

# BAS in Teaching and Early Learning

## Program Planning Sheet

### Program Description

Do you want a rewarding career helping others? If you are working with children—or wish to be—then you can be on the path to making a difference in your community by earning a Bachelor of Applied Behavioral Science degree in Teaching and Early Learning. Highline's applied bachelor's degree program will help you gain the skills and knowledge to be more valuable working with young children and collaborating with other staff throughout the area. This program can prepare you for a career in elementary schools or in early childhood education settings. In the portion of the program that equips you for schools, you can earn a Residency Teaching Certificate with endorsements in Early Childhood Education or Elementary Education. You can also add Special Education, Early Childhood Special Education, English for Speakers of Other Languages, or Bilingual endorsements.

### Prerequisites

Some of these classes have prerequisites. Prerequisites are classes or other requirements that you must complete before you can take an entry-level class. If you take a class at another institution it must be evaluated or approved by a program advisor before it can be used at Highline College.

### Program Eligibility

To qualify for admission to Highline’s BAS in Teaching and Early Learning program, eligible applicants must have:

1. Have an AAS or AAS-T Degree (or the equivalent)
2. Have an AA or AS Transfer Degree
3. Be within 30 credits of an AAS, AAS-T, AA or AS degree

Table 1: Admissions Process

BAS in Early Childhood Education Without Teacher Certification	BAS With Teacher Certification in Elementary or Early Childhood
Entry Interview/Orientation MERIT Portable Background Check Cum GPA 2.5 (no class lower than 2.0)	Entry Interview/Orientation Criminal History Clearance Cum GPA 2.5 (no class lower than 2.0)
Admissions Candidates with an AAS in Paraeducation or ECE within last 5 years <ul style="list-style-type: none"> <li>• Direct entry</li> </ul>	Admissions Candidates with an AAS in Paraeducation or ECE within last 5 years <ul style="list-style-type: none"> <li>• Basic skills assessment (state requirement)</li> </ul>

Pre-Requirements for others: <ul style="list-style-type: none"> <li>• EDUC&amp;150 (3cr) Child, Family and Community</li> <li>• ECED&amp;160 (5cr) Curriculum Development</li> <li>• ECED&amp;190 (3cr) Observation and Assessment</li> <li>• EDUC 258 (5cr) Integrated Curriculum</li> <li>• EDUC 281 (2c) Professional Education Development</li> <li>• Pre-requisite may be challenged through PLA program (experience within 5 years)</li> </ul>	Pre-Requirements for others: <ul style="list-style-type: none"> <li>• EDUC&amp;150 (3cr) Child, Family and Community</li> <li>• ECED&amp;160 (5cr) Curriculum Development</li> <li>• ECED&amp;190 (3cr) Observation and Assessment</li> <li>• EDUC 258 (5cr) Integrated Curriculum</li> <li>• EDUC 281 (2c) Professional Education Development</li> <li>• Pre- requisite may be challenged through PLA program (experience within 5 years)</li> </ul>
<b>Prerequisite for Senior Year - Residency</b>	
<ul style="list-style-type: none"> <li>• Current MERIT Portable Background Check</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Applicable WEST E/NES</li> <li>• Current Criminal History Clearance</li> </ul>

**Note:** Submissions become Highline records and will not be returned. Your evaluation request and transcript have to be submitted, not necessarily evaluated, by the deadline. Bring an unofficial copy to your Entry Interview/Orientation meeting.

Table 2: TABLE NAME?

Requirements	BAS in Teaching & Early Learning	Credits
Communications	CMST& 220 Public Speaking	5
Humanities	ART 300 Art for Educators	5
	MUS 305 Music for Educators	5
Natural Sciences	ENVS 301 Environmental Science (lab)	5
Social Sciences	DGS 310 Global Studies for Teachers	5
	DGS Elective (Advisor's Approval Required)	5

Education	EDUC 320 Math Methods*	3
	EDUC 330 Science Methods*	3
	EDUC 340 Assessment*	3
	EDUC 345 Development and Methods Birth-3 years**	3
	EDUC 400 Seminar: Guiding Behavior*	2
	EDUC 401 Seminar: Guiding Behavior**	2
	EDUC 405 Seminar: Assessment/Portfolio*	2
	EDUC 406 Seminar: Assessment/Portfolio**	2
	EDUC 410 Seminar: Capstone/Professionalism*	2
	EDUC 411 Seminar: Capstone/Professionalism**	2
	EDUC 420 Special Education Methods*	5
	EDUC 421 Early Childhood Special Education Methods**	5
	EDUC 430 Advanced Language and Literacy/ELL Methods *	5
	EDUC 431 Emerging Literacy/ELL Methods**	5
	EDUC 440 STEM Math/Science Methods*	5
EDUC 441 Emerging Numeracy and Science Methods**	5	
Field experience	EDUC 470 Fall Residency: Certification*	10
	EDUC 471 Fall Residency: Non-Certification**	10
	ECED 480 Winter Residency: Certification*	10
	EDUC 481 Winter Residency: Non-Certification**	10
	ECED 490 Spring Residency: Certification*	10
	EDUC 491 Spring Residency: Non-Certification**	10
<b>Total</b>	<b>Certification Path</b>	<b>90</b>
<b>Total</b>	<b>Non- Certification Path</b>	<b>90</b>

**Program Learning Outcomes** are closely related to and aligned with standards from several organizations including: The Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the Washington Teacher Standards-based Benchmarks from the Professional Educator Standards Board (PESB), and the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards. It is assumed that all outcomes consider children and families who are culturally, linguistically, and ability diverse, and that children refer to those who are birth through third grade and/or those who are preschool through grade eight.

- **Cultural Responsiveness** The candidate examines their own cultural values, beliefs, and biases; articulates and applies an understanding of how people differ in their perspectives and approaches; and creates learning opportunities that are culturally responsive for children and their families.
- **Relationship** The candidate articulates the importance of relationships with children, families, colleagues, and community agencies and is able to create and maintain those relationships to support children's learning and development.
- **Reflective Practice** The candidate, in collaboration with colleagues, develops plans based on theory, regularly analyzes, evaluates, and synthesizes results of his/her teaching practice and makes appropriate changes that more fully serve each and every infant and/or young child and their family.

- **Professional Development** The candidate demonstrates professionalism by accessing professional organizations and publications and other resources to insure their continued professional development and ensure that their practices are consistent with the NAEYC, CEC, and Washington State (WAC 181-87) Code of Ethics and applicable laws, policies, and regulations.
- **Child Development Knowledge** The candidate applies child development theory, including knowledge of typical and atypical development, to plan and implement lessons that support each and every child's growth across all developmental domains.
- **Content Knowledge** The candidate recognizes and applies the central concepts of the arts, English language arts, health and fitness, mathematics, science, and social studies, and can identify resources to support personal and children's growth across disciplines.
- **Pedagogical Skills** The candidate incorporates a variety of evidence-based instructional strategies that are individually, culturally, and developmentally appropriate into his/her teaching practices, within and across disciplines.
- **Assessment & Planning Skills** The candidate utilizes a variety of assessment, diagnosis, and evaluation practices in collaboration with colleagues and families to guide the learning and holistic development of each and every child and uses that data in individual and aggregate form to inform decisions about instruction, services, programs, interventions, and practices.
- **Inclusive Disposition** The candidate creates a welcoming, supportive, challenging environment for each and every child and his/her family and advocates for services and supports to be received in the least restrictive environment or within natural leaning environments.
- **Guidance Disposition** The candidate analyzes children's' behavior and effectively chooses strategies to maximize each child's success in the learning community.

## What skills do I need to be successful in this field?

### Communication skills

Teachers must collaborate with [teacher assistants](#), [special education teachers](#) and other school professionals. In addition, they need to discuss students' needs with parents and administrators.

### Creativity

Kindergarten and elementary school teachers must plan lessons that engage young students, adapting the lessons to different learning styles.

### Patience

Working with students of different abilities and backgrounds can be difficult. Kindergarten and elementary school teachers must respond with patience when students struggle with material.

### Physical stamina

Working with kindergarten and elementary-aged students can be tiring. Teachers need to be able to physically, mentally, and emotionally keep up with the students.

### Resourcefulness

Kindergarten and elementary school teachers need to be able to explain difficult concepts in terms that young students can understand. In addition, they must be able to get students engaged in learning and adapt their lessons to meet students' needs.

## What are some potential job titles?

Elementary School Teacher

Preschool Teacher

Early Childhood Education Center Director

## **Wages, employment trends and pathways**

### **Median annual wages, May 2016**

- Elementary school teachers, except special education \$55,800
- Kindergarten and elementary school teachers \$55,490
- Preschool, primary, secondary, and special education school teachers \$54,720
- Kindergarten teachers, except special education \$52,620

### **Employment Trends**

- Elementary school teachers, except special education 6% growth
- Kindergarten and elementary school teachers 6% growth
- Preschool, primary, secondary, and special education school teachers 6% growth
- Kindergarten teachers, except special education 6% growth

### **Pathways**

#### **Suggested Course Sequence**

Contact the Program Manager or Education Faculty for individual advice

#### **Program Contacts**

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