

STETSON UNIVERSITY

Master's of Education in Exceptional Student Education – One Year, 30 Credit Hour Program

First Term (Summer):

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 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 580. Language Development of Diverse Populations. 3 Credits.

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

Second Term (Fall):

EDUC 573. Curricular and Instructional Strategies for Exceptional 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 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.

Third Term (Spring):

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 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.).

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Fourth and Final Term:

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 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 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.