

LITERACY, READING AND WRITING/ELEMENTARY MAJOR, BACHELOR OF ARTS IN EDUCATION (BAE)

Literacy, Reading and Writing/Elementary (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. This major also leads to an initial K-8 teaching certificate.

The BAE in literacy, reading and writing prepares educators for positions as a:

- 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>)

Elementary Education students must complete the required Elementary Education Core and 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 446	LITERACY AND ROBOTICS	
EDUC 462	INSTRUCTIONAL MEDIA AND TECHNOLOGY	
EDUC 479	EARLY LITERACY	
EDUC 490A	NATURAL RESOURCES CAPSTONE	
ENGL 360	LANGUAGE STRUCTURE AND USE	

Capstone

EDUC 490 & EDUC 494	LITERACY MAJOR CAPSTONE and LITERACY SEMINAR AND PRACTICUM (must be taken concurrently)	8
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Total Credits 36-38

School of Education (<http://catalog.ewu.edu/ps/se/>)

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.

EDUC 304	INTRODUCTION TO ELEMENTARY READING	3
EDUC 303 & EDUC 310 & EDUC 338 & EDUC 340 & EDUC 386A	FOUNDATIONS OF ASSESSMENT and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 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	18
EDUC 308 & EDUC 380 & EDUC 381 & EDUC 386B	FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT and INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 and FIELD EXPERIENCE AND PRACTICUM	14
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	12
EDUC 427	GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)	3-15

Total Credits 50-62

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/#humanitiesandfineartsgectext>)
- Natural Sciences (<http://catalog.ewu.edu/undergraduate-degree/#naturalsciencesgectext>)

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/#cultureandgenderdiversityintheulisttext>)

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 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:

- 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.

School of Education Outcomes

The School of Education Outcomes 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.
- 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.