

Education

The mission of the Department of Education is to educate teachers and administrators to act as competent, effective, and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; to respond to those needs; and to advocate for change from the local to the global levels. The Department of Education resides within the Division of Education. The programs offered by the unit meet University requirements for graduation, as well as the certification requirements of the Florida Department of Education.

This accreditation covers undergraduate preparation programs in elementary education/Reading/ESOL K-6, K-12 programs in music, and graduate preparation programs in educational leadership. See Music section for Music Education (<https://catalog.stetson.edu/undergraduate/music/>) guidelines. See Graduate Education in the Department of Education (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/>) for detailed information on graduate programs.

Responsibility for education programs rests with the Chair of the Department of Education. The Undergraduate and Graduate Councils review program requirements, recommend policy and procedures, monitor student progress, and serve as a board of appeal for students seeking exceptions to established policy.

The Undergraduate Council uses numerous factors to determine admittance to undergraduate programs. Admission may be contingent upon the program's availability of space. All students should begin the admission application process through the Undergraduate Education Office during the first semester of their tenure at Stetson.

Admittance to graduate programs of study is determined by the Graduate Admissions Council. A description of graduate programs appears in the graduate section of this *Catalog*.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/education.php>.

The Nina B. Hollis Institute for Educational Reform

The Nina B. Hollis Institute for Educational Reform at Stetson University resides within the Department of Education. The Institute, established in 2000, is a comprehensive learning community. In collaboration with local community leaders, district personnel, educational agencies, and Stetson University faculty, the Institute has created a model for reform that supports education. Through research and pedagogical assistance, the Institute provides assistance in developing research-based best practice in-service workshops and events to educators, families, businesses, universities, and policymakers for the advancement of teaching and learning.

Undergraduate Degrees and State Certifications

The Department of Education offers state-approved programs in elementary education/Reading/ESOL K-6 and K-12 programs in music. See Music section for Music Education (<https://catalog.stetson.edu/undergraduate/music/>) guidelines. The Elementary Education/Reading/

ESOL K-6 program provides ESOL and Reading endorsement, as mandated by the State of Florida.

In addition to its approved certification programs, the Department offers certain courses accepted by the Florida Department of Education for Florida certification. For specific courses, consult with the Office of Undergraduate Education.

Note: Program requirements are subject to change based on Florida Department of Education mandates.

Admission Requirements

To be considered for admission to the Education program, a student must:

1. Complete an application for admission to a program of study leading to certification;
2. complete a Candidate Acknowledgment of Professional Dispositions Form (found on Canvas) in EDUC 265;
3. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program;
4. present a minimum 2.5 grade point average for all college work taken at Stetson;
5. earn a grade of C or higher in at least one Writing Enhanced Course;
6. earn a grade of C or higher in all courses with the EDUC prefix;
7. present a minimum 2.5 grade point average in major content area;
8. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
9. join the Florida Future Educators Association (FFEA) \$5.00 fee applied;
10. follow the degree audit planner. ALL students MUST meet with their education advisor every semester;
11. review the Undergraduate Student Handbook; and
12. purchase a subscription to VIA (department student management and assessment system) \$85.00 fee applied.

Note: At any checkpoint within the student's program, if there is a concern about the student's appropriate progress, the student may be required to meet with an education faculty committee before continuing in the program. Background checks are required prior to any field placement.

Admission Review by the Undergraduate Council

After considering all of these requirements, the Undergraduate Council will determine whether an individual student will be admitted. The Council may choose not to admit a student based on an interview, even though other requirements have been satisfied. Admission also may be contingent upon the program's availability of space.

Students should begin the admission application process through the Undergraduate Education Office during the first semester of their first year. Transfer students should begin the admission application process during the first semester of their residence.

Admission to Student Teaching

Eligibility requirements for student teaching include the following:

1. Be admitted into the Approved Education Program;
2. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program;
3. complete the Stetson Student Teaching application;
4. complete the County Student Teaching application;
5. provide evidence of passing scores on **all** of the Florida Teacher Certification Examinations (FTCE): General Knowledge (GK), Professional Educators (PE), and Subject Area Exam (SAE) by December 1 for Spring admission and May 1 for Fall admission;
6. earn a grade of C or higher in all credit-bearing EDUC and MUED courses;
7. earn a grade point average of 2.5 or higher in major content area and overall;
8. demonstrate satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;
9. receive a satisfactory behavior recommendation from Stetson's Office of Community Standards; and
10. complete fingerprinting clearance as required by county school boards.

Exit Requirements

In order to graduate from the University with a degree in elementary education, a student must satisfactorily complete the following requirements:

1. Cumulative grade point average of 2.5 or better;
2. earn a grade of C or higher in all credit-bearing EDUC and MUED courses;
3. grade point average of 2.5 or better in major content teaching area;
4. demonstrated Satisfactory performance in each of the following: Danielson Domains, Reading Competencies, ESOL Domains;
5. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program.

For information on graduate degrees in Education, see the Graduate Programs/Arts and Sciences (<https://catalog.stetson.edu/graduate/arts-sciences/>).

Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

The Educator Accomplished Practices

Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - Aligns instruction with state-adopted standards at the appropriate level of rigor
 - Sequences lessons and concepts to ensure coherence and required prior knowledge
 - Designs instruction for students to achieve mastery
 - Selects appropriate formative assessments to monitor learning
 - Uses diagnostic student data to plan lessons
 - Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - Organizes, allocates, and manages the resources of time, space, and attention
 - Manages individual and class behaviors through a well-planned management system
 - Conveys high expectations to all students
 - Respects students' cultural linguistic and family background
 - Models clear, acceptable oral and written communication skills
 - Maintains a climate of openness, inquiry, fairness and support
 - Integrates current information and communication technologies
 - Adapts the learning environment to accommodate the differing needs and diversity of students
 - Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - Deliver engaging and challenging lessons
 - Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
 - Identify gaps in students' subject matter knowledge
 - Modify instruction to respond to preconceptions or misconceptions
 - Relate and integrate the subject matter with other disciplines and life experiences
 - Employ higher-order questioning techniques
 - Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
 - Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
 - Support, encourage, and provide immediate and specific feedback to students to promote student achievement
 - Utilize student feedback to monitor instructional needs and to adjust instruction
4. Assessment. The effective educator consistently:
 - Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs

instruction based on those needs, and drives the learning process

- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
- Applies technology to organize and integrate assessment information

Continuous Improvement, Responsibility, and Ethics

1. Continuous Professional Improvement. The effective educator consistently:
 - Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
 - Examines and uses data-informed research to improve instruction and student achievement
 - Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
 - Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
 - Engages in targeted professional growth opportunities and reflective practices
 - Implements knowledge and skills learned in professional development in the teaching and learning process
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56
 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56
 FS. History—New 7-2-98, Amended 2-13-11.

Majors

Majors in Education

- Bachelor of Arts in Education: Elementary Education (Grades K-6) with ESOL Endorsement and Reading Endorsement (<https://catalog.stetson.edu/undergraduate/arts-sciences/education/education-ba/>)
- Bachelor of Arts in Education: General Studies in Education (<https://catalog.stetson.edu/undergraduate/arts-sciences/education/general-studies-education/>)

Minors

Minor in Education - 5 units

The Minor in Education prepares students to better understand the roots of educational issues, such as the purposes of education, the

motivational atmosphere in which learning takes place, and areas of difficulty often encountered by students in schools today. This minor is not designed to satisfy the requirements for teacher certification in Florida.

To declare this minor, the student must have an advisor in the Department of Education, in addition to his/her major advisor.

Code	Title	Units
Requirements		
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology	1
EDUC 265	Principles and Methods of Instruction for Diverse Learners ^{1, 2}	1
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
EDUC 305V	Cultural Diversity Education	1
Total Units		5

¹ Lab fee required for FTCE exam.

² Student fee for Education name badge.

Advising Course Plans

Advising Course Plans

- Elementary Education Major - Cohort A (https://catalog.stetson.edu/undergraduate/arts-sciences/education/cohort_a/)
- Elementary Education Major - Cohort B (https://catalog.stetson.edu/undergraduate/arts-sciences/education/cohort_b/)

Plans for Transfer Students and Students Changing Their Major

- Elementary Education Major 3-Year Plan (<https://catalog.stetson.edu/undergraduate/arts-sciences/education/3yr-plan/>)
- Elementary Education Major 2-Year Plan (<https://catalog.stetson.edu/undergraduate/arts-sciences/education/2yr-plan/>)

Faculty

Ankeny, Raisa
Assistant Professor of Education, 2020
 B.A., M.A., University of Central Florida
 Ph.D., New Mexico State University

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, 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,
Visiting Assistant Professor of Education, 2018
B.A., M.A., University of Central Florida
M.A., University of Wales, St. David's College
Ed.S., Stetson University
Ed.D., University of Florida

Heins, Elizabeth D.
Professor of Education, 1981
Nina B. Hollis Chair of Educational Reform, 2000
B.A., Florida Technological University
M.Ed., Ph.D., University of Virginia

Oslick, Mary Ellen
Associate Professor of Education, 2014
B.A., M.A.T., Trinity University
Ph.D., University of Florida

Parks, Melissa
Associate Professor of Education, 2016
B.S., Westfield State College
M.Ed., University of Central Florida
Ph.D., Florida Atlantic University

Piechura-Couture, Kathy Jo
Professor of Education, 1993
B.S., Eastern Michigan University
M.A., Ph.D., University of South Florida

Sabina, L. Lou
Assistant Professor of Education, 2019
B.S., M.S., Robert Morris University
M.Ed., Edinboro University of Pennsylvania
M.B.A., Oklahoma State University
Ph.D., University of Pittsburgh

Shankar-Brown, Rajni
Professor of Education, 2013
B.A., George Mason University
M.A., Ph.D., University of North Carolina at Charlotte

Smith, Amy
Assistant Professor of Education, 2021
B.A., University of Northern Colorado
M.A., Ph.D., University of Colorado Denver

Tichenor, Mercedes
Professor of Education, 1996
B.A., Baylor University
M.S., The Florida State University
Ed.D., Peabody College of Vanderbilt University

Touchton, Debra
Professor of Education, 2000
B.A., M.A., Ph.D., University of South Florida

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. Provides students with an orientation to the field of human exceptionality. It is designed to present the problems involved in educating school-aged populations classified as exceptional students, familiarize students with the various classifications of exceptionalities, and examine the services provided for handicapped individuals in society. Field placements within schools or other service related agencies are required. Field experience with background check required. 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 mildly handicapped students 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 Handicapped Students. 1 Unit.

Deals with characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally handicapped, and educable mentally handicapped. 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.

Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

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., 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 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.