

Early Childhood Education

The following matrix indicates those courses deemed transferable among institutions listed across the top of the matrix. The numbers on the matrix represent the number of semester hours associated with the course at each institution and which institutions have agreed to transfer the commonly numbered course in each row.

You can view the group leaders at the bottom of the page. If you are interested in printing this page, please note that it is best to print in landscape mode.

Early Childhood Education

Prefix	Number	Course Title	LRSC	DCB	DSU	MASU	NDSU	UND	VCSU	CCCC	NHSC	SBC	TMCC	UTTC
EC	210/310	Intro to ECE	3	3	3	3		3	3	3	3	3	3	3
EC	213/313	Language & Literacy in ECE		3	3	3		3	3	3	3	3		3
EC	220/320	Infants and Toddlers	3			3	3	3		3	3			3
EC	222/322	Admin & Leadership in ECE	3	3		3		3				3		3
EC	233/333	Pre-K Methods & Materials	3	3		3		3		3	3	3		3
EC	236/336	Soc/Emot Dev & Guidance in ECE	3	3		3		3		3	3	3		3
EC	238/338	Home, School, Comm Relations		3		3		3			3	3		3

EC 210/310 Intro to ECE

- Students will review the early childhood profession and develop opportunities to grow within the career.
- Students will identify/define child development and developmentally appropriate practices.
- Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
- Students will explain the importance of family, school and community relationships.
- Students will understand the role of observing, documenting and assessing to support young children.

EC 213/313 Language & Literacy in ECE

- Students will analyze and apply current theory and research on promoting language acquisition and early literacy.
- Students will use the state Early Learning Guidelines for Language and literacy when planning for individual children.
- Students will be able to identify and design developmentally appropriate curriculum, including teacher-made materials, that reflects the interrelationship among culture and language influences represented in the family, in the community and in the daily experiences in the early childhood environment.
- Students will gain competence in assessing growth in language/literacy development. Students will be able to provide appropriate assessment and instruction to children for whom English is a second language.
- Students will develop and implement integrated and authentic learning experiences, using the central concepts and skills identified in the state Core Competencies for Promoting Language Development and Literacy.

EC 220/320 Infants and Toddlers

- Students will describe/define the multiple abilities and skills that develop simultaneously in the first three years of life across all domains-perceptual, motor, social/affective, communication, and cognitive.
- Students will demonstrate an understanding of the infant toddler teaching theories which mandate the need for a nurturing, responsive, reciprocal, respectful, consistent, and sensitive primary caregiver for each child.
- Students will recognize and create developmentally appropriate curriculum for individual infants and toddlers that acknowledges care-giving routines and play as the two key elements.
- Students will understand and practice effective communication techniques for partnering with families to promote family-centered care.
- Students will demonstrate knowledge of the administration and organization of infant/toddler programs (licensing, staffing, health and safety issues, equipment and space requirements).
- Students will participate in a field experience where they write reflective observations, assess learning, and participate with infants and toddlers in developmentally appropriate activities.

EC 222/322 Admin & Leadership in ECE

- Students will demonstrate knowledge of, and how to apply licensing rules and regulations that govern early childhood programs.
- Students will analyze effective program policies and procedures necessary to implement a high quality program. Including handling finances, recordkeeping, supervising staff, enrollment procedures, and health, safety and nutrition policies, and personnel policies.
- Students will understand the need to including families, professionals and the community in overall program development and evaluation.
- Students will recognize the link between curriculum, environment, and the use of evaluation to adequately plan for a high quality program for children. Tools to reference include: ERS(Environmental Rating Scales), CLASS (Classroom Assessment Scoring System), PAS(Program Administration Scales), NAEYC Accreditation, Head Start Performance Standards.
- Students demonstrate the ability to use oral and written communication effectively with parents, staff and the community to articulate program philosophy, policies and procedures. This can include leading parent/board meetings, speaking on behalf of a program and the use of technology in creating marketing materials, newsletter, program handbooks, etc.
- Students will learn the role of professionalism, advocacy, and ethical behavior as a key component to being a leader in the field of Early Education and Care.
- Students will learn the importance of fiscal responsibility that is necessary to run a high quality program. Including, identifying revenue and expenses used in planning an operational budget, collecting and handling money, financial recordkeeping and grant writing.
- Students will recognize the role of supervising and collaborating with others as a key element of program leadership.

EC 233/333 Pre-K Methods & Materials

- Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches.
- Students will recognize, select and/or create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language.
- Students will demonstrate effective teaching techniques in various curriculum areas, including: science, math, arts, music and movement, literacy, and social studies.
- Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

EC 236/336 Soc/Emot Dev & Guidance in ECE

- Students will learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication.
- Students will identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills.
- Students will recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities.
- Students will use individual and group guidance and problem solving techniques to develop positive and supportive relationships among children.
- Students will identify the principles of child guidance based on the developmental characteristics of young children.
- Students will understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth.
- Students will recognize characteristics of healthy interactions between teacher/child and child/child.
- Students will demonstrate an increase in understanding of cultural influences on child behavior—both typical and atypical, as evidenced by classroom discussion.

EC 238/338 Home, School, Comm Relations

- Apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities.
- Distinguish between effective/ineffective educational leadership.
- Explore methods of communicating with families, school and community members.
- Review and apply NAEYC Code of Ethical Conduct.
- Examine the diversity of young children, teachers, other educators and families and the impact on early childhood education.
- Demonstrate the skills (communication, critical thinking, etc.) needed to work effectively as a member of a professional team.
- Review current issues impacting children, families, teachers, other educators, and community in early childhood education.

The following individuals are leaders for this discipline. Those marked with an asterisk (*) are chairs.

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