

EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION MAJOR (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 P–3 Core and the required Early Childhood Special Education courses.

- Candidates who choose the Early Childhood Blended program must take the P-3 core and will have completed the requirements for recommendation for both the P-3 teaching and birth through 3rd grade Special Education endorsements.
- Candidates may choose to complete an Elementary Education Add-On Endorsement, which will extend certification through grade 8.

Required Coursework

ART 390	ART IN THE ELEMENTARY SCHOOL	3
PHED 390	HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS	3

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	3

Required Early Childhood Special Education Coursework

SPED 412	INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION	4
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SPED 420	PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS	4
SPED 421	CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS	4
SPED 460	SPECIAL EDUCATION METHODS	4
SPED 465	METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION	5
SPED 480	INCLUSIONARY PRACTICES AND COLLABORATION	4

Internship Coursework

EDUC 420		
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	4
EDUC 469	APPLICATIONS III: EARLY CHILDHOOD CURRICULUM METHODS	1
SPED 488	SPECIAL EDUCATION PRACTICUM (to be completed in a special education preschool setting)	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 or SPED 490	EARLY CHILDHOOD CAPSTONE or SPECIAL EDUCATION CAPSTONE	4-5
Total Credits		97-98

University Competencies and Proficiencies

- English (<http://catalog.ewu.edu/undergraduate-degree/#newitemtext>)
- Quantitative and Symbolic Reasoning (<http://catalog.ewu.edu/undergraduate-degree/#mathcompproficienciesetext>)
- Placement and Clearance Exams (<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/#generaleducationrequirementssetext>) (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 (<http://catalog.ewu.edu/undergraduate-degree/#generaleducationcorerequirementsgecrtext>) (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/#cultureandgenderdiversityintheuslist>)
Foreign Language (<http://catalog.ewu.edu/undergraduate-degree/#foreignlanguageugr>) (for Bachelor of Arts)
Global Studies Course List (<http://catalog.ewu.edu/undergraduate-degree/#internationalstudiesrequirement>)
Minor or Certificate (<http://catalog.ewu.edu/undergraduate-degree/#majorminororcertificateugr>)
Senior Capstone Course List (<http://catalog.ewu.edu/undergraduate-degree/#capstonecourselist>)

All admitted students must officially Declare a Major (<https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/>) by the time they reach 90 credits (junior standing).

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 (<https://catalog.ewu.edu/archives/>) to determine two important catalog years (<http://catalog.ewu.edu/undergraduate-degree/#activecatalogrule>).

SOAR (<https://soar.ewu.edu/selfservice/general/home.html>) calculates 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.

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. EDUC 305 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of P-12 students.

1. 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.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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.