

TEACHER EDUCATION (BAS) (PLAN CODE: EETTEBAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

Code	Title	Credits/ Units
BAS General Education Requirements		
<i>Communication Skills (WC)</i>		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
<i>Quantitative Skills (Q)</i>		
MATH 122	Math for Elementary Teachers (recommended)	5
or		
Select one option: (https://catalog.clark.edu/degree-certificate-requirements/transfer-degree-distribution-list/#quantitative)		
<i>Humanities (HA/HB)</i>		
ART 330	Creative Arts in Teaching	5
Humanities Course Options (https://catalog.clark.edu/degree-certificate-requirements/transfer-degree-distribution-list/#humanities)		
<i>Social Sciences (SS)</i>		
SOC 360	Social Studies for Teachers	5
Social Sciences Course Options (https://catalog.clark.edu/degree-certificate-requirements/transfer-degree-distribution-list/#social-sciences)		
Natural Science (NS)		
ENVS 300	Inquiry-Based Science for Teachers	5
Course Options (https://catalog.clark.edu/degree-certificate-requirements/transfer-degree-distribution-list/#natural-sciences)		
<i>Additional General Education Courses</i>		
DTA Natural Science, Social Science and/or Humanities distribution list courses		15
ECE, EDUC, and ECED courses and/or General Education Courses		27
Major Area Requirements		
ECED& 160	Curriculum Development	5
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3
EDUC& 204	Inclusive Education	5
EDUC& 240	Diversity in Education	5
BASTE 301	Leadership and Supervision	3
BASTE 302	Integrated Health and Physical Education	2
BASTE 303	Language and Literacy Acquisition	5
BASTE 304	Effective and Meaningful Curriculum Design	5
BASTE 305	Observation and Assessment	5
BASTE 306	Law and Ethics	5
BASTE 307	Vision to Practice Anti-Bias Education	5
BASTE 401	Social Emotional Guidance and Trauma Informed Practices	5
BASTE 402	Meaningful Math Methods	5

BASTE 403	Bilingual Teaching	5
BASTE 404	Individualized Teaching	5
BASTE 405	Residency Teaching 1	8
BASTE 406	Seminar 1	4
BASTE 407	Residency Teaching 2	9
BASTE 408	Seminar 2	3
BASTE 409	Issues of Child Abuse in Education	1
Total Credits/Units		180

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- **POWER, PRIVILEGE INEQUITY AND CULTURALLY RESPONSIVE PRACTICES:** The candidate demonstrates awareness and evaluates own cultural identity, biases and beliefs while maintaining an understanding of differences in perspectives and approaches; and creates and maintains learning environments that are culturally safe and responsive for a variety of students and their families where all feel safe and has a place
- **PEDAGOGICAL SKILLS:** The candidate will apply learning theories while incorporating a variety of evidence-based instructional strategies in teaching practices across disciplines that are culturally, linguistically, individually, and developmentally appropriate for students with a variety of learning needs, and includes navigation of technology and utilization of learning management systems;
- **AREAS OF CONTENT KNOWLEDGE:** The candidate will develop and implement central concepts of Language Arts, Science, Mathematics, Health and Fitness, Technology and Social Studies, Social and Emotional Development, all of which include 21st century skills such as critical thinking and identify resources the individual student needs for support, development and success;
- **CHILD DEVELOPMENT AND INDIVIDUALIZATION:** The candidate applies theory of child development, including awareness of cultural responsiveness and diverse learning needs in planning and implementing learning plans that support students for individual growth across all developmental domains including students who are second language learners;
- **SUPPORTIVE COMMUNITIES:** The candidate develops a teaching philosophy that includes the importance of relationships with students, families, colleagues and community resource agencies; creates and maintains those relationships to support the growth and development of individual students;
- **ASSESSMENT:** The candidate will analyze and implement a variety of culturally and developmentally appropriate assessments while evaluating progress in collaboration with colleagues and families in order to guide and development of each student and demonstrate ability to self-assess one's own teaching strategies;
- **GUIDANCE AND SUPPORT:** The candidate observes and analyzes the behavior of students, to develop and implement strategies that are culturally, developmentally and effective in maximizing the success of each student and of the classroom while utilizing resources available within and outside of the classroom;
- **PROFESSIONALISM:** The candidate, in pursuit of developing their teaching identity, is familiar with and engages with on-going

professional development in alignment with district, state and national standards and trends, both collaboratively and individually;

- ORGANIZATION AND COMPLIANCE: The candidate appraises, implements strategies and monitors the Individual Family Service Plan (IFSP), Individual Education Plan (IEP), and 504 plans in collaboration with teams that include families, professionals and teachers to provide support necessary for an individual student's success and has awareness of WAC's and other codes of which apply to teaching standards;
- PLANNING: The candidate will prepare lesson plans based in theory and will routinely analyze, evaluate and synthesize the results of their own teaching practices and make appropriate changes that respond more effectively to student growth and development, recognizing cultural, ability and language diversity, while including appropriate stakeholders in the process.\

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website <https://programmap.clark.edu/academics> (<https://programmap.clark.edu/academics/>)