

# EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION MAJOR (BAE)

**Early Childhood Education and Early Childhood Special Education (BAE)**-This is a blended program. Students choosing to pursue blended certification in Early Childhood Education and Early Childhood Special Education must complete the required professional core and combination of early childhood education and early childhood special education coursework below. Completion of coursework will satisfy the requirements for recommendation for certification in preschool–third grade early childhood education and birth–third grade early childhood special education.

**The Early Childhood Education and Early Childhood Special Education Bachelor of Arts in Education consists of both the Early Childhood Core and the required Early Childhood Special Education courses.**

- Candidates who choose the Early Childhood Blended program must take the Early Childhood core and will have completed the requirements for recommendation for both the Early Childhood Education and Early Childhood Special Education endorsements.
- Candidates may choose to complete an Elementary Education Add-On Endorsement, which will extend certification through grade 8.
- Candidates may choose to complete a Special Education Add-On Endorsement, which increases the age range from birth through age 21.

Admission to the Education Program (<http://catalog.ewu.edu/ps/se/#admissiontext>)

Education Grade Requirements (<http://catalog.ewu.edu/ps/se/#graderequirementstext>)

## Required Early Childhood Education Courses

EDUC 344	EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING	4
EDUC 390	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3
EDUC 394	METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS	3
EDUC 410	METHODS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	4
EDUC 430	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	5
EDUC 444	LANGUAGE ARTS METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM	3
EDUC 450	METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	4
EDUC 454	SCIENCE METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM	4
EDUC 461	SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM	3
EDUC 470	DIVERSITY IN EARLY CHILDHOOD EDUCATION	3

EDUC 479	EARLY LITERACY	4
EDUC 489	FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD (Meeting Early Childhood Special Education competencies)	4

## Required Early Childhood Special Education Coursework

SPED 412	INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION	4
SPED 420	PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS	4
SPED 421	CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS	4
SPED 465	METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION	5
SPED 480	INCLUSIONARY PRACTICES AND COLLABORATION	4

## Internship Coursework

EDUC 386D	P3 FIELD EXPERIENCE AND PRACTICUM	1
EDUC 386E	P3 FIELD EXPERIENCE AND PRACTICUM	3
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	12
EDUC 427	GENERAL STUDENT TEACHING K-12 (variable credit course—only 3 credits count)	3
EDUC 451	APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	3
SPED 488	SPECIAL EDUCATION PRACTICUM	3
SPED 489	SPECIAL EDUCATION STUDENT TEACHING (Optional—students are encouraged but not required to complete this second student teaching opportunity.)	

## Required Capstone

EDUC 490C	EARLY CHILDHOOD CAPSTONE	4-5
or SPED 490	SPECIAL EDUCATION CAPSTONE	

**Total Credits** **94-95**

## Plan of Study

**The following plan of study is for a student with zero credits.** Individual students may have different factors such as: credit through transfer work, Advanced Placement, Running Start, or any other type of college-level coursework that requires an individual plan.

Courses could be offered in different terms, checking the academic schedule is paramount in keeping an individual plan current. **Students should connect with an advisor to ensure they are on track to graduate.**

All Undergraduate students are required to meet the Undergraduate Degree Requirements (<http://catalog.ewu.edu/undergraduate-degree/>).

### First Year

Fall Quarter	Credits	Winter Quarter	Credits	Spring Quarter	Credits
ENGL 101	5	EDUC 390	3	SPED 363	4
Humanities & Arts BACR 1 <sup>1</sup>	5	ENGL 201	5	Humanities & Arts BACR 2 <sup>1</sup>	5
Social Science BACR 1 <sup>1</sup>	5	MATH 107	5	Natural Science BACR 1 <sup>1</sup>	5
	<b>15</b>		<b>13</b>		<b>14</b>

### Second Year

Fall Quarter	Credits	Winter Quarter	Credits	Spring Quarter	Credits
CMST 200, 201, or 340	4	PSYC 204	5	Elective - certificate, minor, or general elective	5
Social Science BACR 2 <sup>1</sup>	5	Natural Science BACR 2 <sup>1</sup>	5	Global Studies - graduation requirement <sup>1</sup>	5

Elective - certificate, minor, or general elective	5 Elective - certificate, minor, or general elective	5 Diversity - graduation requirement <sup>1</sup>	5
Elective - certificate, minor, or general elective	2		
	16	15	15
<b>Third Year</b>			
<b>Fall Quarter</b>	<b>Credits Winter Quarter</b>	<b>Credits Spring Quarter</b>	<b>Credits</b>
EDUC 410	4 EDUC 386D	1 EDUC 344	4
EDUC 430	5 EDUC 394	3 EDUC 454	4
EDUC 479	4 EDUC 450	4 EDUC 489	4
SPED 420	4 EDUC 451	3 SPED 488	3
		SPED 480 4	
	17	15	15
<b>Fourth Year</b>			
<b>Fall Quarter</b>	<b>Credits Winter Quarter</b>	<b>Credits Spring Quarter</b>	<b>Credits</b>
EDUC 386E	3 EDUC 427	3 EDUC 423	12
EDUC 444	3 EDUC 461	3	
EDUC 470	3 EDUC 490C (Senior Capstone - graduation requirement)	5	
SPED 412	4 SPED 465	5	
SPED 421	4		
	17	16	12
<b>Total Credits 180</b>			

<sup>1</sup> University Graduation Requirements (UGR) and Breadth Area Course Requirements (BACR) courses may be less than 5 credits and additional credits may be required to reach the required 180 total credits needed to graduate. Students should connect with an advisor to ensure they are on track to graduate.

### University Competencies and Proficiencies

English (<http://catalog.ewu.edu/undergraduate-degree/#newitemtext>)  
 Quantitative and Symbolic Reasoning (<http://catalog.ewu.edu/undergraduate-degree/#mathcompproficiencies>)  
 Placement and Clearance (<http://catalog.ewu.edu/placement/>)  
 Prior Learning/Sources of Credit AP, CLEP, IB (<http://catalog.ewu.edu/prior-learning/>)

### General Education Requirements (<http://catalog.ewu.edu/undergraduate-degree/#generaleducationrequirements>) (GER)

- Minimum Credits—180 cumulative credit hours
  - 60 upper-division credits (300 level or above)
  - 45 credits in residence (attendance) at Eastern, with at least 15 upper-division credits in major in residence at Eastern
- Minimum Cumulative GPA  $\geq 2.0$

### Breadth Area Core Requirements (BACR)

Humanities and Arts (<http://catalog.ewu.edu/undergraduate-degree/#humanitiesandfineartsgectext>)  
 Natural Sciences (<http://catalog.ewu.edu/undergraduate-degree/#naturalsciencesgectext>)  
 Social Sciences (<http://catalog.ewu.edu/undergraduate-degree/#socialsciensesgectext>)

### University Graduation Requirements (<http://catalog.ewu.edu/undergraduate-degree/#universitygraduationrequirements>) (UGR)

Diversity Course List (<http://catalog.ewu.edu/undergraduate-degree/#cultureandgenderdiversityintheuslisttext>)  
 World Language (<http://catalog.ewu.edu/undergraduate-degree/#worldlanguagetext>) (for Bachelor of Arts)  
 Global Studies Course List (<http://catalog.ewu.edu/undergraduate-degree/#internationalstudiesrequirementtext>)  
 Minor or Certificate (<http://catalog.ewu.edu/undergraduate-degree/#majorminororcertificateugrttext>)  
 Senior Capstone Course List (<http://catalog.ewu.edu/undergraduate-degree/#capstonecourselisttext>)

Application for Graduation (use EagleNET (<https://inside.ewu.edu/eaglenet/>)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (<http://catalog.ewu.edu/archives/>) to determine *two important catalog years*.

Requirements in Degree Works (<https://inside.ewu.edu/records-and-registration/degree-works/>) are based on these two catalog years:

- The catalog *in effect at the student's first term* of current matriculation is used to determine **BACR** (Breadth Area Credit Requirements) **and** **UGR** (Undergraduate Graduation Requirements).
- The catalog *in effect at the time the student declares a major or minor* is used to determine the program requirements.

### School of Education Outcomes

The School of Education Outcomes (DoEO) are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree.

- The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.

7. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.