

# LITERACY, READING AND WRITING/SECONDARY MAJOR, BACHELOR OF ARTS IN EDUCATION (BAE)

**Literacy, Reading and Writing/Secondary (BAE)**-This program prepares teacher candidates to teach in grades P–12 in all aspects of literacy. Candidates completing a major in Literacy, Reading, and Writing will demonstrate proficiency in the Reading Endorsement competencies through the State of Washington. The secondary literacy majors earn an initial endorsement in P-12 reading that is a standalone. No additional endorsements are included without additional testing or programs.

The BAE in literacy, reading and writing prepares educators for positions as a:

- Reading specialist
- Title I specialist
- District reading curriculum specialist
- Classroom teacher with enhanced skills in literacy instruction

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

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

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required Literacy, Reading and Writing Secondary Courses		
EDUC 304	INTRODUCTION TO ELEMENTARY READING	3
EDUC 305	CHILDREN'S LITERATURE STUDY AND USE	4
EDUC 310	LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL	4
EDUC 320	ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION	4
EDUC 401	YOUNG ADULT LITERATURE STUDY AND USE	4
EDUC 403	LITERACY ASSESSMENT PRACTICUM	1
EDUC 411	LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS	4
EDUC 413	CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES	3
EDUC 416	WRITING PROCESS ACROSS THE CURRICULUM	4
Elective—choose one		3-5
EDUC/ENGL 323	A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE	
EDUC 446	LITERACY AND ROBOTICS	
EDUC 462	INSTRUCTIONAL MEDIA AND TECHNOLOGY	
EDUC 479	EARLY LITERACY	
EDUC 490A	NATURAL RESOURCES CAPSTONE	
ENGL 360	LANGUAGE STRUCTURE AND USE	

## Capstone

EDUC 490 & EDUC 494	LITERACY MAJOR CAPSTONE and LITERACY SEMINAR AND PRACTICUM (must be taken concurrently)	8
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**Total Credits** 42-44

School of Education (<http://catalog.ewu.edu/ps/se/>)

## Secondary Education Core

EDUC 303 & EDUC 309 & EDUC 341 & EDUC 386A & EDUC 413	FOUNDATIONS OF ASSESSMENT and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT and FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES	15
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EDUC 386B & EDUC 427	FIELD EXPERIENCE AND PRACTICUM and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)	6-15
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EDUC 426	SECONDARY STUDENT TEACHING 5-12	12
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**Total Credits** 33-42

## University Competencies and Proficiencies

English (<http://catalog.ewu.edu/undergraduate-degree/#newitemtext>)

Quantitative and Symbolic Reasoning (<http://catalog.ewu.edu/undergraduate-degree/#mathcompproficienciestext>)

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/#generaleducationrequirementstext>) (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/#humanitiesandfineartsgecrtext>)

Natural Sciences (<http://catalog.ewu.edu/undergraduate-degree/#naturalsciencesgecrtext>)

Social Sciences (<http://catalog.ewu.edu/undergraduate-degree/#socialsciencesgecrtext>)

## University Graduation Requirements (<http://catalog.ewu.edu/undergraduate-degree/#universitygraduationrequirementstext>) (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/#majorminororcertificateugrtext>)  
Senior Capstone Course List (<http://catalog.ewu.edu/undergraduate-degree/#capstonecourselisttext>)

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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:

- a. 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).
- b. The catalog *in effect at the time the student declares a major or minor* is used to determine the program requirements.

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### Department of Education Outcomes

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

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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.
- h. 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.

- i. 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.
- j. 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.