

EARLY CHILDHOOD EDUCATION P-K–THIRD GRADE MAJOR, BACHELOR OF ARTS IN EDUCATION (BAE)

Early Childhood Education (BAE)—This program which includes completion of the ECE Major, Education Core (and successfully completing the ECE NES) will satisfy the requirements for recommendation for a teaching certificate with an Early Childhood endorsement in the State of Washington.

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

- Candidates who choose the Early Childhood program must take the Early Childhood core and will have completed the requirements for recommendation for the Early Childhood Education endorsement.
- 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.

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

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

The Early Childhood Education—Pre-Kindergarten–Third Grade, Bachelor of Arts in Education consists of both the included P-3 Core and the required Early Childhood Education courses.

The courses below satisfy requirements for students choosing the preschool–third grade certification only. Students who choose to extend their certification through grade 8 must complete the add-on elementary endorsement.

Required Coursework		
SPED 412	INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION	4
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 475	PROMOTING SOCIAL COMPETENCE AND GUIDING BEHAVIOR IN EARLY CHILDHOOD SETTINGS	4
EDUC 479	EARLY LITERACY	4
EDUC 489	FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD	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
EDUC 464	APPLICATIONS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	3

Capstone—an approved departmental or other Senior Capstone

EDUC 490C	EARLY CHILDHOOD CAPSTONE	5
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Total Credits **82**

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/#generaleducationrequirementsstext>) (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/#universitygraduationrequirementsstext>) (UGR)

Diversity Course List (<http://catalog.ewu.edu/undergraduate-degree/#cultureandgenderdiversityintheuslisttext>)

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

Degree Works (<https://inside.ewu.edu/records-and-registration/degree-works/>) calculates 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.

- 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.

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.

- 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.