

EDUCATION - GRADUATE PROFESSIONAL STUDIES IN EDUCATION (EDGR)

EDGR 210. Contemporary Issues in Education: Curriculum and Social Emotional Well Being of Students. 3 Units

Term Typically Offered: Fall, Spring

This course examines contemporary issues in education, with special attention to the social, cultural, political, economic, and institutional dynamics of educational processes and the impacts on students, schools, and communities. Fulfilling the mission of the Masters programs and the College of Education vision, the course focuses on preparing students to become social change agents in schools and communities. Topics covered will fit into the two threads of (a) curriculum and (b) social emotional well-being of students.

EDGR 211. Contemporary Issues in Education: Context of Schooling and Leadership. 3 Units

Term Typically Offered: Fall, Spring

This course examines contemporary issues in education, with special attention to the social, cultural, political, economic, and institutional dynamics of educational processes and the impacts on students, schools, and communities. Fulfilling the mission of the Masters programs and the College of Education vision, the course focuses on preparing students to become social change agents in schools and communities. Topics covered will fit into the two threads of (a) context of schooling and (b) leadership.

EDGR 220. Issues in New Literacies throughout the Lifespan. 3 Units

Term Typically Offered: Fall, Spring

This course examines contemporary issues in literacy. The course introduces students to pedagogies and politics of new literacies within a variety of contexts: academic, new literacy studies, technology literacy, cultural, family, community, and workplace literacy. From a frame of literacy/illiteracy, students examine its connections with economic, political, social, occupational, education, governmental, and cultural change. Students will study how literacy programs are organized and implemented, examine research on the rationale for literacy, including the connection between literacy and healthy, livelihoods, empowerment, community development and cognitive skills.

EDGR 260. Writing and Research Across the Disciplines. ✍️ 3 Units

Prerequisite(s): Admission to graduate program in the College of Education or instructor permission

Term Typically Offered: Fall, Spring

Orientation to graduate study design to introduce students to research within their field of study and across disciplines in the College of Education. Overview of qualitative and quantitative methods and basic statistical concepts. Focus on writing to communicate evidence-based knowledge in a professional manner using APA style. Includes research presentations, active discussion, critical reading, and analytical writing with some activities.

Note: This course serves as a foundation for further study and must be taken prior to 250. This course satisfies the GWI requirement.

EDGR 287A. Seminar in Culminating Experience Exploration and Design. 1 Unit

Term Typically Offered: Fall only

Explore and identify potential Culminating Experience project topics in instructional design and/or educational technology trends and issues through surveys of published research, discussions, and presentations with peers and professionals. Compare and contrast existing literature and research, identify trends, recognize real-world best practices, and explore underlying factors contributing or relating to your Culminating Experience topic of interest.

Credit/No Credit

EDGR 287B. Seminar in Culminating Experience Development and Proposal. 2 Units

Term Typically Offered: Spring only

Discuss, develop and propose a Culminating Experience project in instructional design and/or educational technology based on prior exploration and identification of topics and issues. Develop program ePortfolio. Prerequisite: EDGR 287A

Credit/No Credit