

Graduate Education in the Department of Education

The Department of Education graduate programs are accredited by the Southern Association of Colleges and Schools (SACS) and by the Council for the Accreditation of Educator Preparation (CAEP). In addition to SACS and CAEP, the Educational Leadership program is also accredited 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

Master of Education - Educational Leadership

Graduate Council

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

Council Members: Patrick Coggins; Chris Colwell (*Department Chair*); Glen Epley; Elise Gruber; Elizabeth Heins; Lou L. Sabina; Rajni Shankar-Brown; Debra Touchton (*Graduate Council Chair*).

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

Stetson University graduates who have successfully completed our undergraduate CAEP-approved education program or our state-approved program (prior to our receiving CAEP accreditation) 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 from the Department of Education faculty and one from outside the Department/School 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

Candidates who do not hold a valid Florida Professional Educator's Certificate will be required to pass the general knowledge test prior to admittance into any certification program.

In order to graduate from a state-approved teacher education program, students must present passing scores on all additional tests required for certification as a requirement for program completion. The tests required for certification and program completion include a professional skills test and a subject area test. The examinations required for certification and thus program completion (graduation) must be determined on an individual basis. The only examination required for certification and program completion for those candidates who already hold a valid Florida Professional Educators Certificate will be the appropriate subject area examination (FELE).

Degrees

Degrees in Education

- Master of Education (M.ED.) in Education Leadership (<http://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-education-med-educational-leadership>)
- Modified Program in Educational Leadership (Certification-only Program) (<http://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/modified-educational-leadership>)

Faculty

Graduate Education Faculty

Coggins, Patrick C.

Professor of Education, 1991

B.S., Springfield College

M.S., Southern Connecticut State University

Ph.D., University of Connecticut

Colwell, Christopher

Associate Professor and Chair of Education, 2011

B.A., M.Ed., Stetson University

Ed.D., University of Central Florida

Epley, B. Glen

Professor of Education, 2007

B.S., M.Ed., University of Tennessee at Chattanooga

Ph.D., Duke University

Gruber, D. Elise

Assistant Visiting Professor, 2018

B.A., M.A., University of Central Florida

M.A., St. David's University College, U.K.

Ed.S., Stetson University

Ed.D., University of Florida

Sabina, Louis L.

Assistant Visiting Professor, 2016

B.S., M.S., Robert Morris University

M.S., Edinboro University

Ph.D., University of Pittsburg

Shankar-Brown, Rajni

Associate Professor of Education and Jessie Ball DuPont Chair of Social Justice Education, 2013

B.A., George Mason University

M.A., Ph.D., University of North Carolina at Charlotte

Touchton, Debra

Professor of Education, Ed. Leadership Program Director, 2000

B.A., M.A., Ph.D., University of South Florida

Courses

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

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

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 514. Middle School Curriculum. 3 Credits.

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

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. Prerequisite to all reading courses.

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. Prerequisite: EDUC 519.

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 handicapped, and educable mentally handicapped, 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 Handicapped. 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 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 575. Action Research - Theory to Practice. 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. (Total of 3 credits required.)

EDUC 576. Instructional Strategies for Teaching the Mentally Handicapped. 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 Handicapped Students. 3 Credits.

Examines the characteristics, identification, and problems of emotionally handicapped. 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 Handicapped Students. 3 Credits.

Attention given to methods, materials, and strategies for teaching emotionally handicapped 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 Handicapped 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 handicapped, learning disabled, physically handicapped, sensory handicapped 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. Managing Cultural Diversity. 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 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 685. Directed Study. 3 Credits.

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