

# LITERACY, READING & WRITING EDUCATION MAJOR, BACHELOR OF ARTS IN EDUCATION (BAE)

**Literacy, Reading and Writing Education (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 BAE in literacy, reading, and writing prepares educators for positions as:

- 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>)

Education students must complete the required Education Core in their declared concentration, along with the following courses.

Required Literacy, Reading and Writing Courses		
EDUC 305	CHILDREN'S LITERATURE STUDY AND USE	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 412	CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS	4
or EDUC 413	CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES	
EDUC 416	WRITING PROCESS ACROSS THE CURRICULUM	4
Electives—choose one		3-5
EDUC/ENGL 323	A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE	
EDUC 325	INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY	
EDUC 462	INSTRUCTIONAL MEDIA AND TECHNOLOGY	
EDUC 479	EARLY LITERACY	
EDUC 490A	NATURAL RESOURCES CAPSTONE	
ENGL 360	LANGUAGE STRUCTURE AND USE	
Select Concentration		33-64
The elementary literacy concentration provides students with coursework to be eligible to test for K-8 elementary and P-12 literacy endorsements. The secondary route provides students with coursework to test for P-12 literacy endorsement only. NOTE: credit totals are different for elementary route or secondary route.		
Elementary Education Concentration		
EDUC 303	FOUNDATIONS OF ASSESSMENT	
EDUC 304	INTRODUCTION TO ELEMENTARY READING	
EDUC 308	FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT	
EDUC 310	LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL	
EDUC 338	LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL	
EDUC 340	LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL	
EDUC 380	INTEGRATED STEM METHODS 1	
EDUC 381	INTEGRATED STEM METHODS 2	
EDUC 386A	FIELD EXPERIENCE AND PRACTICUM	
EDUC 386B	FIELD EXPERIENCE AND PRACTICUM	
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	
EDUC 427	GENERAL STUDENT TEACHING K-12	
Secondary Education Concentration		

EDUC 303	FOUNDATIONS OF ASSESSMENT	
EDUC 309	FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT	
EDUC 341	SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT	
EDUC 386A	FIELD EXPERIENCE AND PRACTICUM	
EDUC 386B	FIELD EXPERIENCE AND PRACTICUM	
EDUC 413	CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES	
EDUC 426	SECONDARY STUDENT TEACHING 5-12	
EDUC 427	GENERAL STUDENT TEACHING K-12	
<b>Capstone</b>		
EDUC 490 & EDUC 494	LITERACY MAJOR CAPSTONE and LITERACY SEMINAR AND PRACTICUM (must be taken concurrently)	8
<b>Total Credits</b>		<b>69-102</b>

**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/#internationalstudiesrequirementstext>)
- 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 expected to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (<http://catalog.ewu.edu/archives/>) to determine *two important catalog years*.

- The catalog *in effect at the student's first term* of current matriculation is used to determine **BACR** (Breadth Area Core 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.

**Students who earn a BAE in Literacy, Reading & Writing Education from EWU should be able to develop competency in the following program outcomes.**

These outcomes are based on the expectations for teachers in Washington State and include InTASC outcomes, as well as competencies in Literacy/Reading and Elementary Education. NOTE: Candidates pursuing the secondary concentration are not responsible for the Elementary Education competencies.

**Elementary Education Competencies:**

1. Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.
2. Candidates possess a deep understanding of the development and learning of children and young adolescents and how teachers can connect learning to students' communities.
3. Candidates establish classroom communities that foster student engagement, learning and positive relationships.
4. Candidates use inquiry to effectively design and execute instructional plans and strategies that support diverse student learning within and across academic content areas.
5. Candidates, individually and/or collaboratively design and implement a wide range of assessment strategies to inform instruction and support student learning within and across academic content areas.

**Washington State Literacy Competencies:**

1. Candidates have knowledge of the literacy processes and know how to apply the results of evidence-based literacy research (qualitative and quantitative) to instructional practices.
2. Candidates demonstrate knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction.
3. Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction.
4. Candidates foster literacy development by using instructional practices, curriculum materials and the appropriate use of assessments to create a literate environment.
5. Candidates view professional development as a career-long effort and responsibility.
6. Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of literacy.

**InTASC Standards:**

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.