**ELEMENTARY EDUCATION MAJOR, BACHELOR OF ARTS IN EDUCATION (BAE)**

This major satisfies the endorsement for Kindergarten through grade 8.

The Elementary Education major prepares students for certification as Elementary Education teachers in the state of Washington.

Admission to the Education Program (link)

Education Grade Requirements (link)

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

### Required Elementary Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 325</td>
<td>INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 462</td>
<td>INSTRUCTIONAL MEDIA AND TECHNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 490</td>
<td>LITERACY MAJOR CAPSTONE (A departmental approved capstone may be substituted.)</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td>5</td>
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</tbody>
</table>

Total Credits 16

### Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL and FIELD EXPERIENCE AND PRACTICUM</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL and FIELD EXPERIENCE AND PRACTICUM</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL and FIELD EXPERIENCE AND PRACTICUM</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 386A</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL and FIELD EXPERIENCE AND PRACTICUM</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 381</td>
<td>and INTEGRATED STEM METHODS 1</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>and INTEGRATED STEM METHODS 2</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 50-62

### University Competencies and Proficiencies

- English (link)
- Mathematics (link)
- Placement and Clearance Exams (link)
- Prior Learning/Sources of Credit AP, CLEP, IB (link)

**General Education Requirements (link)**

- 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 (link)
- Natural Sciences (link)
- Social Sciences (link)

**University Graduation Requirements (link)**

- Diversity Course List (link)
- Foreign Language (link)
- Global Studies Course List (link)
- Minor or Certificate (link)

All admitted students must officially Declare a Major (link) by the time they reach 90 credits (junior standing). Application for Graduation (link) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (link) to determine two important catalog years (link) to calculate based on these two catalog years.

1. 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).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BAE in Elementary Education Major from EWU should be able to do the following:

• collaborate in and contribute to school improvement;
• create a safe, productive learning environment;
• demonstrate knowledge of responsibilities and policies related to the teaching profession;
• ensure cultural competence in teaching;
• ensure that students can articulate learning targets and can monitor their own progress toward those targets;
• integrate subjects across content areas;
• integrate technology into their classrooms and/or planning;
• involve and collaborate with student families and community;
• plan and/or adapt curricula for diverse student needs;
• plan Standards-driven curricula to develop student capacity for problem solving strategies in content areas;
• prepare responsible citizens for a diverse society;
• use a variety of assessments to monitor and improve instruction;
• use multiple instructional strategies to address individual student needs;
• utilize feedback and reflection to improve teaching practice.

INTASC Outcomes

1. Application of the Content
   a. The teacher 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.

2. Assessment
   a. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.

3. Content Knowledge
   a. The teacher 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 ensure mastery of the content.

4. Instructional Strategies
   a. The teacher 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.

5. Leadership and Collaboration
   a. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

6. Learner Development
   a. The teacher 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.

7. Learning Differences
   a. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments and enable each learner to meet high standards.

8. Learning Environments
   a. The teacher 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.

9. Planning for Instruction
   a. The teacher 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.

10. Professional Learning and Ethical Practice
    a. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choice and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.