

Education (EDUC)

Courses

EDUC 133. Technology in the Classroom. 1 Unit.

Provides students with theoretical and practical knowledge on the use of technology in education. It introduces the use of technology as a teacher productivity tool, an instructional tool, and a learning tool.

EDUC 185. Independent Study. 0.5 or 1 Units.

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

EDUC 190. Special Topics in Education. 0.5 or 1 Units.

EDUC 245H. Social Foundations of Education. 1 Unit.

Introductory course. Examines historical, philosophical, and social forces affecting education. Includes systematic observation in public schools. Offered every semester.

EDUC 255S. Educational Psychology. 1 Unit.

Examines principles of psychology as they apply to education with an emphasis on the use of theory and research to improve instruction. Topics typically include: theories of development, theories of learning, motivation, assessment and evaluation. Field experience with background check required. Offered every semester.

EDUC 265. Principles and Methods of Instruction for Diverse Learners. 1 Unit.

Introductory course. Provides a foundation for 300- and 400-level coursework in education for diverse populations. Emphasis will include research-based literature on learning and teacher effectiveness; grouping for instruction; classroom management; general methods of implementing curriculum in the classroom. Includes systematic observation in schools. Field experience with background check required. Lab fee required. Restricted to Education majors and minors only. Prerequisite: EDUC 255. Offered every semester.

EDUC 275V. Human Exceptionalities. 1 Unit.

This course focuses on Stetson's Human Diversity Value. It is designed to develop students' awareness and understanding of the nature and needs of individuals with exceptionalities. The course presents an introduction to the experiences involved in educating school-aged populations classified as exceptional students. Field experience, with a required background check, within schools or other service-related agencies is required. This course is required for all students who plan to seek admission to the elementary education program. Offered every semester.

EDUC 285. Independent Study. 0.5 or 1 Units.

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

EDUC 290. Special Topics in Education. 0.5 or 1 Units.

EDUC 300. Language and Culture of Bilingual Learners. 1 Unit.

Provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) standards and competencies based on Florida mandates. Theory and practice focus on culture, language and linguistics, methods of teaching ESOL, ESOL curriculum and materials development, and assessment. Prerequisite: EDUC 265 with a grade of C or higher. Co-requisite: EDUC 301. Offered every semester.

EDUC 301. Reading in the Primary Grades. 1 Unit.

Focuses on the development of literacy in grades K-3. Examines research on teacher effectiveness and reading; provides an overview of various approaches to teaching reading; and emphasizes skill development in areas of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. Integrates methods of incorporating music, art, drama, and movement into the primary (K-3) curriculum in ways that support and enhance acquisition of the curricular content. Prerequisite: EDUC 265. Restricted to education majors only. Corequisite of EDUC 300 required. Offered every semester.

EDUC 302. Improving Reading and Writing Skills in the Middle/Secondary School. 1 Unit.

Studies diagnostic tests, the causes of reading difficulties, and techniques for improving study habits and reading skills. Students are provided with a broad background of information, knowledge, and understanding of reading skills that are essential to increasing reading proficiency across the content areas. For music education students and education minors. Offered every semester.

EDUC 303. Cross-Cultural Communication for Educators. 1 Unit.

Provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) standards and competencies based on Florida mandates. Critically explores ways educators can establish equitable and culturally responsive classrooms. Examines theories related to language, culture, and social justice.

EDUC 305V. Cultural Diversity Education. 1 Unit.

This course focuses on Stetson's Human Diversity Value. Provides perspectives, theories and strategies in cultural diversity, cultural sensitivity and multicultural education. Prepares students to work effectively with English Language Learners students and students from diverse cultural/ethnic backgrounds. Provides students with knowledge and skills for managing cultural diversity in the work or school environment.

EDUC 306. Instructional Strategies for Students with Mild Handicaps, Elementary. 1 Unit.

Focuses on specialized approaches to teaching academic, social, and behavioral skills to students with mild disabilities in an elementary setting. Requires a seven-week internship teaching students who have mild handicaps (e.g., learning disabled, emotionally impaired, developmentally disabled). Required for certification in exceptional student education. EDUC 306 and EDUC 307 are taken as a block. Prerequisites: EDUC 255S and EDUC 265.

EDUC 307. Instructional Strategies for Students with Mild Handicaps, Middle/Secondary. 1 Unit.

Focuses on modifying curricula lesson planning and developing curricula for students with mild disabilities in the middle or secondary school. Covers specialized approaches to teaching academic, social and behavioral skills to students with mild disabilities. Requires a seven-week internship teaching students who have mild handicaps (e.g., learning disabled, emotionally impaired, developmentally disabled). EDUC 306 and EDUC 307 are taken as a block. Prerequisites: EDUC 255S and EDUC 265.

EDUC 308. Nature and Needs of Mildly Disabled Students. 1 Unit.

Deals with characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally disabled, and educable mentally disabled. Curriculum materials, including current innovations and trends, will be presented.

EDUC 310. Methods of Integrating Arts in the Elementary School. 1 Unit.

Teaches methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content.

EDUC 313. Curriculum and Assessment of Bilingual Children in US Schools. 1 Unit.

This course focuses on methods of teaching English to Speakers of Other Languages (ESOL), design and implementation of curriculum and materials, and testing and evaluation of ESOL students. In addition to class meetings, a minimum of 12 hours of observation and participation in a clinical setting is required. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

EDUC 314. Reading in the Intermediate Grades. 1 Unit.

Covers developmental and content reading difficulties of students in grades 4 through 6 in relation to what the classroom teacher can do directly and which problems need professional help. Students are provided with a broad background of information, knowledge and understanding of reading skills that are essential to increasing reading proficiency across the content areas. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

EDUC 315. Language Arts and Literature for Children. 1 Unit.

Examines the theory/methodology for teaching language arts and literature at the elementary school level with emphasis on teaching strategies for integrating listening, speaking, reading, writing, viewing, and visually representing activities and methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content. Includes observation/participation in school settings. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

EDUC 316. Assessment and Evaluation of Learning. 1 Unit.

Examines concepts and skills related to designing, administering, evaluating, interpreting, applying, and communicating results of classroom tests to include both performance and objective assessments. This course will also examine concepts and skills in administering, interpreting, applying, and communicating results of standardized assessments. Emphasis will be on the use of assessment tools to improve instruction and student achievement. EDUC 21, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

EDUC 318. Methods of Teaching English to Speakers of Other Languages (ESOL). 1 Unit.

Presents teaching strategies that are effective with speakers of English as a second language. The material of the course will include appropriate ESOL strategies in content (mathematics, science, language arts, and social studies) instruction.

EDUC 319. ESOL Curriculum and Materials Development. 1 Unit.

Presents appropriate curricula and curricular materials that enhance the ability of ESOL/ELL students to acquire English and other content area knowledge. Second language acquisition theory and principles and research in curriculum and materials development are examined.

EDUC 320. Testing and Evaluation in ESOL. 1 Unit.

Introduces issues of language testing. Examines informal and formal assessment and evaluation strategies. Opportunities to design and develop assessment instruments for learners of English as a second language are presented.

EDUC 321. Mathematics in the Elementary School. 1 Unit.

Mathematics in the Elementary School focuses on the content and pedagogical practices of elementary mathematics; specifically, how children develop their mathematical understandings and how teachers can build from the conceptions their students have. During this class, students will engage in mathematical activities in the classroom, through field observations, and while planning and teaching in a school setting. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every fall and spring semester.

EDUC 322. Natural and Social Sciences in the Elementary School. 1 Unit.

Uses the National Science Education Standards, through a constructivist perspective, to guide the presentation of methods and materials for teaching science and health. Methods for integrating the six social studies are guided by the National Council for the Social Studies. Strategies for teaching global awareness, democratic citizenship, and values are included. This course integrates methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester.

EDUC 331. Special Methods in the Middle and Secondary School. 1 Unit.

Examines the preparation, presentation, and evaluation of materials, including ESOL strategies, used in teaching particular secondary or K-12 school subjects. A field component is required.

EDUC 332V. The Human Diversity Experience in Professional Wrestling. 1 Unit.

This course focuses on Stetson's Human Diversity Value. Explore the history of professional wrestling, beginning in Ancient Greece, evolving as a staple in North America in the 1920s to present time. The focus of the course will be an exploration of human diversity, gender, and equity and how the portrayals of wrestling 'superstars' have evolved from stereotypical portrayals to a more individual, character-driven development based on personal background. We will examine how human diversity has been explored in each of the major eras of professional wrestling, with a specific focus on how World Wrestling Entertainment (formerly World Wide Wrestling Federation and World Wrestling Federation) has represented human diversity. Junior Seminar.

EDUC 334. Topics in Technology. 1 Unit.

Focuses on the uses of instructional technology to enhance teaching and learning. Topics may include in-depth study of media resources, webpage design, video production, or other emerging technologies.

EDUC 361. Special Methods of Teaching Foreign Languages K-12. 1 Unit.

Engages students in curriculum materials, teaching techniques, observations on and off campus, and use of instructional media in the foreign language classroom. Prerequisite: Senior standing in the target language or permission of the instructor.

EDUC 368. Field Experiences Abroad. 1 Unit.

Uses off-campus settings to examine various educational systems around the world. Through readings, field placements in local schools, participation in various lectures, fieldtrips, and classroom experiences prior to the date of departure, this course will provide students a unique cultural perspective on various educational systems.

EDUC 369. Field Experiences Away. 1 Unit.

Uses off-campus locations to examine different educational settings. Through readings, field placements in local schools, participation in various lectures, fieldtrips, and classroom experiences prior to the date of departure, this course will provide students a unique perspective in different educational settings.

EDUC 370V. Celebrating Diversity: Examining Populations on the Fringe of Society. 1 Unit.

This course focuses on Stetson's Social Justice Value. Examines through film, literature, case studies and field experience the educational and societal implications of poverty, ethnicity, and gender. Junior Seminar.

EDUC 371V. Using Children's Books to Develop Critical Thinking. 1 Unit.

This course focuses on Stetson's Human Diversity Value. Focuses on the study of the various genres of literature for children with emphasis upon criteria for selecting and interpreting quality material to develop children's understandings of differences among people and viewpoints. Junior Seminar.

EDUC 372V. Authentic Educating. 1 Unit.

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Studies the aims of educational philosophy to help students understand their own philosophic perspective and move toward authenticity in their lives. Junior Seminar.

EDUC 373V. Social, Emotional and Vocational Needs of Individuals with Disabilities. 1 Unit.

This course focuses on Stetson's Social Justice Value. Provides students with knowledge and experience in working with individuals with exceptionalities. It focuses on both the vocational and recreational aspects of independent living. Junior Seminar.

EDUC 374V. Educational Systems Around the World: Promoting or Inhibiting Social Justice. 1 Unit.

This course focuses on Stetson's Social Justice Value. Examines how issues of social justice are connected to educational structures and systems in the United States, Europe, Asia, and South America. Junior Seminar.

EDUC 375V. Exploring Environmental Identity. 1 Unit.

This course focuses on Stetson's Environmental Responsibility Value. This course will explore the connections between people and their surrounding natural environment. Pairing adult contemporary and children's literature, films, and site visits, students will investigate authentic, unplugged experiences in assorted bioregions. The course emphasizes discussion and self-regulation to develop a mindfulness of the local environment and to increase personal responsibilities to develop habits that lead to a sustainable future. Junior Seminar.

EDUC 385. Independent Study. 0.5 or 1 Units.

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

EDUC 390. Special Topics in Education. 0.5 or 1 Units.**EDUC 392. Professional Music Educator. 0.5 Units.**

Focuses on classroom management and the multiple roles of the teacher. Continued development and experience with the Florida Educator Accomplished Practices, portfolio development, and technology integration will be emphasized. Various school-based experiences for students to work with individual learners, small groups, and whole classes in various school-based experiences are required. EDUC 392 is for Music Education majors only. Offered every spring semester.

EDUC 393. Professional Educator I. 0.5 Units.

Examines the professional standards of teaching (Accomplished Practices, Interstate Teacher Assessment and Support Consortium, and the Florida B.E.S.T. Standards) and integrates technology into teaching. Students will be required to develop an electronic professional portfolio that addresses the Florida teaching standards. Students will also explore the use of technology for classroom application. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Lab fee required. Offered every semester. Prerequisite: Admission to Approved Program.

EDUC 394. Professional Educator II. 0.5 Units.

Focuses on classroom management and the multiple roles of the teacher. Continued development and experience with the Florida Educator Accomplished Practices, portfolio development, and technology integration will be emphasized. Various school-based experiences for students to work with individual learners, small groups, and whole classes in various school-based experiences are required. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Lab fee required. Offered every semester.

EDUC 395. Teaching Apprenticeship. 0.5 Units.

Pass/Fail only. This is a course designed to give the student insights into the methodological aspects of teaching a class in K-12 Education. It will consist in class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. Permission of the instructor only.

EDUC 397. Internship in Education. 0.5 or 1 Units.

Internship Orientation: Some majors or internship courses may require completing the internship orientation before starting your course. This orientation is offered asynchronously via Canvas. Please contact your Faculty Internship Course Instructor for details.

EDUC 401. Nature and Needs of the Gifted. 1 Unit.

Focuses on definition and diagnosis of children who are gifted, including current innovations and trends in curriculum. This course is required for students completing an additional endorsement in Gifted Education.

EDUC 402. Educational Procedures and Curriculum for the Gifted. 1 Unit.

Presents curricular material and strategies for gifted and creative students. Learning models in curriculum building are investigated. Attention is given to characteristics, problems and needs of gifted students, including special populations, as they relate to curriculum development. Emphasizes learning styles, self-awareness and motivation plus the development of creative potential. Prerequisites: Recommended but not required: EDUC 401.

EDUC 403. Guidance and Counseling of Gifted Students. 1 Unit.

Studies the theoretical basis of counseling and the special tasks of counseling children identified as gifted as well as their families. Required course for endorsement in Gifted Education.

EDUC 404. Education of Special Populations of Gifted Students. 1 Unit.

Focuses on an overview of theory, research and practical suggestions about education of special populations of gifted students, (e.g., underrepresented populations, emotionally disabled, learning disabled, physically disabled, sensory disabled and speech impaired). The aim is to sketch several definitions of giftedness, then to apply these to special populations and apply this knowledge to the classroom.

EDUC 405. Theory and Development of Creativity. 1 Unit.

Examines theory, research and practical suggestions about creativity that are of value to classroom teachers. The aim is to define creativity from various theoretical models, then to survey various instruments to identify and apply this knowledge to the classroom.

EDUC 424. Assessment and Differentiation of Reading Instruction. 1 Unit.

Builds on skills developed in EDUC 314 and EDUC 315 and field experiences in teaching reading and writing to elementary school students. Use of diagnostic prescriptive techniques in identifying and correcting reading problems, along with early intervention strategies. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester.

EDUC 428. Reading Practicum. 1 Unit.

Through this culminating practicum, candidates will demonstrate knowledge of the components of reading, as well as assessments and data analysis, and implement a comprehensive research-based reading plan of instruction for all students. Candidates will engage in the systematic problem-solving process. EDUC 428, EDUC 429, EDUC 430, and EDUC 474 are taken as a block. Offered every semester. Prerequisite: Admission to Student Teaching.

EDUC 429. Senior Intern Seminar. 1 Unit.

Uses a general methods seminar to provide a culminating experience for pre-service teachers. Content is based on best practices research in education. Students develop materials and teaching units/projects for implementation in classroom settings. Legal/ethical issues, crisis intervention, and professionalism are addressed. EDUC 428 (for elementary education majors only), EDUC 429, EDUC 430, and EDUC 474 are taken as a block. Offered every semester. Prerequisite: Admission to Student Teaching.

EDUC 430. Student Teaching. 2 Units.

Provides a direct, substantial, and full-day teaching experience for a minimum of 12 weeks in elementary, middle, or secondary schools. Application required one semester in advance of enrolling in EDUC 428 (for elementary education majors only), EDUC 429, EDUC 430, and EDUC 474. EDUC 428, EDUC 429, EDUC 430, and EDUC 474 are taken as a block Offered every semester. Prerequisite: Admission to Student Teaching.

EDUC 474. Educational Management of Exceptional Students. 1 Unit.

Describes methods of classroom organization, behavior management strategies, and collaboration/consultation skills. EDUC 428 (for elementary education majors only), EDUC 429, EDUC 430, and EDUC 474 are taken as a block. Offered every semester. Prerequisite: Admission to Student Teaching.

EDUC 485. Garden Based Learning in Elementary School. 0.5 or 1 Units.

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

EDUC 490. Special Topics in Education. 0.5 or 1 Units.**EDUC 495. Seminars. 0.5 to 1 Units.**

Topical seminars concentrating on particular aspects of educational programs.

EDUC 499. Senior Project. 1 Unit.

Engages students, in collaboration with the instructor, in projects that connect educational theory with classroom practice. The outcome should enhance students' ability to evaluate educational issues in depth and to communicate that knowledge orally and in writing. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester. Writing enhanced course.

EDUC 501. Educational Assessment, Evaluation and Planning. 3 Credits.

This course describes the role of measurement and assessment in the educational process and assessment in the educational process and focuses on analyzing and interpreting assessments for use in curricular modifications and student evaluation.

EDUC 503. History and Philosophy of Higher Education. 3 Credits.

The purpose of this course is to examine the development of higher education in the United States from the colonial period to present time. This course examines the perspectives which informed the evolution of higher education in the United States and identifies the populations that historically had access to higher education. This course will also address the contemporary practices and problems in higher education, including regional, state-level, national, and international trends impacting higher education. The end goal of this course is for students to be able to articulate how higher education contributes to creating a functional and productive society.

EDUC 504. Human Development. 3 Credits.

Study of bio-psychosocial and personality factors in the growth and development of individuals across the life span.

EDUC 505. Philosophy of Education. 3 Credits.

Systematic study of current educational philosophies and their impact on American education.

EDUC 506. Higher Education Leadership Theory. 3 Credits.

The purpose of this course is for students to identify the various theories that inform leadership education for both scholars and practitioners. Students will identify different leadership theories and apply those leadership theories to settings within higher education administration and supervision. This course will also examine how existing leadership theories apply to governing boards, administration, faculty, and other stakeholders within the context of higher education. The end goal of this course is for students to identify their own personal leadership style or styles and situate their own style within the existing context of higher education administration and supervision.

EDUC 507. Student Personnel Services in Higher Education. 3 Credits.

This course provides a comprehensive overview of the role of student personnel and their role within higher education. Career exploration and development in both academic administration and student affairs is discussed, with an emphasis on how student affairs practitioners can influence and assist academic administration to create a comprehensive higher education system. Student personnel roles including housing and residence life, Title IX, academic advising, career services, fraternity and sorority life, will be examined in the context of their broader role within a higher education institution.

EDUC 508. The Role of Faculty in Higher Education. 3 Credits.

This course explains the purpose of faculty in higher education and their intersection with other campus personnel. This course examines the three pillars of faculty development; teaching, scholarship, and service, and how higher education institutions utilize faculty to enhance those pillars for their institution. Students will identify how faculty influence and are influenced by other stakeholders, including students, student affairs professionals, parents, community members, and governing boards. Differences between tenure and non-tenure track professors, as well as professor of practice, adjunct professors, and instructors will be discussed. Additionally, this course will examine new, 21st Century models for faculty, including online delivery models and living-learning communities with "faculty in residence," and Fullbright positions.

EDUC 509. Higher Education Theories and College Student Development. 3 Credits.

This course provides an introduction to the major research and theories related to college student development. Students will examine theories related to cognitive, psychosocial, and social identity development and adult learning. This course will emphasize the development of postsecondary education students, including first-time in college students, non-traditional adult learners, first-generation students, and underrepresented students. This course will be framed from an equity perspective, and analyze the uniqueness of each type of student learner and how theories of higher education and college student development can apply to their success.

EDUC 510. Student Retention. 3 Credits.

This course examines a critical area for higher education administration and supervision personnel, the topic of college student retention. Social and cultural factors that influence student performance and retention such as race, gender, socioeconomic status, and ethnicity will be evaluated, as well as institutional policies specific to higher education institutions. This course will look at the broader political scope and sequence of retention, and will explain how retention is measured by each institution under each state's individual guidelines for retention. Additionally, P-12 programs such as dual-enrollment, Advancement Placement, and International Baccalaureate, and also community college partnerships with four-year institutions will be explored, in an effort to demonstrate how those programs can influence student retention.

EDUC 511. Law and Ethics in Higher Education. 3 Credits.

This course is designed to inform students of legal and ethical issues in higher education. Students will become familiarized with statutory and case law related to higher education and apply those legal concepts to common issues in the field. Topics in this course include Title IX, Americans with Disabilities Act (ADA), academic freedom, affirmative action, and financial aid. Students will establish their own personal code of ethics as a part of this course, and identify how that code of ethics intersects within the context of higher education institutions.

EDUC 512. Finance in Higher Education. 3 Credits.

This course will provide students with an overview of the principles and practices of finance in higher education. Federal, state, and local policies impacting the funding of higher education will be discussed, including revenue sources for higher education. Short-term and long-term investment strategies will be discussed in relation to increasing institutional capital, and budgeting strategies will also be analyzed. Students will explore the overall cost of education - including who should pay for higher education and how much should be paid for higher education. Finally, performance funding, and its role within both state and federal education will be explored.

EDUC 513. Multiculturalism and International Higher Education. 3 Credits.

This course will explore various models of education and examine how race, ethnicity, and culture influence a student's experience in higher education. Diversity and equity is a considerable focus on this course, both for underrepresented cultures and international students. This course will prepare practitioners for enlightened citizenship and appropriate practices in an ever-growing multicultural society. Additionally, comparative and international education will be addressed, specifically comparing other international higher education institutions to the United States higher education system. Discussion in this class will include such areas as race, exceptionality, ethnicity, gender, class, ages, differentiated life styles and life choices, and religion.

EDUC 514. Middle School Curriculum. 3 Credits.

Study of the transitional school between the elementary and senior high school.

EDUC 515. Higher Education Measurement, Evaluation, and Accreditation. 3 Credits.

This course addresses traditional measurement and evaluation practices used across higher education. Graduation rates, performance tracking, grading procedures, and program evaluation will be discussed in this class. In addition to understanding measurement and evaluation, methods of communicating assessment results to students and effective academic support will be addressed as well. This course will also address accreditation processes at the federal, state, and local level, both at the institutional level and program level. Students will explore various national and regional models of education and apply them to different programs across a higher education institution.

EDUC 516. Action Research - Theory to Practice I. 1 Credit.

Pass/Fail Course. This course introduces candidates to action research, a form of self-reflective scientific inquiry by practitioners on practice in classrooms and in other educational settings. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out.

EDUC 517. Action Research - Theory to Practice II. 1 Credit.

Pass/Fail Course. This course provide guidance in the action research process and the student conducts his/her action research project.

EDUC 518. Action Research - Theory to Practice III. 1 Credit.

Pass/Fail Course. This is the final course in the three course sequence. Students complete and present their action research projects.

EDUC 519. Fundamentals of Reading Instruction. 3 Credits.

Survey of different approaches to beginning reading instruction; specific techniques for teaching basic reading skills; methods of measuring reading progress in individuals and groups.

EDUC 520. Higher Education Internship I. 3 Credits.

Higher Education Internship I provides hands-on experiences at an internship site and traditional classroom-based learning environments to integrate the theory and practice of higher education administration and supervision. Students will have the opportunity to explore potential careers in higher education and build and increase their professional networks. This course will combine both lecture and practical experiences for students, and will require a 120 hour internship (50 hours will have already been embedded as part of embedded tasks from their previous 5 traditional courses) of which 70 of those 120 hours must be earned during the summer semester in a role outside of the student's current position. As part of this course, students will complete a research project on a Higher Education Institution outside of Florida – which must be part of the Southern Regional Education Board (SREB), a 16-state consortium of higher education institutions, and establish a topic for a capstone research project bridging theory to practice which will conclude at the end of their second internship course the following summer. Prerequisite: Students must have achieved candidacy through the successful completion of their four, first-year courses (12 credits).

EDUC 521. Higher Education Internship II. 3 Credits.

Higher Education Internship II provides hands-on experiences at an internship site and traditional classroom-based learning environments to integrate the theory and practice of higher education administration and supervision. Students will have the opportunity to explore potential careers in higher education and build and increase their professional networks. This course will combine both lecture and practical experiences for students, and will require a 120 hour internship (50 hours will have already been embedded as part of embedded tasks from their previous 5 traditional courses) of which 70 of those 120 hours must be earned during the summer semester in a role outside of the student's current position. As part of this course, students will complete an action research project about a problem or challenge that exists in their current or desired role within higher education. Prerequisite: EDUC 520.

EDUC 522. Statistical Analysis and Research Design. 3 Credits.

Functional application of various experimental designs, use of statistical packages, evaluation of written research.

EDUC 523. High School Curriculum. 3 Credits.

Principles of curriculum construction; pressures influencing change; current developments.

EDUC 524. Diagnosis and Treatment of Reading Problems I. 3 Credits.

Causes of reading disabilities and the use of both quantitative and qualitative instructional assessments to identify problems.

EDUC 525. Diagnosis and Treatment of Reading Problems II. 3 Credits.

Supervised practice in diagnosing and teaching children with reading difficulties. Prerequisite: EDUC 524.

EDUC 526. Trends in the Teaching of Reading. 3 Credits.

Philosophical and psychological foundations; relevant research; issues involving different methods of teaching reading. Students are provided with a broad background of theory and practice and an in-depth analysis of the methods, materials, current research, and changes in the way reading is being taught.

EDUC 527. Content Area Literacy. 3 Credits.

This course examines the use of multiple literacies for teaching and learning inside and outside of the classroom. Candidates will develop a better understanding of reading and writing processes in the broad context of communication. The course explores multi-literacy strategies for fostering and evaluating interest, fluency, and skill in reading and writing across content areas. Additionally, the course presents specific strategies designed to develop critical literacy skills that support learning across the curriculum and build on students' existing literacies.

EDUC 528. Practicum in Reading. 3 Credits.

Supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriated strategies and materials based upon scientifically based reading research to address the prevention and remediation of reading difficulties under the supervision of a reading specialist. Prerequisites: EDUC 524 and EDUC 526.

EDUC 529. Cultural Diversity Education/Multicultural Education. 3 Credits.

Explores theoretical assumptions in multicultural education and provides teachers and individuals with curriculum and other strategies for effectively meeting the needs of students who are speakers of other languages, or who face challenges because of race, ethnicity, religion, or sexual orientation. The emphasis is on a learning environment free from prejudice, stereotyping, gender, and exceptional student biases. Additionally students will understand the legal requirements for Educational Goals 2000 and multicultural education. Leadership and managing cultural diversity in the public school, work place, and community are given special emphasis.

EDUC 530. Curriculum and Instructional Development. 3 Credits.

Provides knowledge about the principles of curriculum development, implementation, and evaluation. The effective school literature is also explored.

EDUC 531. Critical Mathematical Pedagogy. 3 Credits.

This course explores critical pedagogy within the context of mathematics classrooms and addresses strategies of instruction for computation and concepts of number, geometry, measurement, algebra and standards for teaching mathematics. This course will examine how mathematical reasoning can develop students' abilities to solve critical issues related to social and examines the relationship between mathematical achievement levels and marginalized children.

EDUC 532. Critical Science Pedagogy. 3 Credits.

This course provides a variety of experiences in science education (experiential, inquiry-oriented, reflective, and web-assisted instruction). Equity in the science classroom and pedagogical approaches to meet the needs of diverse populations, with particular focus on gender roles, stereotypes, and exceptional students will be emphasized. Candidates develop a catalogue of resources and strategies for expanding understanding of science content and skills.

EDUC 533. Comprehensive Strategies for ESOL. 3 Credits.

Introduces the field of teaching English as a second language. Students examine current strategies and methods of instruction, curriculum development, testing, and cross-cultural communication.

EDUC 534. Teaching Strategies in Elementary Education. 3 Credits.

Identifies current strategies of instruction and the theories upon which they are based. Includes methods of evaluation and motivational techniques.

EDUC 535. Problems in Middle/Secondary School Curriculum. 3 Credits.

Identifies problems; critical issues and trends; use of time, space, and resources to improve instruction.

EDUC 536. Problems in Elementary School Curriculum. 3 Credits.

Methods of dealing with various types of problems with suggested curriculum experiences to provide optimum learning.

EDUC 538. Primary Education I: Curriculum. 3 Credits.

Examines curriculum for primary children in relationship to their needs and development at various maturation levels.

EDUC 539. Primary Education II: Special Methods. 3 Credits.

Develops appropriate materials and teaching strategies for use in an early childhood program.

EDUC 540. Educational Finance. 3 Credits.

Examines various methods of funding public education with particular emphasis upon Florida's funding program.

EDUC 542. Legal Aspects of School Operations. 3 Credits.

Examines the Legal basis for education; Constitutional and statutory laws; court cases; review of the School Code of Florida.

EDUC 543. Instructional Leadership and Supervision. 3 Credits.

Provides the knowledge and skills necessary for educational leaders to promote a positive school learning culture, develop an effective instructional program through data-driven decision making, and apply best practices to the teaching and learning process.

EDUC 544. Educational Management and Systems Planning. 3 Credits.

Introduces the purpose, function, and processes of educational leadership, organizational theory, systems theory and the role of the principal in the effective school.

EDUC 545. Contemporary Problems in School Administration. 3 Credits.

Analysis of the issues on the local, state and national levels that confront educators today.

EDUC 546. Human Resource Development. 3 Credits.

Provides an introduction to school personnel, administration and labor relations. Topics include recruitment, orientation, induction, and evaluation.

EDUC 547. Nature and Needs of Diverse Populations. 3 Credits.

Examines the characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally disabled, and educable mentally disabled, and for whom English is a second language.

EDUC 548. Children's Literature. 3 Credits.

Extensive reading in all areas of children's literature; examination and application of criteria for selecting books for children; projects involving matching books to children's interests and needs.

EDUC 549. Language Arts. 3 Credits.

Examines the current practices and research in teaching the language arts (listening, speaking, reading, and writing) with particular emphasis on the integration of reading and writing instruction.

EDUC 550. Classroom Management for Emotionally Disabled. 3 Credits.

Examines the models of behavior management. Techniques to prevent disruptive behavior and to alter unproductive behavior will be emphasized. Attention to legal considerations and counseling skills will be discussed.

EDUC 551. Curriculum and Supervision Problems in Reading. 3 Credits.

Examines and explores appropriate steps and components in the establishment of improved school reading programs. Primary considerations include: The measurement and correction of reading ability, the components of an effective reading program and guidelines for implementing a student orientated program.

EDUC 552. Reading in Secondary and Post-Secondary Education. 3 Credits.

Reviews the interrelated nature of reading and writing processes and the development of optimal instructional conditions for reading instruction that result in active student engagement and achievement at the secondary and post-secondary levels.

EDUC 553. Social, Vocational, and Personal Skills for Diverse Populations. 3 Credits.

Examines the strategies and activities that prepare individuals to participate in various occupational, vocational, family, civic, and retirement roles. Emphasis will be on teaching those academic, personal, social, employability, and daily living skills and knowledge.

EDUC 554. Education and Social Justice. 3 Credits.

This course utilizes a comprehensive social justice framework to explore and analyze the underlying issues within educational theories, policies, and practices. American education will be examined within larger philosophical, historical, political, sociological, anthropological, and global contexts. Interdisciplinary exploration processes will provide candidates with opportunities to reflect upon the social context of schooling and develop as critical practitioners and leaders dedicated to building and maintaining socially just educational learning environments.

EDUC 555. Critical Issues in Education. 3 Credits.

This inquiry-based course examines the major contemporary issues facing educators in America and across the globe with an emphasis on the meaning of education and schooling for social justice and access to equitable and high quality learning opportunities for marginalized students.

EDUC 557. Cultural Arts Integration. 3 Credits.

This course explores the theories and practices of culturally responsive arts integration across the curriculum. Candidates will learn various approaches to foster creativity, critical thinking, collaboration and self-expression in the classroom. In addition, candidates will learn how to infuse cultural arts into his/her curriculum and develop a comprehensive plan for the educational immersion experience.

EDUC 558. Differentiated Instruction. 3 Credits.

This course examines the theoretical principles of differentiating instruction with a focus on research-based practices to differentiate content, activities, and assessment for diverse learners. Teachers discover strategies for flexible grouping, tiered activities, and differentiating levels of complexity in assessing student learning.

EDUC 559. Educational Immersion. 3 Credits.

The immersion experience offers candidates opportunities to bridge theory and practice either locally or abroad. Typically these settings will coincide with faculty projects. This intensive immersion experience provides the opportunity to bridge research and best educational practices in promoting social justice through educational practice.

EDUC 560. Internship I: Educational Leadership. 1 Credit.

Pass/Fail Course. School-based field experiences under the supervision of a school administrator and seminars on best practices in school leadership.

EDUC 561. Internship II: Educational Leadership. 1 Credit.

Pass/Fail Course. School-based field experiences under the supervision of a school administrator and seminars on best practices in school leadership.

EDUC 562. Internship III: Educational Leadership. 1 Credit.

Pass/Fail Course. School-based field experiences under the supervision of a school administrator and seminars on best practices in school leadership.

EDUC 563. Theories of Learning. 3 Credits.

This course examines the theoretical principles of learning concepts and research findings as they relate to education with application of principles and concepts to teaching and learning, with specific emphasis on effects of poverty on memory, developmental gender differences, and learning a second language.

EDUC 565. Instructional Design I and II. 3 Credits.

This course provides an overview of the design, development, and evaluation of instructional technologies for differentiating instruction. This project-based course allows teachers to explore the use of technology for educational growth. It addresses the digital divide and addresses ways to close the technology opportunity gap.

EDUC 566. Educational Technology. 3 Credits.

Introduces the applications of technology to the management of education and to instruction. Fundamentals of information processing are introduced including computer hardware, application/productivity software, uses and applications in education, organizational issues, ethical and legal concerns, data security and privacy and facilities design.

EDUC 567. Communications and Research Analysis for Educational Leaders. 3 Credits.

Focuses on the theories and principles of education and communication and explores solid research data and best practices to accelerate learning outcomes. The student will develop plans of action which will be communicated to "publics" that will offer new approaches for learning.

EDUC 568. Educational Immersion. 3 Credits.

The immersion experience offers candidates opportunities to bridge theory and practice either locally or abroad. Candidates will conduct action research in a variety of settings. Typically these settings will coincide with faculty projects. This intensive ten-week immersion experience provides the opportunity to bridge research and best educational practices in promoting social justice.

EDUC 569. Capstone Experience. 3 Credits.

Educating for Social Justice candidates require a capstone project. Candidates are required to select a committee chair (faculty member), committee member (faculty member), and an external committee member (school or community-based) to assess the quality of their capstone projects. Candidates are expected to collect and analyze data, as well as develop and defend capstone project at the completion of the enrolled semester. Prerequisite: EDUC 555.

EDUC 570. Consultation Collaboration: The Role of the Teacher. 3 Credits.

Provides an understanding of the relationship between diverse populations and the general education setting. Theories and strategies used in collaboration and consultation will be presented. Particular emphasis on how families, special educators and general educators can work together for student success.

EDUC 571. Advanced Educational Assessment of Diverse Learners. 3 Credits.

Laboratory experiences in the study, interpretation, and use of diagnostic instruments and assessment techniques used in evaluating exceptional and limited English proficiency (LEP) students. Both alternative and standardized testing will be examined.

EDUC 572. Nature and Needs of Students with Specific Learning Disabilities. 3 Credits.

Study of the theories, trends, classification systems, characteristics, and educational approaches to diagnosis and remediation of students with specific learning disabilities.

EDUC 573. Instructional Strategies for Teaching Learning Disabled Students. 3 Credits.

Focuses on specialized approaches to teaching academic skills. Instructional techniques using commercial as well as modified curriculum materials will be presented.

EDUC 574. Classroom and Behavior Management. 3 Credits.

Focuses on theoretical and applied methods of classroom organization, behavior management, and consultation for all students. By bridging theory and practice students learn how to create safe and productive learning environments. (This course may be required to be taken in conjunction with EDUC 588 and EDUC 590).

EDUC 576. Instructional Strategies for Teaching the Mentally Disabled. 3 Credits.

Provides Instructional strategies for teaching functional and basic developmental skills. Developing, implementing, and evaluating individual programs will be discussed with emphasis on databased management.

EDUC 577. Curriculum for Students with Mental Handicaps. 3 Credits.

Focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.

EDUC 578. Nature and Needs of Emotionally Disabled Students. 3 Credits.

Examines the characteristics, identification, and problems of emotionally disabilities. Attention is given to the prevention of emotional handicaps. Emphasis given to intervention techniques as well as utilization of community services.

EDUC 579. Nature and Needs of Gifted Students. 3 Credits.

Examines the characteristics, identification, and problems of the gifted. Special attention devoted to educational approaches, principles and practices used in special and regular classrooms.

EDUC 580. Language Development of Diverse Populations. 3 Credits.

Study of current practices in teaching language development for exceptional and limited English proficiency (LEP) students.

EDUC 581. Curriculum for Students with Learning Disabilities. 3 Credits.

Focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.

EDUC 582. Instructional Strategies for Teaching Emotionally Disabled Students. 3 Credits.

Attention given to methods, materials, and strategies for teaching emotionally disabled students. Development, implementation, and evaluation of individualized programs will be covered. Data-based management and motivational techniques will be discussed.

EDUC 583. Curriculum for Emotionally Disabled Students. 3 Credits.

Focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.

EDUC 584. Educational Procedures and Curriculum for the Gifted. 3 Credits.

Examines curricula content, materials, and methods. Learning models in curriculum building investigated. Attention given to learning styles, self-awareness and simulation activities, and development of creative potential.

EDUC 585. Independent Study. 1 to 6 Credit.

Explores in greater depth of materials related to basic courses. Foundational courses cannot be taken independently.

EDUC 586. Independent Study. 2 to 6 Credits.

Explores in greater depth of materials related to basic courses. Foundational courses cannot be taken independently.

EDUC 587. Guidance and Counseling of Gifted Students. 3 Credits.

Study of the theoretical basis of counseling and of the special tasks of counseling with gifted students and their parents.

EDUC 588. General Methods of Teaching. 3 Credits.

Overview of the entire school program; curriculum, school organization, problems of instruction, and evaluation.

EDUC 589. Seminar: Special Methods of Teaching in the Secondary Schools. 3 Credits.

Examines techniques of motivation; preparation, presentation, and evaluation of materials in particular subject fields. Micro-simulation and interaction analysis.

EDUC 590. Supervised Student Teaching. 3 to 6 Credits.

A minimum of 210 hours in an elementary or secondary school; 100 hours of actual instruction.

EDUC 591. Internship in Educational Leadership. 1 Credit.

Pass/Fail Course. School-based field experiences under the supervision of a school administrator and seminars on best practices in school leadership. (Total of 3 credits required.)

EDUC 592. Methods of Teaching English to Speakers of Other Languages (ESOL). 3 Credits.

Overview of teaching methodologies that are effective in teaching English as a second language. The content will include components in content-based (mathematics, science, language arts, and social studies) using appropriate ESOL strategies.

EDUC 593. ESOL Curriculum and Materials Development. 3 Credits.

Provides certified teachers and others with skills and competencies necessary for application of second language acquisition theory, principles and research in curriculum and materials development in ESOL. Appropriate curriculum and curriculum materials which enhance LEP students' ability to acquire English and other content area skills and competencies are emphasized.

EDUC 594. Testing and Evaluation in ESOL. 3 Credits.

Provides general background in issues of language testing, opportunities for examining informal and formal assessment and evaluation strategies, and practical experience in designing and developing valid assessment instruments for learners of English as a Second Language.

EDUC 595. Seminar. 3 Credits.

Graduate seminars concentrating on content, skills, or materials in various subject fields.

EDUC 596. Seminar. 3 Credits.

Graduate seminars concentrating on content, skills, or materials in various subject fields.

EDUC 597. Applied Linguistics. 3 Credits.

Provides ESOL teachers with knowledge and skills to apply linguistic theories, methods, and findings to solve LEP/ESOL teaching and learning problems and to enable them to effectively deliver second language curriculum to learners who have varied linguistic backgrounds.

EDUC 598. Education of Special Populations of Gifted Students. 3 Credits.

Overview of theory, research, and practical suggestions about educating special populations of gifted students, e.g., minorities, emotionally disabled, learning disabled, physically disabled, sensory disabled and speech impaired. The aim is to sketch several definitions of giftedness, then to apply these to special populations and apply this knowledge to the classroom.

EDUC 599. Theory and Development of Creativity. 3 Credits.

Examines theory, research, and practical suggestions about creativity that are of value to classroom teachers. The aim is to sketch several definitions to define creativity from various theoretical models, then to survey various instruments to identify and apply this knowledge to the classroom.

EDUC 629. Affirming and Leading for Cultural Diversity in Education. 3 Credits.

Attention is given to planning, site based management, school improvement, and the impact on implementing multicultural education and managing cultural diversity in schools. Practical curricular models will be evaluated and innovative curricula will be designed and discussed.

EDUC 644. Data Management and Systems Planning. 3 Credits.

Advances discussion of organizational theory, systems theory, educational leadership and the role of the principal in creating an effective school environment. Focuses on site-based decision-making and data analysis to determine a plan for personalized school improvement.

EDUC 647. Communication for Educational Leaders. 3 Credits.

Focuses on practical communication needs of the working educator including written, oral, and non-verbal communications.

EDUC 650. Seminar: Education in an Era of Challenge. 3 Credits.

Explores major problems and contemporary issues confronting school personnel. Extensive use is made of resource persons in the several areas of concern.

EDUC 663. Psychology of Instruction and Discipline. 3 Credits.

Examines theory and practice of Psychological principles and techniques to improve teaching and learning and classroom management.

EDUC 665. Utilizing Educational Research. 3 Credits.

Examines both quantitative and qualitative methods employed in educational research, library techniques, use of mini and microcomputers including the SPSS program(s). Also provides students with knowledge and methods for conducting, evaluating and applying published research to their classroom and school leadership.

EDUC 667. The Exceptional Child in the Regular Classroom. 3 Credits.

Examines the discernible types of educationally exceptional children, including the so-called average child. Throughout this course, a continuing effort will be made to adapt to the "regular" classroom those techniques and procedures which have proved useful in the various areas of special education.

EDUC 675. Field Research I. 2 Credits.

Pass/Fail Course. This course introduces candidates to field research and self-reflective scientific inquiry. Students develop research questions, conduct an extensive literature review, and develop his/her research design.

EDUC 676. Field Research II. 2 Credits.

Pass/Fail Course: This course examines data analysis, coding and research methods based on the student's field research.

EDUC 677. Field research III. 2 Credits.

Pass/Fail Course: This course focuses on writing and revising the candidate's field-based research report and preparing for professional distribution.

EDUC 685. Directed Study. 3 Credits.

In-depth study and research in selected areas of education.