Early Childhood Education

Associate in Applied Science (AAS)

This program provides students with both academic coursework and field experience necessary to become a teacher of children ages birth to 8 years-old. The program allows the student to experience working with young children and mentor teachers. The program includes teaching methods in reading, language arts, mathematics, science, social studies, children's literature, expressive arts, and observation and assessment techniques. Emphasis is placed on educational foundations, child development, nutrition, families, communities, schools and other agencies.

Students entering the Early Childhood Education Program must show evidence of a current TB test and obtain a cleared Portable Background check through Washington State Department of Children, Youth, and Families (DCYF). See: https://www.dcyf.wa.gov/services/early-learning-providers/background-checks

This degree transfers to the Lower Columbia College BAS-TE and BAS-OLTM degrees.

For a roadmap that identifies the preferred sequencing of courses and other specific recommendations from faculty, please see the corresponding program map(s):

- Early Childhood Education Associate in Applied Science (AAS) (lowercolumbia.edu/program-maps/education/AAS-Early-Childhood-Education)

Degree Requirements

Total credits required to earn this degree: 96 with a cumulative grade point average (GPA) of at least 2.0 in the program requirements

LCC students must meet distribution requirements for bachelor degrees, associate degrees, and specific certificates. See Diversity and Distribution Lists (lowercolumbia.edu/publications/catalog/distribution-lists/) for more information.

General Education Requirements

- **Communications:**

  10 credits - ENGL& 101 English Composition I **AND**
  ENGL& 102 Composition II **OR**
  CMST& 220 Public Speaking
- **Quantitative Skills:**

  5 credits – MATH& 132 Math for Elementary Educators 2
- **Humanities:**

  5 credits – from the Humanities distribution list.
  ENGL 270 Literature for Children **OR**
  CMST& 210 Interpersonal Communication recommended
- **Natural Sciences:**

  10 credits - MATH& 131 Math for Elementary Educators I **AND**
  5 credits w/lab from the Natural Science distribution list. PHSC 109 Energy & Matter recommended
- **Social Sciences:**

  10 credits – EDUC& 115 Child Development **AND**

HIST 254 History of Washington and the Pacific Northwest

- **Diversity:**

5 credits – EDUC& 205 Introduction to Education w/Field Experience **OR**
EDUC& 202 Intro to Education

Program Requirements

Course Code	Course Title	Number of Credits
ECED& 105	Intro Early Childhood Education	5
ECED& 107	Health/Safety/Nutrition	5
ECED& 120	Practicum-Nurturing Relationships	2
ECED& 160	Curriculum Development	5
ECED& 170 **OR** EDUC& 130*	Learning Environments **OR** Guiding Behavior*	3
ECED& 180	Language & Literacy Development	3
ECED& 190	Observation/Assessment	3
EDUC 230	Social Skill Development & Trauma Informed Teaching	5
ECED 261	Practicum IV/Principles	3
ECED 262	Practicum V/Practice	3
EDUC 246	Linguistically Diverse Education	3
EDUC& 130* **OR** ECED& 132 **OR** EDUC& 136 **OR** ECED& 134 **OR** ECED& 139	Guiding Behavior (ECED Gen)* **OR** Infants/Toddler Care (Inf/Tod Care) **OR** School Age Care (School-Age Care) **OR** Family Child Care (Family Child Care) **OR** Administration of ECE (Admin)	3
EDUC& 150	Child/Family/Community	3
EDUC& 204	Inclusive Education-Birth through 21 focus	5

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*EDUC& 130 Guiding Behavior may not be used more than once for degree or certificate requirements.

Program Outcomes

Students completing this program should acquire the following skills and abilities:

- Create and maintain a safe and healthy environment for young children and families (GS - Critical Thinking)
- Discuss how children differ in their development and approaches to learning (GS - Critical Thinking)
- Apply knowledge of child development to intentionally support physical, social, emotional and cognitive growth (GS - Critical Thinking)
- Develop interpersonal skills to build relationships with children and families, enhancing children's self-esteem, social and emotional development, and problem solving skills (GS - Teamwork)
- Utilize theory, research, developmentally appropriate practice and a variety of instructional strategies when planning and implementing curriculum (GS - Critical Thinking)
- Individualize guidance and problem solving techniques to support social and emotional development (GS - Critical Thinking)
- Assess a variety of tools to strengthen the home to school connection (GS - Critical Thinking)
- Examine features of an anti-biased, culturally relevant environment/curriculum, not exclusive to race, ethnicity, family diversity, learning styles and abilities (GS - Critical Thinking)
- Create a professional development plan to maintain knowledge of current issues and trends in the field (GS - Critical Thinking)
- Communicate effectively through the spoken and written word and through visual materials for varied audience and purposes (GS - Communication)
- Compare and contrast a variety of observation and assessment tools, to analyze data with the purpose of developing age and developmentally appropriate curriculum (GS - Quantitative Literacy)
- Utilize critical thinking strategies to evaluate the validity of sources, and credit ideas or sources appropriately (GS - Critical Thinking)
- Analyze numerical data from child assessments to plan and implement developmentally appropriate teaching strategies (GS - Quantitative Literacy)

Notes

Revised November 2024 (effective Summer 2025)

Program planning is based on information available at the time of preparation. It is the student's responsibility to meet with their LCC advisor. Consult the LCC catalog for LCC graduation requirements.