

5000-Level Courses Used in School of Education

Certificate Programs and Master's Degrees Listed in the 2020-21 Graduate Catalog

EDCT 5602 Content Methods (3)

This course will help participants define and implement effective content methods by covering theory, lesson planning, curriculum management and related topics designed for application in a classroom setting to enhance student learning. We will identify the qualities of effective content methods, and use these as themes for our investigation, practice, and improvement. Themes include assessing prior knowledge; integrating student assets; teaching academic language; scaffolding; supporting; deepening; providing and responding to feedback; student reflection; and teacher reflection.

EDCT 5608 Diversity, Equity & Inclusion in Education (3)

Explores the diversity found in American classrooms. Discusses theoretical bases related to diversity and methods for dealing with this diversity in a positive and practical manner.

EDCT 5704 Classroom Management: Preparation & Prevention (3)

Essential question: How can I foster a respectful learning community? To answer this question, we will consider several other questions. How should a teacher present him/herself? What does a teacher do in the first days of school? What are some principles and procedures for designing classroom routines and promoting teacher-parent communication? How do we encourage students to own their own behavior and problems? What does culturally responsive management look like? This course will discuss these questions along with many more while using the experiences from internship.

EDCT 5940 Applied Teacher Internship (5)

How can I teach to ensure the learning of all students? This is a necessarily large question and it encompasses questions of planning, instructing, and assessing students. It involves knowing the individual students in your classroom and the standards of your discipline. What do you want the students to know and be able to do? How will you design this learning? How will you modify your lessons to meet the needs of various learners? This course is a yearlong accompaniment to your yearlong alternative route residency. Your internship will be the laboratory of your learning. You will be in the classroom for the duration of the year, applying learnings from this course to your actual teaching placement. This course will begin with management for preparing for the start of a classroom. It will then move into learner development and the neuroscience of learning. We will discuss methods of assessment and feedback and how to integrate technology to meet your instructional goals. You will be asked to design an entire unit based upon Understanding by Design (UbD) principles. Additionally, you will consider how to teach students discipline-specific literacy, concepts, ways of knowing, and tools unique to itself.

EDMA 5807 Elementary Mathematics Methods (3)

This course is designed to introduce elementary teachers to mathematical content and pedagogy which have been proven effective in the teaching of mathematics. In recent years, research in mathematics education has given educators valuable information on how children best learn mathematics. Strategies and procedures which are a direct result of this research will be incorporated into class activities, discussions and assignments.

EDRD 5980 Field Experience (3)

Within this course the candidate will complete an independent field experience in the new endorsements subject areas of reading and ELL. During the experience the candidate will develop and teach a unit plan for reading and an advocacy plan for English Language Learners. The supervisor will formally observe the candidate teaching a minimum of two lessons from that unit. In addition candidates will submit a portfolio that documents his/her ability to have a positive impact on student learning, as well as the candidate's knowledge and teaching skills in the new endorsement areas. Note: Upon registration, the candidate will need to complete the requirements for the field experience course within one quarter.

EDSE 5081 Special Education: Assessment & Individual Education Plans (3)

Teaches diagnostic and evaluative procedures commonly used with exceptional children. Includes construction of criterion referenced tests and curriculum based assessment; use and interpretation of formal and informal tests, and procedures and related ethics procedures, and related issues.

EDSE 5127 Severe Disabilities (3)

In the education system there are students identified as having severe disabilities otherwise known as low incidence. Severe Disabilities as identified by the Individuals with Disabilities in Education Act (IDEA 2004) fall under the following categories: hearing impairments, visual impairments, deaf/blindness, intellectual disabilities, orthopedic impairments, other health impairments, autism, traumatic brain injury and multiple disabilities. This course will examine the characteristics of individuals identified with severe disabilities, their unique educational and service delivery needs, family and community issues, theoretical approaches, as well as instructional strategies, application and supports.

EDSE 5653 Teaching Reading to Exceptional Students (3)

Explore the learner characteristics associated with reading difficulties and how to remediate them at both the elementary and secondary levels. Learn to create a balanced reading program for students with disabilities that includes phonemic, word recognition, vocabulary, comprehension and fluency skills. Students will learn how to assess, teach and monitor reading skills. Students will create their own materials for reading instruction and learn how to evaluate commercially-available reading programs for appropriateness for students with disabilities.

EDSE 5943 Behavior Management (3)

The purpose of this course is to provide students with group and individual behavior management and instructional procedures that can be used in a variety of educational and human environments. Course content will provide both theoretical understanding and practical application of strategies aimed at creating safe, encouraging, and effective learning environments. Emphasis will be placed on (a) instructional procedures rather than the content (i.e. curriculum) of instruction, (b) behavior and program evaluation, and (c) core management principles.

EDSE 5944 Teaching Students with Emotional & Behavioral Disorders (3)

While less than 1% of students receive special education services under the category of Emotionally Behavioral Disabilities (EBD), far more (approximately 20% of today's students have emotional and/or behavioral disorders that negatively impact academic and social outcomes. In this course students will examine foundational issues related to EBD including law and policy, racial and ethnic disparities, and historical and philosophical approaches that inform current programming. Prevention and intervention strategies will be explored from individual and system-side perspectives that integrate mental health, academic instruction and behavioral interventions. Etiology, medical and educational diagnosis, characteristics of internalizing and externalizing behaviors, as well as family and community issues will be investigated.

EDSE 5946 Individualized Education Plans (3)

This course is designed to provide special educational professionals with technical and practical information, regarding the development of Individual Education Plans (IEPs). Specific compliance IEP requirements in Washington State will be covered, along with a variety of suggestions, tips and resources for best practice.