

# Graduate Education in the Department of Education

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The Department of Education graduate programs are accredited by the Southern Association of Colleges and Schools (SACS) and by the State of Florida.

*\*Due to State of Florida regulations, state approved programs may be subject to change during the academic year.*

## Graduate Degrees

- Educational Specialist (EdS) - Curriculum and Instruction (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/educational-specialist/>)
- Master of Education (MEd) - Educational Leadership (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-education-med-educational-leadership/>)
- Master of Education (MEd) - Exceptional Student Education (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-education-med-exceptional-student-education/>)
- Master of Science (MS) - Higher Education Administration and Supervision (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-science-higher-education-administration-supervision/>)
- Modified Program in Educational Leadership (Certification-only Program) (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/modified-educational-leadership/>)
  - (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/modified-educational-leadership/>) Students must be in a degree-seeking program to receive Federal Student Loans (FAFSA) as per government guidelines.

### Graduate Council

*The Education Graduate Council determines whether an individual student will be admitted.*

Council Members: Chris Colwell; Glen Epley; Elise Gruber; Kathy Piechura-Couture; Lou L. Sabina (*Graduate Council Chair*); Rajni Shankar-Brown; Debra Touchton.

## Admission Agreement Between the Department of Education and the Graduate Committee Concerning Stetson Graduates

Stetson University graduates who have successfully completed our undergraduate state-approved education program with at least a 3.00 GPA in their major and at least a 2.80 GPA for all work at Stetson and submit positive recommendations for graduate studies admission (two professional references and from the applicant's direct supervisor (principal) will not be required to take the GRE or MAT. Students who do not meet these criteria may apply for admission in the traditional fashion.

## Florida Department of Education Certification Requirements - Educational Leadership Program

In order to graduate from a state-approved Educational Leadership Program program, students must present their passing scores on all four subtests of the Florida Educational Leadership Examination (FELE) as required for certification and successful program completion. The FELE consists of three multiple-choice subtests covering 13 domains of core curriculum in Educational Leadership as well as a fourth written component.

Proof of passing scores on all four tests is required for certification and thus must be sent to the Office of Graduate Studies prior to the degree conferral date in the student's final semester. In this instance, certification consists of state-approved language being added to the student's official transcripts.

A student may opt to graduate with their master's degree "without certification" (transcript language) by informing the Office of Graduate Studies they wish to select Option II. In this instance, the state-approved certification language cannot be updated after the student's degree has been conferred.

## Accreditation Management System for Educational Leadership

Watermark (formerly VIA) is an electronic portfolio and accreditation management system that is important to your success within the Education Program. Students are required to demonstrate that they have met the standards associated with their specific Florida Department of Education program. Students complete key assignments, known as critical tasks, and the faculty then assess these assignments within the Watermark system. Moreover, the Watermark system allows the school to generate data reports for both accreditation and assessment purposes. The Watermark program cost is in addition to the cost of tuition. A one-time fee is assessed to the student's account within the first semester of the program. Contact the Office of Graduate Studies for additional information.

## Degrees

### Degrees in Education

- Educational Specialist Degree (EdS) - Curriculum and Instruction (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/educational-specialist/>)
- Master of Education (MEd) in Education Leadership (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-education-med-educational-leadership/>)
- Master of Education (MEd) in Exceptional Student Education (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-education-med-exceptional-student-education/>)
- Master of Science (MS) in Higher Education Administration and Supervision (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-science-higher-education-administration-supervision/>)
- Modified Program in Educational Leadership (Certification-only Program) (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/modified-educational-leadership/>)

- (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/modified-educational-leadership/>) Students must be in a degree-seeking program to receive Federal Student Loans (FAFSA) as per government guidelines.

## Courses

### **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 sited-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.