

TRANSITION TO TEACHING MAJOR, BACHELOR OF ARTS IN EDUCATION, (BAE)

Transition to Teaching (BAE)-This is an alternative-route program for K-8 certification with an option to add endorsement in Special Education (SpEd), English Language Learner (ELL), or Bilingual Education (BIL). This cohort and residency-based program starts in summer and includes a four to seven quarter sequence with hybrid instruction and weekend class sessions.

Required Courses

EDUC 280	FOUNDATIONAL METHODS IN EDUCATION	12-18
EDUC 387	LITERACY AND SPECIALIST METHODS	12-18
EDUC 388	ELEMENTARY CORE METHODS	12-18
EDUC 404	EDUCATIONAL FOUNDATIONS AND CLASSROOM APPLICATION	9-12
EDUC 428	STUDENT TEACHING MODULE	18
Total Credits		63-84

University Competencies and Proficiencies

English (<http://catalog.ewu.edu/undergraduate-degree/#newitemtext>)
 Quantitative and Symbolic Reasoning (<http://catalog.ewu.edu/undergraduate-degree/#mathcomproficiencytext>)
 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 ≥ 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/#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/#majorminororcertificateugrtext>)
 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.

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.

- 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.
- 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.
- 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.

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- 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.