MASTER'S IN NEW PROFESSIONAL STUDIES (MNPE)

700 Level Courses

Explores the philosophical and pedagogical assumptions of teachers as individuals and professionals. Critiques educational issues such as accountability, institutional structures, and professional roles engage teachers to be more just and responsive in their relationships with students, families, and colleagues. Provides a deeper understanding of a teacher's participatory and ethical role in a democracy, which includes questioning the status quo. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

MNPE 702: *The New Professional as a Reflective Practitioner*. 3 credits.
Explores the central questions of epistemology to encourage depth of understanding of the assumptions and issues of education. Uses reflection to consider how personal and professional identities are influenced by intentions and commitments to learning and teaching. Provides an understanding of the processes of critical inquiry, dialogue, reflection, and action. Offered by Graduate School of Education. May not be repeated for credit.

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Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

MNPE 703: *Technology and Learning in the New Professions*. 3 credits.
Supports effective technology integration for teaching and learning by constructive knowledge not just of content, technology and pedagogy, but also of their mutually reinforcing relationships. Develops repertoire of technology-mediated learning approaches with appropriate context specific strategies and representations to support learning. Includes concurrent critique of technology and includes equal access to information, critical web literacy, and privacy issues. Offered by Graduate School of Education. May not be repeated for credit.

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Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

Introduces teacher research in a school setting. Supports intentional, systematic, public, ethical, and contextual inquiry into practice; participants form and frame salient questions, take actions to transform curriculum, gather, analyze and interpret multiple forms of data, and share experience in communities of practice. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
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