

Bachelor in Applied Science (BAS)

Teacher Education

You can be on the path to making a difference in your community by earning a Bachelor of Applied Science (BAS) degree in Teacher Education. LCC's program will help you gain the skills and knowledge needed to effectively work with students and collaborate with professionals throughout the field. This program is tailored for working adults who desire to work with young children and prepares you for a career teaching in K-8th grade classrooms or in early childhood education settings.

Admission Requirements

Admission into the BAS-TE program is merit based. Meeting the minimum entrance requirements does not guarantee admission as the number of qualified applicants may exceed the number of available enrollment spaces. To be placed into the admissions pool, applicants must complete and submit the following:

- BAS application packet
- Proof of an earned associate degree or 90 college level credits from a nationally accredited college or university with a minimum cumulative GPA of 2.5
- Successful completion of (with a 2.0 or better):
 - ENGL& 101 - English Composition I
 - A college-level math course for which intermediate algebra is a prerequisite from the quantitative distribution list (MATH& 132 is recommended)
 - EDUC& 115 - Child Development
 - EDUC& 150 - Child/Family/Community
 - EDUC& 205 - Intro to Education w/Field Experience
 - HIST 254 - History of Washington and the Pacific Northwest

The program offers two tracks: teacher certification (track one) and early childhood education (track two). The teacher certification track offers endorsements in early childhood education and elementary education. The early childhood education track provides specialized coursework for working with children and families in early care and education settings.

Additional Admissions Requirements

- Scores from the WEST B, ACT or SAT (track one only). Learn more about the [WEST-B \(www.pesb.wa.gov/preparation-programs/assessments/basic-skills-assessment-west-b/\)](http://www.pesb.wa.gov/preparation-programs/assessments/basic-skills-assessment-west-b/) . Students who score below benchmark will be required to complete a remediation plan once admitted to the program.
- Completion of consent to share data with OSPI and PESB

Additional Program Requirements (Completed prior to starting the program)

- Office of the Superintendent for Public Instruction (OSPI) or Department of Children, Youth, and Families (DCYF) Background Check
- Pre-residency clearance (track one only)

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

- [Teacher Education Bachelor in Applied Science \(BAS\) \(lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-PT-ECE\)](http://lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-PT-ECE)
- [Teacher Education Bachelor in Applied Science \(BAS\) \(lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-PT-certificated\)](http://lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-PT-certificated)
- [Teacher Education Bachelor in Applied Science \(BAS\) \(lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-FT-certificated\)](http://lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-FT-certificated)
- [Teacher Education Bachelor in Applied Science \(BAS\) \(lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-FT-ECE\)](http://lowercolumbia.edu/program-maps/education/BAS-Teacher-Education-FT-ECE)

Degree Requirements

Total credits required to earn this degree: 90 lower-division credits and 90 upper-division credits for a total of 180 with a cumulative grade point average (GPA) of at least 2.0 in the program requirements

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

General Education Requirements

The following courses must be completed prior to a bachelor's degree obtainment. Some courses can be included in the two-year degree or be completed during the bachelor's program in addition to the required courses. A minimum of 50 quarter credits of general education courses are required in the following distribution areas prior to graduation.

- **Communications: 10 credits**
 - ENGL& 101 English Composition I
 - 5 additional credits from the LCC communications distribution list (CMST& 220 or ENGL& 102 recommended)
- **Quantitative Skills: 5 credits**

MATH& 107 or a college-level math course for which intermediate algebra is a prerequisite (MATH& 132 recommended)

- **Humanities: 5 credits**

5 credits from the LCC Humanities distribution list

- **Natural Sciences: 5 credits**

5 credits with lab, from the LCC Natural Science distribution list

- **Social Science: 15 credits**

- EDUC& 115 Child Development (also meets Human Relations requirement)
- HIST 254 History of Washington and the Pacific Northwest
- EDUC 319 Anti-Bias Education

- **Diversity: 10 credits**

- EDUC& 205 Introduction to Education
- EDUC 319 Anti-Bias Education

- **Electives: 10 credits**

An additional 10 credits from the distributions above

Program Requirements

Course Code	Course Title	Number of Credits
EDUC 300	Foundations of Teacher Education	5
EDUC 319	Anti-Bias Education	5
EDUC 320	Language Arts for Teachers	5
EDUC 325	Intro to Special Education	5
EDUC 330	Math Methods	5
EDUC 335	Professionalism, Collaboration & Classroom Leadership	5
EDUC 340	Concepts of Motor Skills	1
EDUC 345	Curriculum Development & Design	5
EDUC 350	Creative Arts Across the Curriculum	1
EDUC 410	Inquiry Based Science for Teachers	4
EDUC 414	Guidance Techniques	5

Course Code	Course Title	Number of Credits
EDUC 420	Social Studies for Teachers	4
EDUC 429	Assessment	5
EDUC 430	Advanced Language & Literacy Methods	4

Additional Program Requirements

In addition to core program requirements, students must select one of the following tracks prior to their senior year:

Track 1: Teacher Certification

Course Code	Course Title	Number of Credits
EDUC 301	Practicum I	4
EDUC 302	Practicum II	4
EDUC 401	Reflective Practice I	1
EDUC 402	Reflective Practice II	1
EDUC 403	Reflective Practice III	1
EDUC 411	Student Teaching I	5
EDUC 412	Student Teaching II	5
EDUC 413	Student Teaching III	5
EDUC 439	Portfolio and Professional Assessment	5

Additional Exit Requirements for Track #1 Certification

- Passing score of either the Early Childhood or Elementary Education endorsement assessment (or both for dual endorsement) National Evaluation Series (NES) Test 101 - early childhood education, or tests 102 and 103 Elementary Education subtests 1 & 2. These are content knowledge assessments required prior to being certified to teach in a particular subject area. Learn more about the [WEST-E/NES \(www.pesb.wa.gov/preparation-programs/assessments/content-knowledge-assessment-west-e-and-nes/\)](http://www.pesb.wa.gov/preparation-programs/assessments/content-knowledge-assessment-west-e-and-nes/).
- Complete the pedagogy (teacher performance) assessment. [Learn more about testing and assessments \(www.pesb.wa.gov/preparation-programs/assessments/\)](http://www.pesb.wa.gov/preparation-programs/assessments/).
- Successful completion of required clinical hours.
- Meet all requirements of OSPI for residency teacher certification.

Track 2: Early Childhood Education

Course Code	Course Title	Number of Credits
ECED 301	Practicum I	4
ECED 302	Practicum II	4
ECED 401	Reflective Practice I/ Coaching & Mentoring	1
ECED 402	Reflective Practice II/ Leadership	1
ECED 403	Reflective Practice III/ Advocacy	1
ECED 411	Student Teaching I	5
ECED 412	Student Teaching II	5
ECED 413	Student Teaching III	5
ECED 439 OR EDUC 439	Issues and Trends OR Portfolio and Professional Assessment (required for certification)	5

Program Outcomes

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

- Compare a variety of assessment, diagnosis, and evaluation practices in collaboration with colleagues and families to guide the learning and holistic development of each student (GS - Teamwork).
- Justify the importance of relationships with students, families, colleagues, and community agencies and is able to create and maintain those relationships to support children's learning and development.
- Evaluate cultural beliefs and biases; articulate and apply an understanding of how people differ in their perspectives and approaches; and create learning opportunities that are culturally responsive for students and their families.
- Predict student behavior and possible external stressors to effectively choose and implement strategies that support each student's success in the learning community (GS - Critical Thinking).
- Discriminate data from a variety of sources to inform decisions about instruction, services, programs, interventions, and practices (GS - Critical Thinking).

- Prepare plans based on theory, regularly analyze, evaluate, and synthesize results of their teaching practice and make appropriate changes that more fully serve each student and their family (GS - Critical Thinking).
- Formulate and apply the central concepts of the arts, Language Arts, health and fitness, mathematics, science, technology and social studies, and identify resources to support student's growth across the disciplines.
- Construct and implement lesson plans that support individual student growth across the developmental continuum utilizing child development theory, including knowledge of typical and atypical developments.
- Value ongoing professional development to ensure research-based best practices, alignment with state and national standards and changing district-wide curriculum protocols.
- Appraise, implement, and monitor Individual Family Service Plans (IFSPs), Individual Educational Programs (IEPs), and 504 Plans in collaboration with families, as well as multi-disciplinary and multi-agency teams, to provide the services and supports necessary for the optimal growth of students with diverse abilities (GS - Teamwork).

Notes

Revised March 2024 (effective Summer 2024)

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.