Why a Master’s in Educating for Social Justice at Stetson?

There are many reasons why Stetson is the place to get this degree, including the following:

- We have a unique focus on social justice, something few programs in the United States have.
- We offer a unique program design that incorporates international and domestic components.
- We offer personalized instruction—small classes, with a cohort model.

Pursuing this degree will enhance your knowledge of teaching and your ability to advocate for social change. Additionally, this master’s program will open doors to more opportunities such as qualifying you for district positions or supporting you in beginning your quest towards a doctoral degree in education and/or social justice. The educational community needs more teachers with advanced degrees to advocate for educational excellence and socially marginalized student populations.

Stetson University is a small, private university that values your intellectual development, personal growth and global citizenship. Faculty members in the education department at Stetson University are committed to promoting student success and advancing social justice. Students in Stetson’s academic programs lead lives of significance, both personally and professionally.

Program Format

The “theory to practice” program is a 30-credit, 15-month advanced degree program designed to fit into practicing teachers’ professional and family obligations. The candidates will proceed through the coursework in cohorts, starting with an intensive summer semester when candidates are not teaching. The courses will be taught in a hybrid or blended format. The program encourages candidates to actively grow as teacher-scholars and reflective thoughtful decision makers who possess a deep understanding of the knowledge, skills and dispositions involved in teaching for social justice. The program culminates in an immersion experience that fosters research designed to facilitate social change at local and global levels. Taught by a highly qualified and award-winning faculty made up of teacher-scholars.

Fast Facts

Developed to meet the needs identified by school leaders, and consistent with Stetson’s strength in social justice, this degree focuses on advocating for socially marginalized students in local and global societies. This “theory to practice” degree program is founded upon the commitment to pedagogical practices that promote closing persistent and growing opportunity gaps. The program’s core embraces Stetson University’s values of diversity, inclusion, intercultural competence and social justice.

Where Stetson graduates are employed:

Stetson graduates are employed throughout the state of Florida, across the country and internationally.
and professionals, the program is designed to enhance students' knowledge of teaching and ability to advocate for social change.

Outcomes
Earning a master's degree can lead to additional compensation and increased employment opportunities. A master's degree in Education will establish you as an expert teacher, which makes you more appealing to employers. Teachers who earn their advanced degrees demonstrate a deep level of understanding and commitment to the education profession. The M.Ed. in Elementary Education program at Stetson will support you in developing innovative teaching methods and prepare you to enter leadership positions to enact the system-wide changes in education that are needed to close the growing opportunity gap.

Accomplished Faculty
The faculty consists of dynamic teacher-scholars with a proven track record of innovative teaching and leadership in K-12 education. The education department faculty are broadly prepared and experienced with a scholarly focus on the program's signature emphasis of preparing teachers and leaders in the critical dimensions of class, gender and culture in 21st century K-12 education.

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Curriculum/Courses
Summer I
EDUC 555 - Critical Issues in Education
EDUC 554 - Education and Social Justice
EDUC 501 - Educational Assessment, Evaluation and Planning (or EDUC 563)

Fall
EDUC 558 - Differentiated Instruction
EDUC 563 - Theories of Learning (or EDUC 501)
EDUC 565 - Instructional Design (Part 1)

Spring
EDUC 557 - Cultural Arts Integration
EDUC 527 - Content Area Literacy
EDUC 565 - Instructional Design (Part 2)

Summer II
EDUC 575 - Action Research
EDUC 559 - Educational Immersion *
Total: 30

* Educational Immersion is a capstone experience that will include an international or domestic option. Candidates wishing to participate in the international option will be billed at a higher rate for each course so that the cost of the trip is included in the tuition.

Course Descriptions
EDUC 554 - Education and Social Justice: 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: 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 563 - Theories of Learning: 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 558 - Differentiated Instruction: 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 501 - Educational Assessment, Evaluation and Planning: 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 557 - Cultural Arts Integration: This course explores the theories and practices of culturally responsive arts integration across the curriculum. Interdisciplinary perspectives to cultural
arts integration will be examined and candidates will learn various approaches to foster creativity, critical thinking, collaboration and self-expression in the classroom. In addition to developing a comprehensive understanding of how cultural arts integration can deepen teaching and learning, candidates will also discuss the role of the arts in relationship to social justice issues and closing the opportunity gap.

EDUC 527 - Content Area Literacy: 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 565 - Instructional Design (Part I and II): This is a two semester course that provides an overview of the design, development, and evaluation of instructional technologies for differentiating instruction. This project-based course incorporates multidisciplinary and culturally responsive applications that address the opportunity gap.

EDUC 575 - Action Research: This course introduces candidates to action research, a form of self-reflective systematic inquiry by practitioners on practice in classrooms or 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 559 - Educational Immersion: This 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. Intensive immersion experience provides the opportunities to bridge research and best educational practices in promoting social justice.