national, or cultural approaches to world literature. Repeatable, maximum of nine credits, under different subtitles.

- *ENG 638 Literary Criticism and Theory (3)*
  Prerequisite: ENG 600. Historical survey of different theoretical approaches to literary and cultural criticism and pedagogy, including classical, renaissance, and eighteenth-century movements. Emphasis on twentieth-century schools.
- *ENG 639 Colloquium in Literature (3)*
  Seminars in various topics (e.g., the tragic hero, alienation, the experimental novel) related in form and/or idea and drawn from American, British or World literature in translation. Repeatable, maximum of nine credits, under different subtitles.
- *ENG 640 History and Theory of Rhetoric (3)*
  Readings in selected rhetoricians, including Plato, Aristotle, Augustine, Erasmus, Ramus, Bacon, Montaigne, Campbell, Blair, Bakhtin, Richards, Gates, Cixous, Kristeva.
- *ENG 641 Studies in Composition Research and Pedagogy (3)*
  Reading in composition theory and pedagogy, including expressivist, cognitive, historical, rhetorical, social epistemic, discourse, and cultural studies.
- *ENG 642 Film Theory and Analysis (3)*
  This seminar explores major debates and developments in film theory from the 1920s to recent decades. Theories are illustrated with the technical and aesthetic analysis of specific films.

COGNATE AREA #3: Culturally & Linguistically Diverse (CLD) Endorsement
Note: 18 hours in CLD combined with ECLD 602 from Required Electives above, gives students 21 hours. With one additional course, they can have the MAT in EED and the CLD Endorsement.

- *ECLD 592 Second Language Acquisition Theory (3)*
  Designed for educators who are preparing to teach or who are already teaching, English or another language as a second or an additional language. Introduces students to the existing body of theory related to second language.
- *ECLD 593 Language, School and Society (3)*
  Designed for educators who are preparing to teach, or are already teaching, culturally and linguistically diverse learners. Primary focus is on the interactions and interrelationships between and among society, language, and institutions of schooling.
- *ECLD 594 Foundations of Language and Linguistics for ESL/Bilingual Educators (3)*
  Provides teachers of English language learners with an introduction to linguistics and its application in the ESL classroom: linguistic concepts about oral and written language use and development.
- *ECLD 603 Methods and Assessment in Culturally & Linguistically Diverse Education (3)*
  Prepares teachers to apply research-based methods and assessments for culturally and linguistically diverse learners.
- *ECLD 605 Seminar in Multilingual Teaching and Learning I (3)*
  Prerequisites: 21 credits in the Culturally and Linguistically Diverse Education program. This course discusses research and practice topics relevant to the education of culturally and linguistically diverse students. It requires the design of a research project on one of the course areas.
- *ELIT 523 Reading and Writing in the Content Areas (3)*
  Develop understanding of cognitive affective needs of middle and secondary students in reading and writing to learn. Develop sensitivity to individual needs. Participate in related field experiences.

COGNATE AREA #4: Literacy

- *ELIT 610 Literacy Teaching (3)*
  Study of foundations in literacy learning and teaching as reflected by current and historical trends in research, including theories and practices of teaching, learning and development, assessment, diversity, and literate classroom environments. Examines literacy with traditional print and digital media.
- *ELIT 615 – Family and Community Literacy (3)*
  Students examine the significance of family and community in literacy success, including the role of P-20 educators in interactions among families, communities and schools; relationships among oral language and literacy processes in home, community and school; existing family and community literacy organizations with their practical applications for educators.
- *ELIT 621 – New Literacies (3)*
  Provides foundations in digital and multimodal literacy practices. Students will gain an understanding of theories, currently practiced integration models, digital citizenship and evaluate digital tools and applications.
- *ELIT 623 – Classroom Literacy Research Design (3)*
  Provides an introduction to educational research and design in classroom literacy. Instruction focuses on qualitative research methods in teacher action research, and on reading and understanding existing quantitative and qualitative research reports.
- *ELIT 630 – Children's Literature (3)*
  Considers collection and evaluation of children's literature texts, and methods of organizing, teaching and evaluating a literature program. Examines issues such as censorship, multicultural literature, style analysis. Examines traditional print and digital formats and sources for texts.
- *ELIT 631 – Content Literacy (3)*
  Examines specific disciplinary literacy practices and authentic and instructional texts relevant to academic disciplines within an elementary setting. Examines both traditional print and digital formats for disciplinary texts within academic contexts.
- *ELIT 671 – Practical Literacy Assessment (3)*
  Select and apply literacy assessments and interpret results for instruction. Apply understanding of the educationally disabled reader or writer. Explore appropriate diagnostic and instructional strategies. Required tutoring experiences. (3 Credit Hours).

COGNATE AREA #5: Special Education Block
- *EDSE 511 Learning Environments and Cultural Considerations (3)*
  This course provides an overview of learning environments, collaboration and consultation among teachers, related services professionals, and families, and emphasizes culturally appropriate communication strategies.
- *EDSE 512 Assessment, IEP Development and Instructional Planning (3)*
  Students gain knowledge and skills for selecting, adapting, and using assessments, developing Individualized Education Programs, and planning instruction within a continuum of service delivery models.
- *EDSE 613 Applied Assessment (3)*
  Prerequisites EDSE 512 required. Students develop assessment skills related to students with disabilities focusing on principles, purposes, and the practice of assessment tools, including formal and informal measures. Assessment fee required.
- *EDSE 614 Behavioral Interventions (3)*
  Prerequisites: EDFE 125. This course is designed to provide special educators with researched-based assessment and intervention strategies for working with individuals who have behavioral needs.
- *EDSE 619 Secondary Services (3)*
  Prerequisites: EDFE 125. This course includes an overview of transition services, academic strategies, community-based instruction, and contextual learning in a standards-based framework. Student self-determination and interagency coordination is included.

COGNATE AREA #6: Psychology

- *PSY 530 Life Span Developmental Psychology (3)*
  Human growth and development from conception through senescence, focusing on cognitive, affective, social and psychomotor development throughout the life span.
- *PSY 540 Theories and Principles of Learning (3)*
  A survey of classical and contemporary theory and research related to human cognition. Topics include the study of learning processes, memory and higher cognitive functions.
- *PSY 550 Cognitive Development (3)*
  Examine classic and contemporary research and theory on cognitive development of children, and specific topics such as attention, memory, and intelligence. Undergraduates may not register without permission of instructor.
- *PSY 575 Educational Assessment (3)*
  The course will provide educators with the skills needed to evaluate, explain, and apply assessment and testing data to inform classroom instruction and education decisions.
- *PSY 581 Brain and Education (3)*
  Prerequisites: Graduate status or junior or senior with a cumulative GPA over 3.0. This course offers an overview of neuroscience research targeted at educators. Topics covered will include background on brain structure and function, neural communication and drug effects, attention, emotion, motivation, learning, language. Disorders commonly found in the classroom will be highlighted throughout.
- *PSY 640 Cultural Issues in Educational Psychology (3)*
  Prerequisite: PSY 500 or PSY 540 or PSY 681. This course covers research and theory on culture and its relationships with and applications to areas of educational psychology including development, cognition, assessment and school achievement, motivation, and individual differences.
- *PSY 644 Motivation in Education (3)*
  Students will investigate what it means to be properly motivated, why individuals often develop problematic motivational patterns, and how proper motivation can be fostered.
- *PSY 661 Trends and Issues in Educational Psychology (3)*
  Examines professional, philosophical, theoretical issues and trends across the discipline. Students practice and receive feedback regarding written and oral communication skills.

COGNATE AREA #7: **Statistics & Research Methods**
- *SRM 670 Evaluation: Models and Designs (3)*
  Prerequisite: SRM 600. Theories and methods of program evaluation, models of evaluation and the social context of evaluation. Nature and types of evaluation, planning, proposal writing and measurement.
- *SRM 680 Introduction to Qualitative Research (3)*
  Prerequisite: SRM 600 or equivalent. This course introduces qualitative research. Students will explore the foundations, methods and processes of qualitative research and will learn to evaluate published research.
- *SRM 685 Educational Ethnography (3)*
  Prerequisite: SRM 680 or equivalent. Provides in-depth study of ethnography as related to educational research including issues of ethics, politics, diversity, and the researcher's role. Students will propose and conduct a mini-educational ethnography.
- *SRM 686 Qualitative Case Study Research (3)*
  Prerequisite: SRM 680 or equivalent. In depth examination of qualitative case study research. Characteristics of general case studies along with specific types of case studies will be covered. Students will propose and conduct a mini-case study.
- *SRM 687 Narrative Inquiry (3)*
  Prerequisites: SRM 680 or equivalent. In depth study of narrative research including life history, oral history, biography, and auto-ethnography. Group and individual narrative inquiries will be conducted. Interviewing, ethics and research benefiting participants will be emphasized.
- *SRM 688 Writing Qualitative Research (3)*
  Prerequisites: SRM 680 or equivalent and one of the following SRM 685, SRM 686 or SRM 687 or equivalent. An in-depth study of the role writing plays in quantitative research data collection, analysis and representation. Students will use data they collected in a variety of analysis and writing activities.

COGNATE AREA #8: Curriculum Studies

- *EDF 610: Teacher Research (3)*
  Provides teachers with an analytic framework for understanding different types of teacher research as well as strategies and techniques for conducting research in K-12 schools.
- *EDF 619 Pluralism in Education (3)*
  Assists student in recognizing need for creating processes that enable children, educators and others to support and design a culturally and socially diverse curriculum.
- *EDF 640 Psychological Foundations of Education (3)*
  Exploration and analysis of possible range of assumptions about nature of human activity (thinking, behaving, feeling) and implications of those assumptions relative to educational enterprise.
- *EDF 662 Foundations of Curriculum Development and Instructional Practice (3)*
  Examines nature and scope of curriculum planning, instructional design, decision making, and implementation. Delivery and instruction of a curriculum, the process for changing curriculum are investigated.
- *EDF 664 Instruction and Assessment (3)*
  Examine current issues in instructional and assessment practices, from social and historical and political perspectives; focus on the research literature on instruction and assessment practices.
- *EDF 685 Philosophical Foundations of Education (3)*
  Examine leading contemporary and classical philosophical systems and how they culminate in practical educational goals, systems of justification and practices. Includes the study of educational aims and values.

COGNATE AREA #9: Technology, Innovation and Pedagogy

- *TIP 523: Innovative Pedagogy and Assessment (3)*
  Explore paradigms establishing educational innovations that challenge traditional norms in pedagogical and assessment practices. Investigate theories and practice of creativity and change in the processes of innovating teaching and learning.
- *TIP 525: Learners and Curriculum in the Digital Age (3)*
  Examine, critically assess and develop curriculum that aims to build students' creativity, collaboration, critical thinking, and communication skills to prepare them for an increasingly complex, demanding, and competitive workplace.
- *TIP 527: Social Justice in the Digital Age (3)*
  Explore social justice concepts, issues and reforms particularly associated with digital/global contexts. Develop necessary analytical tools and knowledge to assess inequity and injustice in ever-changing global communities.
- *TIP 529: Instructional Design (3)*
  The purpose of this course is to discover the creative process that uses instructional design frameworks (analysis, design, development, implementation, and evaluation) to create effective, efficient, and appealing instruction.
- *TIP 640: Applications of Multiliteracies (3)*
  Explore theoretical perspectives of the changing ways society communicates in digital and live contexts. Create and apply multimodal communication in our evolving social contexts.
- *TIP 641: Designing, Playing & Learning   (3)*
  Explore opportunities for creating, designing, tinkering and making in learning contexts. Develop an understanding of theory and practice for creating environments for students to design using available resources and modes.
- *TIP 643: Alternative Instructional Formats (3)*
  Investigate options for implementing alternative methodologies in the classroom. This course will explore Flipped Learning/Flipped Classrooms, Gamification, Blended Learning, BYOD, 1:1 environments and o emerging instructional strategies.