

## 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.

A list of the academic discipline liaisons contacts for each institution are listed at the bottom of this document.

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	211	Observation, Assessment, and Interpretation Techniques				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
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/ SPED	237	Special Needs in Early Childhood Education				3				3				
EC	238/338	Home, School, Comm Relations		3		3		3			3	3		3
EC	376	Field Experience in ECE				1								

### 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 211 Observation, Assessment, and Interpretation Techniques**

- Examine cognitive knowledge of the philosophical, historical, sociological, and psychological foundations of Early Childhood Education.
- Describe the professional responsibilities of Early Childhood Educators, including maintaining confidentiality, documenting child progress, keeping accurate records, and reporting child progress at appropriate intervals.
- Demonstrate the ability to pose questions and make comments to young children that will advance their learning and thinking.
- Demonstrate, reflect, and translate theoretical practices into actual field-based experiences.

### **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 237 Special Needs in Early Childhood Education**

- Determine if developmental delays or developmental disabilities may be involved, and, when warranted.
- Design a suitable educational program.
- Discuss how to monitor and evaluate the child's progress as well as assess the program's delivery model.
- Describe the guarantee the continuation of vital support services.
- Explain a seamless system of partners dedicated to the support of every child, including a family-focused perspective and inclusion to the maximum extent possible.
- Develop an awareness of individual differences related to special needs, bicultural and multicultural populations.
- Describe understanding of the family and what the family needs in regards to support from an educational setting.

**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.

**EC 376 Field Experience in ECE**

- Develop an understanding and appreciation of all aspects of a preschool classroom by participating in an appropriate environment.
- Construct early childhood course content with practical experience and apply strategies and methods in early childhood environments.
- Engage in professional relationships with others in the childcare setting including teachers, parents, administrators, and other university students.
- Examine personal and professional qualities in order to self-assess and to develop a plan for professional growth.
- Implement activities for children based on an understanding of developmentally appropriate practice and observations made while participating in the early childhood setting.

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

<b>Name</b>	<b>Institution</b>	<b>Email Address</b>	<b>Phone Number</b>
Kimberly Gutierrez	BSC	kimberly.gutierrez@bismarckstate.edu	701-224-5521
Jacqueline Lampert	CCCC	jackie.lampert@littlehoop.edu	701-766-1138
Jackie Migler	DCB	jackie.migler@dakotacollege.edu	701-228-5672
Joan Aus	DSU	joan.aus@dickinsonstate.edu	701-483-2178
Daniel Driessen	LRSC	daniel.driessen@lrsc.edu	701-662-1508
*Kelli Odden	MaSU	kelli.odden@mayvillestate.edu	701-788-4867
Karen Foley	MiSU	karen.foley@minotstateu.edu	701-858-3150
Candi Weyrauch	NHSC	cschro@nhsc.edu	701-627-8070
Jane Krump	NDSCS	jane.krump@ndscs.edu	701-671-2370
Claire Gunwall	NDUS	claire.gunwall@ndus.edu	701-328-4140
Chris Fried	SBC	chris.fried@sittingbull.edu	701-854-8040
Kathy Henry	TMCC	khenry@tm.edu	701-477-7862 ext. 2200
*Janet Bassingthwaite	U of M	jlbassingthwaite@umary.edu	701-391-1058
Grace Keengwe	UND	grace.keengwe@und.edu	701-777-3378
Aja Baker	UTTC	abaker@uttc.edu	701-221-1871
Allen Burgard	VCSU	allen.a.burgard@vcsu.edu	701-845-7184
Kim Weismann	WSC	kim.weismann@willistonstate.edu	701-774-4503