

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 251. Principles of Universal Design for Learning. 3 Units
Term Typically Offered: Fall only

Provides an introduction to the UDL educational framework to explore strategies for educators and course designers to build UDL into lessons and assessments so all participants have equal opportunities to learn. A range of topics in UDL explore ways for practitioners to use the framework as a guide to design flexible curriculum in a variety of disciplines.

EDGR 252. Instructional Design and eLearning Practicum I. 3 Units
Term Typically Offered: Fall only

Provides an opportunity to demonstrate competence in applying concepts from instructional design, project management, and educational technology based on the results of a needs analysis in a field-based setting. Students will design an inclusive instructional intervention and present a model for an online or hybrid eLearning modality. Program project plan provides support for students' culminating projects/thesis.

EDGR 253. Instructional Design and eLearning. 3 Units
Term Typically Offered: Spring only

This course provides students with experiences to develop the knowledge, skills, and dispositions essential in the design of instruction that involves uses of inclusive technology for learning. Students will develop teaching and learning activities that may include webinars, parts of a course or workshop, online learning, or others with the instructor's approval. Students will explore and apply instructional design processes, the UDL framework, and theories for analysis, planning, and evaluation of equitable and inclusive learning experiences for diverse audiences.

EDGR 254. Instructional Design and eLearning Practicum II. 3 Units
Term Typically Offered: Spring only

Provides a continued opportunity to demonstrate competence incorporating concepts from instructional design, project management, and educational technology in the field-based program project. Students will develop, incorporate, and evaluate the effectiveness of applying the UDL principles to an instructional intervention. Project plan provides support for students' culminating projects/thesis.

EDGR 255. Multimedia and Advanced Applications for Inclusive Course Design. 3 Units
Term Typically Offered: Spring only

Examines technology and multimedia as the foundation for inclusive education strategies. Includes the necessity for accessible technology applications, web design, and learning materials. Explore strategies in which technology can be utilized in the development of inclusive learning materials.

EDGR 256. Aligning Culturally Responsive Education and UDL. 3 Units
Term Typically Offered: Summer only

Advanced study of effective and inclusive education design. Examine curriculum design through a culturally responsive lens in digital spaces where a diversity of voices are affirmed. Studies theories of learning, assessment, individual differences, cultural, historical, philosophical, and social/political influences. Students will utilize the UDL framework to anticipate barriers to learning for historically underrepresented communities.

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 270. Makerspaces. 3 Units

Term Typically Offered: Fall, Spring, Summer

This course examines makerspaces as locales, which are central to "maker" culture. Students will explore the role of makerspaces in local, national and international communities. Specifically, students will conduct critical analysis of the concepts surrounding the rise of "third spaces" in American society to understand the proliferation of makerspaces throughout the United States. Students will also investigate the integration of makerspaces into schooling and vocational practices as they explore ways that makerspaces function to develop 21st century learning and innovation.

EDGR 272. Project-Based Learning and Assessment for Maker Educators. 3 Units

Prerequisite(s): EDGR 270, EDGR 273

Corequisite(s): Practicum

Term Typically Offered: Spring, Summer

In this hybrid course that includes equal parts theory and practical application students will experience what it is to both complete skill and performance based tasks using a Makers approach and also assess those same tasks through the lens of 21st Century Skills: communication, collaboration, critical thinking, problem solving, creativity and innovation.

EDGR 273. Maker Theory and Practice. 3 Units

Term Typically Offered: Fall, Spring, Summer

This course is an overview of theoretical frameworks that undergird making, the maker movement, and Maker Education. We will examine the ideas and practices associated with educational reforms that emphasize do-it-yourself (DIY) learning and 21st century skill development in high-tech and low-tech environments. Students will critically investigate the connections between theoretical perspectives and applied practices including STEM/STEAM Initiatives, design thinking, critical making, project-based learning, and universal design for learning. Theories that students will explore include: constructivism, constructionism, culturally sustaining pedagogy.

EDGR 274. Practicum for Maker Educators. 3 Units

Term Typically Offered: Spring, Summer

Supervised maker practice in community and/or school setting to be approved by instructor. Practicum emphasizes the function of maker theories in the development and implementation of maker programming. Basic requirements: 200 clock hours with at least 100 hours devoted to practical application of theoretical frameworks in programming and assessment, two hours per week of skill building with maker tools, and one hour bi-weekly of mentoring with practicum supervisor. Prerequisite: EDGR 270, EDGR 272, and EDGR 273.

Credit/No Credit

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

Prerequisite(s): EDGR 287A

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.

Credit/No Credit

EDGR 557. Culminating Experience in MA in UDEL. 3 Units

Term Typically Offered: Summer only

Student will evaluate the implementation of Program project. Culminating Exam will consist of an ePortfolio organized with program coursework artifacts. Student reflections of educational experiences through various program courses will be included.