COMM 3220 Public Relations Strategies and Tactics (3)
This course explores spatial arrangements that affect and are affected by human activity on land. Focus is on the ways in which places and things are laid out and organized in the major geographical regions of the world, including the Americas, Europe, greater Asia, and Africa. Topics discussed include environment, demographic processes, health and malnutrition, language, religion, economic organization, and political structures. Special emphasis is placed on third world countries as well as on comparative, international perspectives.

Note: This course is 5 weeks in length and does not coincide with semester dates.

SOC 3300 Cultural and Social Geography (3)
This course explores spatial arrangements that affect and are affected by human activity on land. Focus is on the ways in which places and things are laid out and organized in the major geographical regions of the world, including the Americas, Europe, greater Asia, and Africa. Topics discussed include environment, demographic processes, health and malnutrition, language, religion, economic organization, and political structures. Special emphasis is placed on third world countries as well as on comparative, international perspectives.

Note: This course is 5 weeks in length and does not coincide with semester dates.

SOC 4038 Technology and Society (3)
This course offers a broad introduction to the social dimensions of technology and of emerging information and communication technologies. An emphasis will be placed on the specific historical and cultural contexts that shape practices of technology. Attention will be given to the diverse ways technology shapes social life, including culture, science, the economy, education, and the military. We will also examine how social structures of gender, race, class, sexuality, and nation are reproduced or reconfigured by technology. Satisfies General Education Revolutionary Ideas and Innovations upper division area D.

Note: This course is 5 weeks in length and does not coincide with semester dates.

COMMUNICATIONS
COMM 3220 Public Relations Strategies and Tactics (3)
Study and application of strategies and tactics used in the public relations profession with an emphasis on written communication through news releases, brochures, newsletters, annual reports, magazines, media kits, and other public relations communication tools. Discussion of media relations and placement. Emphasis on the planning and execution of public relations communication. Discussion and application of communication theories that inform public relations writing and communication.

Note: This course is 5 weeks in length and does not coincide with semester dates.

COMM 3008 Technical and Report Writing (3)
Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Prerequisite: ENGL 1109 or the equivalent with a grade of "C-" or better and upper division standing. Satisfies General Education requirement GWAR.

COMM 3008 Technical and Report Writing (3)
Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Prerequisite: ENGL 1109 or the equivalent with a grade of "C-" or better and upper division standing. Satisfies General Education requirement GWAR.

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GRADUATE COURSES

ADMINISTRATION

ADM 5120 Leadership (3)
This course is designed to prepare students to understand and be successful in leadership roles. Topics include historical and contemporary models of leadership, effective leadership behaviors, power and influence, change process, self-assessment, personal character in leadership, and leadership in the future. Upon completion of the course, students should be able to assess their own strengths and weaknesses as a leader, inspire and motivate others toward a common purpose, and articulate a personal vision for organizational leadership.

ADM 5240 Organizational Structure and Processes (3)
This course is designed to acquaint students with the principles of organizational environments and structure and the ways in which decision-making, the use of technology, communications, political processes, organizational change, and conflict can be approached more effectively. Students will complete a series of projects in which they use the theories and models discussed in the course to critically examine an actual organization and to generate suggestions for improvement. Upon completion of the course, students should be able to analyze processes in organizations, diagnose organizational effectiveness, develop recommendations for improving effectiveness, and effectively communicate recommendations.

CURRICULUM & INSTRUCTION

EDCI 6100 Research Methods for Educational Leaders (3)
The course is intended to give educators and teachers as leaders (pre-service, in-service, beginning teachers, mentoring teachers) an opportunity to explore their collaborative roles as researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. Using a self-reflective systematic and scholarly inquiry, the course offers participants an opportunity to formulate meaningful research questions, identify appropriate methods to use in answering a variety of research questions, and design and implement an action plan for change as they reflect on current practice. This class will help participants to play their optimal roles as researchers and instructional leaders in their diverse schools.

EDCI 6200 Teaching for Diversity and Social Justice (3)
This course is intended to provide candidates an advanced exploration of the various critical issues pertaining to social justice and diversity in the American education system. It will provide a foundation for building the understanding and skills candidates will need to develop culturally relevant curriculum and pedagogy for all students. The course will build educational leadership skills and engage candidates in challenging social inequities in schools and their broader communities.

EDCI 6393 Advanced Topics: Young Adult Literature and the Community (3)
This course is intended to provide candidates an advanced exploration of the various critical issues pertaining to social justice and diversity in the American education system. It will provide a foundation for building the understanding and skills candidates will need to develop culturally relevant curriculum and pedagogy for all students. The course will build educational leadership skills and engage candidates in challenging social inequities in schools and their broader communities.

EDCI 6200 Teaching for Diversity and Social Justice (3)
This course is intended to provide candidates an advanced exploration of the various critical issues pertaining to social justice and diversity in the American education system. It will provide a foundation for building the understanding and skills candidates will need to develop culturally relevant curriculum and pedagogy for all students. The course will build educational leadership skills and engage candidates in challenging social inequities in schools and their broader communities.

CURRICULUM & INSTRUCTION

EDCI 6100 Research Methods for Educational Leaders (3)
The course is intended to give educators and teachers as leaders (pre-service, in-service, beginning teachers, mentoring teachers) an opportunity to explore their collaborative roles as researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. Using a self-reflective systematic and scholarly inquiry, the course offers participants an opportunity to formulate meaningful research questions, identify appropriate methods to use in answering a variety of research questions, and design and implement an action plan for change as they reflect on current practice. This class will help participants to play their optimal roles as researchers and instructional leaders in their diverse schools.

EDCI 6200 Teaching for Diversity and Social Justice (3)
This course is intended to provide candidates an advanced exploration of the various critical issues pertaining to social justice and diversity in the American education system. It will provide a foundation for building the understanding and skills candidates will need to develop culturally relevant curriculum and pedagogy for all students. The course will build educational leadership skills and engage candidates in challenging social inequities in schools and their broader communities.

EDCI 6300 Educational Leadership (3)
This online course focuses on the educational leadership paradigms to define teacher roles as professionals and leaders in schools. It also helps participants develop knowledge and skills in educational leadership as they supervise, coach, mentor, network, and collaborate with other participants in the school community.

EDCI 6400 Curriculum Development and Transformation (3)
This course focuses on the development of curriculum at the K-12 level. Students will explore research and theory of curriculum revision and the principles of curriculum design and development. The development of needs assessments and analysis of results to inform curriculum transformation is covered in depth. Emphasis is on the interdependence of assessment, data and curriculum planning on student achievement.

EDLT 6200 Writing Strategies, Assessment, and Intervention (3)
This introductory course examines the following: (a) current research and theory on what constitutes an effective culture of literacy, including reading, writing, listening, and speaking; (b) role of assessment/evaluation in written language development; (c) written language development of English Language and English Only Learners.

EDLT 6400 Comprehension Strategies, Assessment, and Intervention (3)
This course focuses on the place of comprehension as one of the most significant aspects of promoting a culture of literacy. The course explores current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support comprehension for all students, including English Learners and students with special needs, at the early, intermediate, and fluent levels are studied. Specific topics include background knowledge, culturally responsive pedagogy, response to intervention, concept formation, vocabulary development, narrative and expository text structure analysis, independent reading, and cross-cultural practices.

EDTH 6710 Advanced Topics: Foundations of K-12 Integrated STEM Education (3)
This course is designed to provide candidates an opportunity to develop a conceptual understanding of integrated K-12 Science, Technology, Engineering, and Mathematics (STEM). This includes the nature of inquiry in STEM education and the nature of the disciplines of mathematics, science, and engineering. Students will explore implications for teaching and learning, through an evaluation of integrated approaches, current research, and current cognitive theories of learning. Students will develop integrated STEM curricular activities with an emphasis on engineering and engineering design.

EDTH 6710 Advanced Topics: Foundations of K-12 Integrated STEM Education (3)
This course is designed to provide candidates an opportunity to develop a conceptual understanding of integrated K-12 Science, Technology, Engineering, and Mathematics (STEM). This includes the nature of inquiry in STEM education and the nature of the disciplines of mathematics, science, and engineering. Students will explore implications for teaching and learning, through an evaluation of integrated approaches, current research, and current cognitive theories of learning. Students will develop integrated STEM curricular activities with an emphasis on engineering and engineering design.

CULMINATING ACTIVITY

All C&I students must successfully complete a Culminating Activity with a “B” or better in order to complete the MA degree. The option below is available this Summer:

EDTH 6820: Master’s Examination in Education (3)
The exam consists of three research papers. After registering for the exam, you will receive a list of exam questions on the first day of the term covering different topics discussed while you were in the program. You will be required to select 3 questions from the list and write a research paper on each one (approximately 10-12 pages each) following APA format with 8-10 peer-reviewed sources. The exam (research papers) will be due the last day of classes for the term.

If you are ready to register for your Culminating Activity, please email Raushel Salyards (rsalyards@csub.edu) to obtain your registration documents—you cannot register for the Culminating Activity online.