

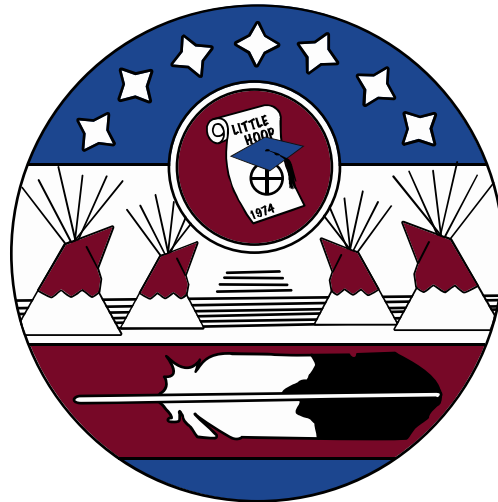
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# Early Childhood Education

## PROGRAM REVIEW

Revised February 2017

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CANKDESKA CIKANA  
COMMUNITY COLLEGE

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*Spirit Lake Dakota Nation*

## TABLE OF CONTENTS

PROGRAM DESCRIPTION SUMMARY.....	3
PROGRAM SELF-EVALUATION SUMMARY.....	3
PROGRAM PLANNING SUMMARY.....	3
COMPREHENSIVE ANALYSIS.....	5
PROGRAM DESCRIPTION.....	5
ASSOCIATE OF ARTS EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES.....	5
ROLE OF ECE PROGRAM WITH CCCC.....	9
COURSE REQUIREMENTS IN THE ASSOCIATE OF ARTS DEGREE.....	9
SAMPLE PLAN OF STUDY WITH SUMMER COURSES.....	10
SAMPLE PLAN OF STUDY WITHOUT SUMMER COURSES.....	11
COURSE REQUIREMENTS IN THE CERTIFICATE.....	12
SAMPLE PLAN OF STUDY IN THE CERTIFICATE.....	13
PROGRAM PERSONNEL.....	13
PROGRAM PRODUCTIVITY SUMMARY.....	14
PROGRAM REVENUE.....	14
PROGRAM BUDGET.....	15
PROGRAM SELF-EVALUATION.....	17
FACULTY.....	17
STUDENT RELATIONS.....	19
CURRICULUM CONTENT, DESIGN, DELIVERY.....	19
INSTITUTIONAL SUPPORT.....	21
OTHER.....	21
PROGRAM PLANNING.....	23
APPENDIX.....	25

## **Program Description Summary**

The Early Childhood Education Program is to provide a comprehensive curriculum that enables students to become gainfully employed in the field of Early Childhood Education, work successfully with children from diverse backgrounds, increase their skills in working with young children, and enable them to transfer and continue their training in a bachelor degree program.

All Early Childhood Education (ECE) program of study courses relate to the continuation of Native American culture, language, teachings, and traditions to the greatest extent possible. The ECE program offers opportunities for students to present and model their own point of view in community settings in which local knowledge and traditions are valued.

## **Program Self-Evaluation Summary**

In looking at the number of students enrolled in each program and the number of students who have graduated in the last five years, the Early Childhood Education Department makes the following analysis. Cankdeska Cikana Community College knows that student numbers overall have declined, as it has in other tribal colleges, yet the Early Childhood Education Department has remained fairly consistent in the number of graduates.

From the spring of 2010 through the spring of 2016, CCCC has had 14 graduates earn their A.A. degree in Early Childhood Education. Since 2014, all four CCCC graduates have successfully transitioned into the work force and two out of the four CCCC graduates have also transferred to a four year university and are taking online coursework to seek higher degrees while working full-time in the work force. Currently in 2016, there are 19 students enrolled in the Early Childhood Education program.

## **Program Planning Summary**

With the shortage of early childhood care providers across the state, the need for ECE programs should be growing. The number of students CCCC has in its program should be increasing as the demand in the workforce increases. Whenever there is a shortage in the workforce, wages reflect that shortage. Higher wages usually generate more interest in the profession. To increase retention/recruitment strategies, the ECE department has participated in a Non-traditional Roles workshop where area high school communities send their male students to participate in activities relating to Early Childhood Education. The Early Childhood Education department advertises continually on the local community radio station, KABU, along with going out to surrounding area high schools and college fairs.

With Head Start and Early Head Start having educational goals with their employees and with the shortage of EC caregivers/teachers in the state of North Dakota, the possibility of offering a four year degree in Early Childhood Education has been discussed.

# COMPREHENSIVE ANALYSIS

## Part I. Program Description

**Early Childhood Education Program Mission Statement:** The Early Childhood Education Program is to provide a comprehensive curriculum that enables students to become gainfully employed in the field of Early Childhood Education, work successfully with children from diverse backgrounds, increase their skills in working with young children, and enable them to transfer and continue their training in a bachelor degree program.

CCCC will obtain this mission by:

- Applying knowledge of how children develop and integrate opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of children from birth through age eight.
- Planning and implementing developmentally appropriate curriculum, instruction and assessment, based on knowledge of individual children, special needs, culture, and the importance of play.
- Integrating individual and group positive child guidance techniques that foster healthy and supportive relationships with and among children, promoting positive strategies that will develop personal self-control and self-esteem in children.
- Establishing and maintaining positive family, community and professional relationships by communicating effectively, demonstrating sensitivity to differences, and involving families in planning for their children.
- Developing an understanding of the early childhood profession based on acquired knowledge of effective administrative skills, professional development, legal issues, resource information, tribal, state and national regulations, and opportunities that would provide quality programs and services for young children.

## ASSOCIATE OF ARTS EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES

- Students will create a developmentally appropriate environment to promote successful outcomes for children.
- Students will demonstrate their ability to maintain positive relationships by communicating effectively.
- Students will demonstrate effective assessment strategies in a responsible way to positively influence the development of every child.
- Students will provide comprehensive curriculum with appropriate technology use that supports the development of children.
- Students will incorporate Dakota culture into their teaching.

The Cankdeska Cikana Community College (CCCC) mission statement reads: “Cankdeska Cikana Community College provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.” All Early Childhood Education (ECE) program of study courses relate to the continuation of Native American culture, language, teachings, and traditions to the greatest extent possible. The ECE program offers opportunities for students to present and model their own point of view in community settings in which local knowledge and traditions are valued.

With the help of the CCCC Dakota Studies faculty, the following seven values of Dakota life are acknowledged as indicators of success:

Woksape (Wisdom) – Practice with knowledge comes wisdom

Wicowahba (Humility) – we have a spirit, we are no better nor less than others

Wowaditake (Courage) – to face all the obstacles that are put before us

Wawokiya (Generosity) – giving from the heart

Wowaditake (Fortitude) – strength of mind to bear pain without crying out

Waohoda (Respect) – for self, higher power, family, community, all life

Ohan Owotana (Honesty) – with yourself, higher power, and others with sincerity

Early Childhood Education providers serve an important community and cultural role regarding the education and care of our children. Although Early Childhood is seen as the foundation for education within our contemporary society; Cankdeska Cikana Community College believes in incorporating the curriculum standards into the traditional Dakota Culture. With the help of the Dakota Studies faculty, elders, and other members of the community; traditional Dakota culture and methods are incorporated into the curriculum. This curriculum was designed to provide students with the knowledge, skills, and training required to prepare educators to work with the diversity of young children today. This program of study includes both an academic base and methods courses that provide a balanced program for those wishing to pursue a four year program or for those wishing to begin a career as an early childhood care provider.

Courses are offered in a variety of instructional modes to meet the needs of students on the reservation and in surrounding communities by focusing on best practices for successfully recruiting and retaining students. Some of these practices according to research include: visuals, strong communication skills, modeling, participatory projects, community resources, collaborative small groups, linking traditional knowledge and culture into the curriculum, and building positive relationships based on mutual respect and cooperation. The college offers various modes of instruction to meet the needs of our students including: face-to-face (daytime

and evening classes), accelerated (8-week course), hybrid (mixture of face-to-face and online), and independent study. The evening and hybrid classes have many advantages and are a great opportunity for students as the majority of Early Childhood Education students work during the day at the Sacred Children's Place, Headstart Program, or other Early Childhood jobs. Some of these advantages that the students like according to their course evaluations include: the advantage of working full-time and still obtaining college classes, more flexible and convenient, and improvement of technology skills. For the majority of Early Childhood students, evening and hybrid classes are not looked at as an alternative, but as another pathway with numerous rewards and benefits.

The Introduction to Early Childhood Education class serves as the cornerstone for the Early Childhood Education program by pulling together academics and culture. It provides an overview of early childhood education and provides students with an opportunity to assess oneself in a career in early childhood. This course increases awareness on Native American student achievement by sharing best practices and research on successfully teaching and the learning styles of Native American students. It also explores and ensures access for Native students to a curriculum that is more culturally relevant and that prepares them for the rigors of a new economy and transfer to a four year university, thus enabling them to fully participate in the workforce and the community in which they live. This course has an internship of 180 hours of work experience in the field attached to it which allows students to observe and learn in an actual early childhood setting. One intent of this course is to help students decide if early childhood education is a career that is suited for him/her, through providing information and experiences that give students a taste of what an early childhood education career can be like.

According to North Dakota Child Care Resource and Referral and North Dakota Child Care Aware, 75% of working mothers of children between the ages of zero and five rely on some form of child care. Parents rely on child care to keep them in the workforce, but they also realize that child care greatly influences who their children become. Each child spends an average of 35 hours a week (nearly 50% of a child's awake hours) in child care. Parents rely on their child care provider to partner with them to promote all aspects of their child's development, enhance early brain development, and set the stage for successful school achievement.

The state of the art Wakanheza Oti (Sacred Children's Place) Early Childhood Learning Center and newly constructed Head Start/Early Head Start facilities provide students the opportunity to participate in hands-on learning activities to enhance classroom instruction. Students provide care to children while earning credits to their degree using labs and observation rooms. The result is a foundation based in Early Childhood Education theory and Dakota culture in regard to the care of children.

The Bureau of Labor Statistics (2015) reported that employment of preschool teachers is expected to grow by seven percent from 2014 to 2024, as fast as average for all occupations.

There has been an increasing demand for preschool teachers as early childhood education becomes recognized as important for a child's intellectual and social development. Because children between the ages of three to five years are typically enrolled in preschool, this will increase the demand for preschool teachers. The median wage earned in 2015 according to the Bureau of Labor Statistics for North Dakota was \$28,570.00. Growth is expected due to a continued focus on the importance of early childhood education.

In 2011, the program's courses were re-evaluated, updated, and in some cases renamed and numbered, so they would be aligned with the North Dakota Early Childhood Higher Education Consortium's criteria and align with the North Dakota University Systems (NDUS) Early Childhood common course name and numbering. This became an articulation agreement (Appendix A) between 18 colleges and universities within North Dakota. Having our coursework aligned with the NDUS allows for ease in transferability, simplifies the complexity of determining what courses to take, and saves the student time and money.

In December of 2015, the program of study was revised. The instructor, with the approval of the Dean of Academics, made some changes to the Early Childhood Education program to maximize credit alignment and transferability: Early Childhood Internship changed to 4 credits; Dakota Language I was added as an institutional requirement, along with adding Dakota Language II and III as electives to meet the Foreign Language requirement for transferability; Math requirement changed to Math 102 or higher and Math 103 moved to an elective, Sociology and Child and Adolescent Psychology both moved to electives. These changes were then taken to the Curriculum Committee to be approved.



**Role of Program within Cankdeska Cikana Community College (CCCC)**

The Associate of Art (AA) in Early Childhood Education program is intended to endow students with the fundamental knowledge to enter careers in the early childhood field or to transfer on to a baccalaureate degree program in Early Childhood Education. As outlined below, the current Early Childhood Associate of Arts (AA) Program curriculum is 66-72 credit hours consisting of 41 hours of general education area requirements, 25-31 hours of Core Class requirements, and 6-12 hours of electives. The range of 66-72 credits is to empower students to pursue their own topics of interest within the field of study and also to get students ready to transfer to a four year university.

**ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION**

<b>General Education Requirements</b>	<b>Core Early Childhood Education Requirements</b>	<b>Program Electives</b>
ENGL100 Student Success	EC 210 Introduction to ECE	ENGL 162 Dakota Language II
ENGL 110 Composition I	EC 213 Language and Literacy in EC	DSL 209 Dakota Language III
ENGL 120 Composition II	EC 220 Infants and Toddlers	PSYC 255 Child and Adolescent Psychology
COMM 110 Fundamentals of Public Speaking	EC 233 Pre-K Methods and Materials	MATH 103 College Algebra
ARTS	EC 236 Social Emotional Development and Guidance	SOC 110 Sociology
ENGL 161 Dakota Language I (HUM)	EC 297 Early Childhood Student Internship	
DS 110 Dakota Thought, Philosophy, & Culture (HUM)	+ 6 to 12 Electives	
PSYC 111 Introduction to Psychology (SS)		
HIST or SS		
HIST or SS		
MATH 102 or higher		
CSCI 101 Introduction to Computers		
SCIENCE with LAB		
HPER 217 Personal & Community Health		
HPER 101 or 210		

Below are sample recommendations for course sequences that would allow progressing through the program with a comfortable course load in two years with or without some summer courses.

**Sample AA in Early Childhood Education plan of study WITH summer courses**

<b>Fall Term 1</b>		
ENGL 110	Composition I	3 credit hours
MATH 102 +	Math 102 or higher	3 credit hours
CSCI 101	Introduction to Computers	3 credit hours
HPER 217	Personal & Community Health	2 credit hours
ENGL 100	Student Success – New Student Orientation	1 credit hours
DS 110	Dakota Thought, Philosophy, & Culture	3 credit hours
		15 credit hours
<b>Spring Term 2</b>		
ENGL 161	Dakota Language I	3 credit hours
EC 210	Introduction to Early Childhood Education	3 credit hours
EC 213	Language and Literacy in Early Childhood	3 credit hours
ENGL 120	Composition II	3 credit hours
ARTS	ARTS	3 credit hours
		15 credit hours
<b>Summer Term 3</b>		
COMM 110	Fundamentals of Public Speaking	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
HIST or SS	HIST or SS	3 credit hours
		9 credit hours
<b>Fall Term 4</b>		
HPER 101 or 210	Physical Education Activity	1 credit hours
SCIENCE & LAB	Science & Lab	4 credit hours
EC 233	Pre-K Methods and Materials	3 credit hours
EC 220	Infants and Toddlers	3 credit hours
ELECTIVE	ELECTIVE	3 credit hours
		14 credit hours
<b>Spring Term 5</b>		
HIST or SS	HIST or SS	3 credit hours
ELECTIVE	ELECTIVE	3 credit hours
EC 297	Early Childhood Student Internship	4 credit hours
EC 236	Social Emotional Development	3 credit hours
		13 credit hours

## Sample AA in Early Childhood Education plan of study WITHOUT summer courses

<b>Fall Term 1</b>		
ENGL 110	Composition I	3 credit hours
MATH 102 +	Math 102 or higher	3 credit hours
CSCI 101	Introduction to Computers	3 credit hours
HPER 217	Personal & Community Health	2 credit hours
ENGL 100	Student Success – New Student Orientation	1 credit hour
DS 110	Dakota Thought, Philosophy, & Culture	3 credit hours
		15 credit hours
<b>Spring Term 2</b>		
ENGL 161	Dakota Language I	3 credit hours
EC 210	Introduction to Early Childhood Education	3 credit hours
ARTS	ARTS	3 credit hours
ENGL 120	Composition II	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
EC 213	Language and Literacy in Early Childhood	3 credit hours
		18 credit hours
<b>Fall Term 3</b>		
COMM 110	Fundamentals of Public Speaking	3 credit hours
EC 220	Infants and Toddlers	3 credit hours
HPER 101 or 210	Physical Education Activity	1 credit hour
EC 233	Pre-K Methods and Materials	3 credit hours
HIST or SS	HIST or SS	3 credit hours
ELECTIVE	ELECTIVE	3 credit hours
		16 credit hours
<b>Spring Term 4</b>		
SCIENCE & LAB	Science & Lab	4 credit hours
ELECTIVE	ELECTIVE	3 credit hours
EC 236	Social Emotional Development	3 credit hours
HIST OR SS	HIST or SS	3 credit hours
EC 297	Early Childhood Student Internship	4 credit hours
		17 credit hours

An Early Childhood Education Certificate was developed and approved in November of 2013 through the Tribal College Grant. This certificate program provides opportunities for achievement of competence in reading, writing, oral communication, fundamentals of business, First Aid/CPR, and the basic use of computers. The program is focused on providing the student with skills to begin their own business. Many of the courses may be applied toward a two or four-year degree program of study.

According to the 2015 Bureau of Labor Statistics, the median pay for a childcare worker was \$20,320. Employment of childcare workers is projected to grow 5% from 2014-2024, about as fast as the average for all occupations. Job opportunities for childcare workers are expected to be favorable. Parents will increasingly need assistance during working hours to care for their children.

Through this certificate, students will learn how to:

- Integrate individual and group positive child guidance techniques
- Establish and maintain positive family, community, and professional relationships
- Develop an understanding of the early childhood profession
- Set up a home childcare business

As outlined below, the current Early Childhood Certificate Program curriculum is 31 credit hours, consisting of 19 hours of general education area requirements and 12 hours of Core Class requirements.

### **CERTIFICATE IN EARLY CHILDHOOD EDUCATION**

<b>General Education Requirements</b>	<b>Core Early Childhood Education Requirements</b>
ENGL 110 Composition I	EC 210 Introduction to ECE
CSCI 101 Introduction to Computers	EC 213 Language and Literacy in EC
COMM 110 Fundamentals of Public Speaking	EC 220 Infants and Toddlers
BUSN 105 Entrepreneurship	EC 236 Social Emotional Development and Guidance
HPER 210 First Aid/CPR	
DS 110 Dakota Thought, Philosophy, and Culture	
BUSN 120 Fundamentals of Business	

## Sample Certificate in Early Childhood Education plan of study

<b>Fall Term 1</b>		
ENGL 110	Composition I	3 credit hours
EC 210	Introduction to Early Childhood Education	3 credit hours
CSCI 101	Introduction to Computers	3 credit hours
COMM 110	Fundamentals of Public Speaking	3 credit hours
BUSN 105	Entrepreneurship	3 credit hours
HPER 210	First Aid/CPR	1 credit hours
		16 credit hours
<b>Spring Term 2</b>		
EC 220	Infants and Toddlers	3 credit hours
EC 236	Social/Emotional Development & Guidance in ECE	3 credit hours
EC 213	Language and Literacy in ECE	3 credit hours
BUSN 120	Fundamentals of Business	3 credit hours
DS 110	Dakota Thought, Philosophy, and Culture	3 credit hours
		15 credit hours

### Program Personnel

Jacqueline Lampert has been the full time Early Childhood Education program director at Cankdeska Cikana Community College since the summer of 2015. Previously, Ms. Lampert taught Elementary Education coursework, some coursework in Early Childhood Education, and English. Ms. Lampert’s previous experience includes working as a Title I/Special Education paraprofessional for eight years and then as a highly qualified teacher in a 4/5/6 grade classroom for seven years before starting at Cankdeska Cikana Community College. Ms. Lampert earned a B.S. degree at Mayville State University in Elementary Education, a M.S. at the University of North Dakota as a Special Education Strategist, a minor in Early Childhood Education, and certifications in Kindergarten and Technology. Currently, Ms. Lampert is earning a M.S. in English from Valley City State University and has applied for a Ph.D. at the University of North Dakota in Educational Leadership with research and academic interests that include Native Americans and Education, especially in mathematics and literacy. Ms. Lampert generally teaches 15-23 credit hours per semester.

Since the 2014 program report, there has been a decrease in the number of staff members from one full-time and one part-time staff to one full-time staff member. Teresa Harding, the previous Early Childhood Education program director, was offered the job as Dean of Academics and currently holds that position. There are no adjuncts and Ms. Lampert teaches all of the Early Childhood Education courses along with English Writing Lab and English Composition I for the cohort students.

## Program Productivity Summary

From the spring of 2012 through fall 2016, CCCC has had a consistent number of students enrolling for the Early Childhood Education coursework. It is as follows:

<b>A.A. In Early Childhood Education Program Students by Semester</b>									
<b>2012 Spring</b>	<b>2012 Fall</b>	<b>2013 Spring</b>	<b>2013 Fall</b>	<b>2014 Spring</b>	<b>2014 Fall</b>	<b>2015 Spring</b>	<b>2015 Fall</b>	<b>2016 Spring</b>	<b>2016 Fall</b>
11	13	9	9	8	21	12	14	12	9

From the spring of 2010 through the spring of 2016, CCCC has had 14 graduates earn their A.A. degree in Early Childhood Education. It is as follows:

<b>A.A. In Early Childhood Education Program Students</b>									
<b>2009- 2010</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>	<b>2014- 2015</b>	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	
2	2	3	1	2	1	1	2		

Cankdeska Cikana Community College did not track students after graduation initially, so there is no data on those that went on to seek higher degrees and/or those that successfully transitioned into the work force. Since 2014, all four CCCC graduates have successfully transitioned into the work force and two out of the four CCCC graduates have also transferred to a four year university and are taking online coursework to seek higher degrees while working full-time in the work force.

In looking at the number of students enrolled in each program and the number of students who have graduated in the last five years, the Early Childhood Education Department makes the following analysis. Cankdeska Cikana Community College knows that student numbers overall have declined, as it has in other tribal colleges, yet the Early Childhood Education Department has remained fairly consistent in the number of graduates.

**Program Revenue**

<b>Scholastic Year</b>	<b>Tuition</b>	<b>ISC Revenue</b>	<b>Total</b>	<b>% of CCCC Total</b>
2012 - 13	\$29,700	\$65,250	\$94,950	13%
2013 - 14	\$46,200	\$108,266.66	\$154,466.66	47%
2014 - 15	\$318,425	\$261,583.33	\$580,008.33	43%
2015 - 16	\$362,853	\$251,241.67	\$614,094.67	42%

**Program Budget (Figured on 5% increase)**

	<b>2011 - 12</b>	<b>2012 - 13</b>	<b>2013 - 14</b>	<b>2014 - 15</b>	<b>2015 - 16</b>
<b>Salary</b>	\$44,000	\$46,200	\$48,510	\$48,510	\$48,510
<b>Fringe Benefits</b>	\$13,200	\$13,860	\$14,553	\$15,281	\$16,045
<b>Supplies</b>	\$100	\$100	\$100	\$100	\$100
<b>Supervision of Students</b>	0	0	0	\$100	\$100
<b>Travel</b>	\$900	\$900	\$900	\$500	\$500
<b>Professional Development</b>	0	0	0	\$200	\$200
<b>Total \$</b>	\$58,200	\$61,060	\$64,063	\$64,691	\$65,455

The Early Childhood Education program has an advisory committee through North Dakota Department of Career and Technical Education that meets every fall and spring. This community advisory committee's role is to share information in the childcare world of best practices, trends, community needs, etc. The advisory committee's members change from year to year depending on commitment of individuals or changes in employment of community members. Fall of 2016 advisory committee consisted of individuals from the community, Four Winds High School faculty, Head Start and Early Head Start directors, Sacred Children's Place director and assistant director, Minnie H Kindergarten Center director, and CCCC Early Childhood Education Director/Instructor. This advisory committee's recommendations were very helpful because these childcare businesses are where the majority of CCCC Early Childhood Education's graduates find work. The meeting was very well attended and the minutes (Appendix B) of the meeting are attached.

Targeted ideas that were mentioned:

- Resume writing
- Interview tips (before, during, and after)
- IT certification
- Cell phones
- Domains in teaching "whole" child
- Integration of Dakota culture
- Interaction with kids
- Work ethic
  - Time management
  - Reliability, accountability, and dependability
  - Being professional
  - Importance of communication between colleagues, families, and professionals
    - Both verbal and nonverbal
    - Eye contact
    - Cues



## **Program Self-Evaluation**

### **Faculty**

Communication and Collaboration – Cankdeska Cikana Community College’s mission drives the planning and evaluation process. The college has four standing committees comprised of CCCC employees to carry forward the work of the institution in fulfilling its mission. All committees select a chair and a meeting note taker. These notes are submitted to the President’s office, via the Dean of Academics who is designated with oversight. Full-time employees are required to serve on at least one committee based upon their positions within the college and individual interest. This process ensures every full-time employee has input into the planning and evaluating process. Cankdeska Cikana Community College offers opportunities for faculty to share ideas through monthly faculty meetings, monthly staff meetings, and luncheons. This “meeting of the minds” gives employees a chance to share ideas, opportunities, and allows the staff to effectively discuss the successes, needs and concerns of the programs, as well as discuss curriculum design, review, state-of-the art content, professional development activities, and program delivery.

There is one full-time faculty in the Early Childhood Education degree program. As the education field is always changing and trends in education come and go, continuing education is essential for any educator to be effective. The faculty that teaches the Early Childhood Education classes is a firm believer of this and CCCC supports this through their use of Title III funds for professional development. Professional development affects student achievement through three steps: enhances teacher knowledge and skills, improves classroom teaching, and raises student achievement.

There is money set aside for professional development for any employee of CCCC and the educational goal that each individual may have, may it be a short term one such as a class or workshop; or a long term goal such as an advanced degree. Ms. Lampert participates in many professional development activities throughout the year including: ECE Higher Education Consortium meetings, Reading and Math Conferences, EMPOWER training, poverty training, turnitin training, research training, student orientation and advising training, and goals/objectives training.

Ms. Lampert serves on the Assessment Committee, Criterion Four Accreditation Committee, ECE Higher Education statewide Consortium, and participates in the NARCH grant, INBRE symposium, the community research project, and the Role Reversal Workshop that supports males in Early Childhood Education. Ms. Lampert is also a member of the North Dakota Council of Teachers of Mathematics, the North Dakota and the International Reading Associations, and the National Association of the Education of Young Children. Ms. Lampert is currently working towards a M.S. in English and has a goal of obtaining a Ph.D. in Education.

The college is committed to expanding their offerings of programs of studies to meet the needs of the residents of the Spirit Lake reservation. There is a commitment in the preservation of the

Dakota Culture and the future strategic plans of offering a Bachelor's degree in Dakota Studies and eventually in Early Childhood Education.

Full time faculty are hired based on qualifications, experience, aptitude, and mastery level of subject matter. All Instructors are encouraged to participate in professional development activities. Instructors at CCCC are observed and evaluated once a semester and also annually by the Dean of Academics to determine their performance appraisal and development review. The Early Childhood Education instructor is evaluated every semester and annually in May. Through this process, the Dean of Academics and the instructor evaluate the performance and make any recommendations or changes that would allow for a better learning environment for the students.

### **Student Relations**

All faculty are highly accessible to students. Faculty are required to keep a minimum of ten hours of office hours per week. These hours are to be posted outside each faculty member's office. Class sizes are small which is conducive to teacher/student communications and therefore positive teacher/student relationships. Cankdeska Cikana Community College assigns each student an email address in which they can communicate with each other and faculty. Moodle is available for all faculty to incorporate into their coursework to help maintain frequent communication with students.

Many of the Early Childhood students are single, working mothers. This is information obtained through both formal and informal methods such as:

- Student satisfaction survey
- Direct contact with students through registration of courses
- Classroom participation
- Student advisement

It has been found through the surveys and direct contact that there is a need for evening courses. Ms. Lampert teaches Early Childhood Education courses in the evening to allow for all students to attend. An important part of instructional delivery in the early childhood program is experiential learning. Cankdeska Cikana Community College is able to provide those opportunities through the cooperation and collaboration between the Early Childhood Education department at CCCC, Wakanheza Oti "Sacred Children's Place", and the Head Start centers. Currently, nine out of the thirteen students registered for the spring 2017 semester are Head Start employees and the remaining four do not work for either Sacred Children's Place or either of the Head Start centers.

Cankdeska Ciikana Community College is a very small college with low enrollment numbers. The college didn't track students after graduation in the beginning; however, since 2014 we began tracking students and sending out Employer Satisfaction Surveys. (Appendix C) A graduate from the Early Childhood Education program was asked if her degree and education from CCCC has met her needs and expectations; and if so, how. Her reply was that as a student and employee, she was able to implement what she learned in the courses into her early childhood classroom. She reported that she felt it helped her become a more confident and successful teacher because her courses helped her understand early childhood development. Her

course work also helped her understand developmentally appropriate practices, so she was able to implement these practices based on children's individual needs from birth to age 8.

The majority of students taking the course survey also commented that the Early Childhood Education instructor was very knowledgeable, helpful, had a positive attitude, wanted to see us succeed, and used different teaching methods and strategies, so that students would understand the concepts taught. Other comments were that the ECE instructor is very interactive and encouraging, energetic during class, very organized, and committed to students. Some of the suggestions to make the course better were more hands-on activities, more one-on-one time, and more time available to work on homework during class. All of these suggestions were implemented the next semester and from the next semester survey comments, these changes were successful.

Cankdeska Cikana Community College administers the Noel-Levitz's Student Satisfaction Survey and the some of the results that showed higher satisfaction vs Midwestern Community Colleges relating to faculty are:

- My academic advisor is approachable.
- It is an enjoyable experience to be a student on this campus.
- Students feel a sense of belonging here.
- I am able to experience intellectual growth here.
- Classes are scheduled at times that are convenient for me.
- The faculty shows concern for students as individuals

### **Curriculum Content, Design, Delivery**

As previously mentioned, in 2011 and again in December of 2015, all courses in the Early Childhood Education program were re-evaluated and changes were made where necessary. This was done so the coursework would be aligned with the North Dakota University Systems Early Childhood common course name and numbering. Outcomes were aligned with the consortium to establish that continuity and transferability between CCCC and the other institutions of higher education within the state.

Experiential and hands-on learning is critical to student success in the field of education. Wakanheza Oti, CCCC's onsite early childhood learning center, along with the Head Start and Early Head Start program centers which are also under the umbrella of CCCC, allows the opportunity for real life experiences and hands-on training for students. These centers provide a lab where students have an opportunity to implement and practice theories and methodologies that they have learned in the classroom setting. Throughout their coursework, the students get ample opportunities to come to the centers to do activities with the children, develop and implement lessons, put into practice methodology, and complete observations and assessments. Early Childhood Education students have access to the centers to do their internships.

All Early Childhood Education courses reflect and integrate Dakota Culture. The addition of this component in all coursework makes it more meaningful and relevant to the students. One example of this integration includes reading literature and completing many activities/crafts relating to Dakota Culture. In another class, the Dakota number system and colors are integrated

into the assignments. Yet another class combines academics and Dakota Culture by creating a flannel board/story and developing/ presenting a themed unit based around Dakota Culture.

The ECE instructor is an active member of the North Dakota Early Childhood Higher Ed Consortium. Therefore, any changes that may come from the consortium, Ms. Lampert has first-hand knowledge of and has been involved with these changes. Changes that Ms. Lampert would bring to CCCC would have to be approved by the curriculum committee. Each course in the ECE program of study is designed to teach to the objectives or outcomes listed in each course's syllabi. Each quiz, test, assignment, and project is reflective of the knowledge a student acquires towards the goal of knowing and understanding the course objectives.

Different methods of teaching and assessment are used to determine the success of the teaching methodology used by the instructor and the success of student learning. Informal instruction, lecture, modeling, differentiated instruction, information processing strategies, cooperative learning, inquiry-based methods, direct instruction, and mastery learning are some of the different methodologies used by the ECE instructor. Assessment of student learning is fundamental to effective teaching. Students learn best when activities are chosen to build on skills and knowledge they have already developed and to challenge students to learn new ones. Students' skills and knowledge in the ECE program are evaluated constantly using multiple methods and assessment techniques so that the instructor has a portfolio of information to assess on each student. This impacts the program and changes are made due to the results of this process. As an example, during the spring assessment review the instructor found that students were having a hard time using all of the domains and various assessment techniques in the curriculum. As a result, during the fall semester more hands-on activities, case studies, remodeling, presentations, videos, and assignments were given that related to all the domains and assessment tools. Assessments give instructors the information they need to plan good learning programs and are given throughout the course to be sure that each student is experiencing success with the course. If a student isn't experiencing success, changes need to be made to meet each student's learning needs. At the end of each semester, each instructor chooses a class and turns into the assessment committee a reflective summary assessment of that particular course. Because of this process, instructors are constantly assessing student's strengths and concerns and are able to better plan the curriculum for students to be successful.

### **Institutional Support**

It is believed that CCCC does possess adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs at the current time. Facilities are very clean and well maintained. Adequate whiteboard space, chalkboards, and audiovisual equipment, including computer labs, fax machines, laminating services, Native craft demonstrations, smart boards, laptops, iPads, and software updates/replacements are provided. Technical support, when needed, is very helpful and timely. Cankdeska Cikana Community College also provides wireless Internet access in the facility, as well as an Alert System. The program doesn't experience any difficulties in procuring needed supplies and/or materials.

Cankdeska Cikana Community College provides a multitude of student services that are aimed at helping students succeed. The Valerie Merrick Memorial Library is not only a full functioning college library, but it also serves as a community library as well. It subscribes to ODIN and JSTOR for students to look up journal articles and magazine resources for Early Childhood Education such as *Early Childhood News*, *Early Childhood Today*, *Teaching Young Children*, and *Early Childhood Education Journal*. All ECE students use these resources to assist them in researching working conditions, labor market demand, childhood diseases and disabilities, and numerous other topics. Tutoring services and the adult learning center both give assistance to any student who needs academic help. Student Services provides an array of services to students from counseling, career planning, transfer help, organizational help, time management, problem solving skills, essay writing skills, and goal setting to emergency financial help from the Angel Fund. There are many computer labs on campus that allow internet and computer access for homework for those who may not be able to complete assignments off campus.

A Student Success course was developed with input from Student Services. The one credit course is a requirement for all incoming freshmen. The classes' purpose is to educate students in areas that are essential to college success. Such topics as note taking, reading strategies, studying strategies, critical thinking, test taking strategies, as well as career planning are taught. In the career section, students are given the career interest inventory to complete and a class discussion on the results of the inventory is done in class where students have an opportunity to ask any questions/concerns they may have. In addition, the course offers methods on dealing with stress, budgeting, and improving time management skills.

The college offers many opportunities for learning for faculty, staff and community through events held at the college. Many of these events are culturally relevant which has significant implications for faculty. Cankdeska Cikana Community College has funds set aside for educational opportunities for its faculty. Administration supports and encourages all faculty and staff to attend conferences and workshops. Continuing education is also rewarded through college incentive programs.

This is a time of heightened awareness and opportunities in Early Childhood Education. High quality faculty and training is essential to compete for students in the coming years. Many concerns are being addressed relating to significant challenges facing higher education, educational processes, and student success.

### **Other**

Cankdeska Cikana Community College became the grantee of the Head Start and Early Head Start Programs. Our ECE program is fulfilling a need that these federally funded programs have in the training of their staff. Head Start and Early Head Start have mandates on teacher credentials and our ECE program is helping their teachers and assistant teachers become the qualified staff that is needed in those programs. As stated earlier, the current ECE instructor is taking advantage of this program by working towards obtaining a Master's of Science in English and then will work towards receiving a Ph.D. in Education which she currently has credits toward.

It is believed that a very successful aspect of the Early Childhood Education program is the accessibility of Wakanheza Oti, Early Head Start and Head Start centers. Since Wakanheza Oti is located right here on campus, the ECE students can come anytime to do assignments, observations, and their internship. Ms. Lampert is able to observe any student interaction with teachers and children. Ms. Lampert is also able to assess competence of student work and knowledge. She can oversee the implementation of student classroom work into real world experiences. Therefore, she can use these observations of students to help determine areas more instruction might be needed and areas in which students excel.

With this being the first program review that the Early Childhood Education program has been involved with, there have not been any problems previously identified. The biggest obstacle CCCC finds in all its programs are attendance and late/incomplete assignments. Both of these obstacles greatly affect student learning and success. However, we have updated our system and now make calls to any student who misses class two days in a row. The number of attendance issues have decreased with this new procedure. With the ever changing world of education, the program has to be continually monitored and updated to assure its effectiveness in meeting student needs and societal demands.

## **Program Planning**

Current trends in education such as researched based education, project based curriculum, and the use of technology all play important roles in the classroom. These changes from traditional teaching need to be reflected in program goals and in our course work.

With the shortage of early childhood care providers across the state, the need for ECE programs should be growing. The number of students we have in our program should be increasing as the demand in the workforce increases. Whenever there is a shortage in the workforce, wages reflect that shortage. Higher wages usually generate more interest in the profession. Our goals and outcomes need to reflect the professionalism that we expect in this field. To increase retention/recruitment strategies, the ECE department has participated in a Non-traditional roles workshop where area communities send their freshman through senior males to participate in activities relating to Early Childhood Education. The Early Childhood Education department also advertises continually on KABU radio station which is our local community radio station, along with going out to surrounding area high schools and college fairs.

As mentioned before, when there is a shortage, higher wages reflect that shortage. Higher wages interest highly motivated intelligent people. People that are highly motivated will be likely to seek advanced degrees as wages are increased as a result.

With Head Start and Early Head Start having educational goals with their employees and with the shortage of EC caregivers/teachers in the state of North Dakota, the possibility of offering a four year degree in Early Childhood Education has been discussed.

Tribal funding and tribal mandates affect programs and therefore program goals. Any changes in federal and state funding and state guidelines change program goals. State mandates for curriculum or preschool through grade three standards need to be reflected in ECE teachings; therefore reflected in the ECE program goals and outcomes. Every grade, including kindergarten and preschool, has standards for which teachers are responsible for. The federal and state governments are putting money in EC education because of research that shows how cost effective ECE money is and how beneficial early learning is to children. Along with that money come guidelines, expectations, and accountability. Our programs need to be teaching our students those expectations and guidelines and how to stay up-to-date on policies. This has been addressed by the instructor keeping up-to-date through research, government policies and guidelines, and by attending North Dakota Early Childhood Higher Education Consortium meetings.

Goals and Objectives need to be continually monitored and updated because of changes and trends in education. For the short term, we need to be aware of, monitoring, and changing of best practices, that is research based. We also need to be aware of changes in governmental policies that guide the funding of early childhood programs, preschool programs, and public school programs. For the long term, the instructor would like to see CCCC offer a Bachelor of Arts degree in Early Childhood Education, so that the students would not need to take online classes when the majority of students do not have Internet access at home and so that students

can attend classes that are culturally relevant to the community in which most of them currently work.

At this time, faculty is revising the EC211, Observation, Assessment, and Interpretations coursework and will bring to the Curriculum Committee to get it added to the ECE program as an elective. Students that are transferring to a 4-year institution have told us that the institution offered EC211 linked with EC210 and it is a prerequisite for all other ECE coursework. For this reason, faculty decided that it would be best for students if we offered EC211 on our campus, so that they are not behind other students in the rotation at the institution and so that all other ECE coursework is available to them.

I am not aware of any additional resources needed to maintain and improve program quality at this time.



## APPENDIX A

### North Dakota Early Childhood Higher Education Consortium Statewide Early Childhood Education Articulation Agreement<sup>1</sup>

2016-2021

**Purpose:** This agreement has been drafted by and is endorsed by the members of the North Dakota Early Childhood Higher Education Consortium (NDECHEC). It is intended to facilitate student transfer and early childhood education program articulation among the following campuses:

Bismarck State College	Cankdeska Cikana Community College
Dickinson State University	<del>Neena Hidatsa Sahkish College</del>
<del>Jamesstown College</del>	Lake Region State College
Mayville State University	Minot State University
Dakota College at Bottineau	North Dakota State College of Science
North Dakota State University	Sitting Bull College
Turtle Mountain Community College	United Tribes Technical College
University of Mary	University of North Dakota
Valley City State University	Williston State College

#### Guidelines:

1. The articulated courses listed within this agreement have been evaluated by the members of NDECHEC and have been found to be equivalent. Further these courses have been found to meet criteria required for early childhood education teacher certification in the state of North Dakota.
2. Except where specifically noted, individual courses or groups of courses will be transferable to all institutions listed above. A student may attend a single campus prior to transfer or may attend multiple campuses prior to transfer. In either case, the courses will transfer between listed institutions and will fulfill general education, pre-requisite, and/or early childhood education requirements as annotated in the attached agreement.
3. A minimum grade of "C" is required for transfer of any course that is to be used as a part of the early childhood education major. Courses not required as part of the early childhood major must meet minimum grade standards of the receiving institution. In some cases, a grade of "D" in non-major courses will meet certain requirements, but acceptance of grades of "D" is at the discretion of the receiving institution. In all cases, grades of "C" or above will be accepted as equivalent to matching courses on the receiving campus as annotated in the attached agreement.
4. Acceptance into the receiving institution's education program is based upon both academic criteria (overall GPA, successful completion of required courses, and successful completion of the Praxis I (PPST) test) and non-academic criteria (viability for teacher certification, i.e. ESPB-required background check).
5. Students who transfer between signatory institutions of the North Dakota General Education Requirements Transfer Agreement and who completed their general education requirements after 1996 (for university system institutions) or after their final sending institution has its GERTA Gold Page approved (for non-system institutions) will be deemed to have completed all lower division general education requirements at the receiving institution.
6. Members of NDECHEC must approve subsequent early childhood education articulation agreements drafted between an individual signatory or between groups of signatories to this document and secondary schools.
7. This agreement is in force from the date of its approval and will be formally reviewed by consortium members every other year. All signatories will have the right to continue, amend, or cancel their involvement with this agreement at that time.
8. The signatories to this document are not responsible for any required changes to this document that come about as a result of changing state teacher certification requirements, national accreditation requirements or changes to state or federal law.


<p>Early childhood observation and assessment Field Experience, fulfills Kindergarten endorsement course<sup>3,6</sup></p>	<p>This course is not offered at BSC, NDSCS, NDSU, UTTC, WSC</p> <p>NHSC: ECD 295 LRSC: EC 297 DCB: EDUC 211 TMCC: ECE 311 VCSU: EDUC 337 UND: T&amp;L 311 UMary: EDU 335</p>	<p>DSU: EDUC 323 JC: EDUC 374 MaSU: EC 211 SBC: ECH 297 MISU: ECE 361 CCCC: EC 297</p>	<p>1-5</p>
<p>EC Language Development<sup>6</sup> Common Course Number 213/313 (adopted November, 2006)</p>	<p>This course is not offered at BSC, LRSC, NDSCS, NDSU, WSC, U Mary, UTTC</p> <p>CCCC: EC 213 NHSC: TL 213 MaSU: EC 313 SBC: ECE 213 DCB: EC 213</p>	<p>DSU: EC 313 JC: EDUC 350 MISU: ECE 360 UND: T&amp;L 313 VCSU: EDUC 313 TMCC: ECE 313</p>	<p>2-4</p>
<p>Family and Community Relations Common Course Number 238/338 (adopted November, 2006)</p>	<p>This course is not offered at BSC, CCCC, DSU, JC, LRSC, NDSCS, NDSU, VCSU, &amp; WSC.</p> <p>MaSU: EC 338 TMCC: ECE 338 UND: T&amp;L 338 DCB: EC 238 MISU: ECE 310</p>	<p>SBC: ECE 238 UMary: EDU 413 NHSC: EC 238 UTTC: EDU 338</p>	<p>2-4</p>
<p>ECE Methods for Children, Pre-K<sup>6</sup> Common Course Number 233/333 (adopted November, 2006)</p>	<p>This course is not offered at BSC, JC, NDSCS, NDSU, UTTC, VCSU, and WSC.</p> <p>NHSC: ECD 122 LRSC: EC 233 MISU: ECE 430 SBC: ECE 233 (3 cr of 233) UND: T&amp;L 333 CCCC: EC 233 UMary: EDU 334</p>	<p>MaSU: EC 333 DCB: EC 233 TMCC: ECE 411 NHSC: EC 233 DSU: 324</p>	<p>2-3</p> <p>These courses fulfill/satisfy major, and graduation requirements for the ECE major.</p>
<p>Social and Emotional Guidance<sup>6</sup> Common Course Number 236/336 (adopted November, 2006)</p>	<p>This course is not offered at BSC, DSU, JC, NDSCS, NDSU, MISU, UTTC, VCSU, and WSC.</p> <p>NHSC: EC 236 DCB: EC 236 TMCC: ECE 336 LRSC: EC 236</p>	<p>MaSU: EC 336 SBC: ECE 236 UND: T&amp;L 336 CCCC: EC 236 UMary: EDU 338</p>	<p>3-7</p>
<p>Pre-School Management/Childcare Administration Common Course Number 222/322 (adopted November, 2006)</p>	<p>This course is not offered at BSC, CCCC, DSU, JC, NDSCS, NDSU, UTTC, VCSU, and WSC.</p> <p>MaSU: EC 322 TMCC: ECE 413 SBC: ECE 322 MISU: ECE 411</p>	<p>DCB: EC 222 UND: T&amp;L 322 LRSC: EC 222 UMary: EDU 385</p>	<p>2-3</p>

Special Needs, Education of Exceptional Student/Learners –Teacher Education	<p>NDSU: HDFS 230</p> <p>This course is not offered at BSC, CCCC, NDSCS, NDSU, WSC</p> <p>NHSC: SPED 110</p> <p>LRSC: EDUC 290</p> <p>MISU: SPED 110</p> <p>TMCC: EDUC 310</p> <p>UND: T&amp;L 315</p> <p>VCSU: EDUC 240</p>	<p>TMCC: PSYC 353</p> <p>DSU: EDUC 280</p> <p>JC: EDU 303</p> <p>MaSU: SPED 390</p> <p>SBC: SPD 200</p> <p>UMary: EDU 295</p> <p>UTTC: EDU 205</p> <p>DCB: SPED 110</p>	2-3
Children's Literature	<p>This course is not offered at CCCC, NDSCS, NDSU.</p> <p>BSC: ENGL 238</p> <p>NHSC: ENG 238</p> <p>LRSC: ENGL 238</p> <p>MISU: ENG 238</p> <p>SBC: LIT 228</p> <p>UMary: EDU 250</p> <p>UTTC: ENG 238</p> <p>WSC: ENGL 238</p>	<p>DSU: ELED 238</p> <p>JC: EDU 343</p> <p>MaSU: ENGL 317</p> <p>DCB: ENGL 238</p> <p>TMCC: ENGL 238</p> <p>UND: T&amp;L 328</p> <p>VCSU: EDUC 330</p>	3
Introduction to Education/Practicum <sup>5</sup>	<p>This course is not offered at CCCC, NDSCS, NDSU</p> <p>BSC: EDUC 250/EDUC 298</p> <p>JC: EDUC 201</p> <p>LRSC: EDUC 250/EDUC 298</p> <p>DCB: EDUC 250</p> <p>UMary: EDU 200</p> <p>VCSU: EDUC 250</p> <p>NHSC: EDU 250</p> <p>TMCC: EDUC 350/ECE 350</p>	<p>DSU: EDUC 250/EDUC 198</p> <p>MaSU: EDUC 250/EDUC 298</p> <p>MISU: ED 260/260L</p> <p>SBC: EDUC 250/EDUC 298</p> <p>UTTC: EDU 250/EDU 298</p> <p>WSC: EDUC 250/EDUC 298</p> <p>UND: T&amp;L 250</p>	2-3
The remaining courses listed within this agreement are part of the required courses for early childhood major (and some for Kindergarten Endorsement). Students may choose a maximum of five of the eight listed courses to transfer to a North Dakota bachelor's degree-granting institution. Students should seek advisement prior to registering for these courses to determine the best course of action.			
Introduction to ECE Common Course Number 210/310 (adopted November, 2006)	<p>This course is not offered at BSC, NDSCS, NDSU, UTTC, WSC</p> <p>CCCC: EC 210</p> <p>NHSC: EC 210</p> <p>LRSC: EC 210</p> <p>MISU: ECE 335</p> <p>SBC: ECE 210</p> <p>UMary: EDU 215</p>	<p>DSU: EC 310</p> <p>JC: EDUC 206</p> <p>MaSU: EC 210</p> <p>DCB: EC 210</p> <p>TMCC: ECE 310</p> <p>UND: T&amp;L 310</p> <p>VCSU: EDUC 310</p>	3-4

<p>Infants and Toddlers Common Course Number 220/320 (adopted November, 2006)</p>	<p>This course is not offered at BSC, DCB, DSU, JC, NDSCS, SBC, UMary, UTTC, VCSU, and WSC.</p> <table border="1"> <tr><td>CCCC: EC 220</td><td>NHSC: EC 220</td></tr> <tr><td>LRSC: EC 220</td><td>MaSU: EC 320</td></tr> <tr><td>NDSU: HDFS 320</td><td>TMCC: ECE 320</td></tr> <tr><td>UND: T&amp;L 320</td><td>MISU: ECE 215</td></tr> </table>	CCCC: EC 220	NHSC: EC 220	LRSC: EC 220	MaSU: EC 320	NDSU: HDFS 320	TMCC: ECE 320	UND: T&L 320	MISU: ECE 215	<p>2-3</p>
CCCC: EC 220	NHSC: EC 220									
LRSC: EC 220	MaSU: EC 320									
NDSU: HDFS 320	TMCC: ECE 320									
UND: T&L 320	MISU: ECE 215									
<p>EC Clinical Experience/practicum (often taken with a methods course)</p>	<p>This course is not offered at DCB, UND, NHSC, TMCC, NDSU, VCSU, WSC, NDSCS</p> <table border="1"> <tr><td>CCCC: EC 297 (1 cr)</td><td>MaSU: EC 376</td></tr> <tr><td>LRSC: EC 233 (2 cr of 233)</td><td>MISU: ECE 430L</td></tr> <tr><td>UND: T&amp;L 486</td><td>UMary: EDU 335</td></tr> </table>	CCCC: EC 297 (1 cr)	MaSU: EC 376	LRSC: EC 233 (2 cr of 233)	MISU: ECE 430L	UND: T&L 486	UMary: EDU 335	<p>1-3</p>		
CCCC: EC 297 (1 cr)	MaSU: EC 376									
LRSC: EC 233 (2 cr of 233)	MISU: ECE 430L									
UND: T&L 486	UMary: EDU 335									
<p>EC Internship (not student teaching)</p>	<p>This course is not offered at UND, NHSC, TMCC, UTTC, NDSU, VCSU, WSC, MISU, NDSCS</p> <table border="1"> <tr><td>CCCC: EC 297</td><td>MaSU: EC 298 OR 398A</td></tr> <tr><td>LRSC: EC 297 (3 cr of 297)</td><td>UMary: Special Topics Course</td></tr> <tr><td>DCB: EC 297</td><td></td></tr> </table>	CCCC: EC 297	MaSU: EC 298 OR 398A	LRSC: EC 297 (3 cr of 297)	UMary: Special Topics Course	DCB: EC 297		<p>3-4</p>		
CCCC: EC 297	MaSU: EC 298 OR 398A									
LRSC: EC 297 (3 cr of 297)	UMary: Special Topics Course									
DCB: EC 297										
<p>Early Childhood Education Special Needs</p>	<p>This course is not offered at UND, NHSC, UTTC, NDSU, VCSU, WSC, MISU, CCCC, DCB, NDSCS</p> <table border="1"> <tr><td>MISU: SPED 110</td><td>TMCC: ECE 337</td></tr> <tr><td>MaSU: SPED 337</td><td></td></tr> <tr><td>LRSC: EC 290</td><td></td></tr> <tr><td>UMary: EDU 337</td><td></td></tr> </table>	MISU: SPED 110	TMCC: ECE 337	MaSU: SPED 337		LRSC: EC 290		UMary: EDU 337		<p>2-3</p>
MISU: SPED 110	TMCC: ECE 337									
MaSU: SPED 337										
LRSC: EC 290										
UMary: EDU 337										

- Each institution maintains its own set of general education requirements (GERs) under North Dakota State Board of Higher Education policy. Completing lower-division GERs at any NDU's institution guarantees completion at all NDU's institutions.
- Completion of lower-division GERs at Cankdeska Cikana Community College, Turtle Mountain Community College, Sitting Bull College and United Tribes Technical College guarantees completion at all NDU's institutions.
- Most campuses require a cultural diversity course, which should be selected from the Social Science or Arts and Humanities general education categories.
- College algebra is *not* required for early childhood education majors at all campuses. College algebra is required for students who double-major in early childhood and elementary education at all campuses. Students should consult with individual campuses to determine a best course of action prior to transferring.
- While some sciences are required for all majors at all campuses in North Dakota, these *particular* categories are not required for early childhood education majors. These categories are *required* for students who double-major in both early childhood and elementary education. All early childhood education majors should consult with an advisor prior to registering for science courses.
- Students must request evidence of successful field experience be forwarded from their previous institution's education department to their new institution's education department.
- UMary will not accept these courses in transfer.
- NOTE: Some campuses require a higher GPA for admission into education programs than is required for admission to the institution. Consult with your receiving institution to determine GPA requirements.
- NOTE: The PRAXIS I is now required for teacher certification in North Dakota. Some campuses require this prior to admission into the program.
- NOTE: Although grades of "C" will transfer to UND, all transferred education courses used as part of an education major must earn a minimum grade of "B."
- NOTE: Completion of the AA/AS degree has been shown to increase the likelihood of a student's completion of a baccalaureate degree.
- NOTE: Sending campuses may include Cankdeska Cikana Community College, Nueta Hidatsa Sahnish College, Turtle Mountain Community College, Sitting Bull College, United Tribes Technical College, and all North Dakota University System campuses. To be included in this agreement, campuses must have their individual courses approved by the Physics Common Course Number Discipline Group.

NOTE: Sending campuses may include Cankdeska Cikana Community College, Nuecia Hidatsa Sahnish College, Turtle Mountain Community College, Sitting Bull College, United Tribes Technical College, and all North Dakota University System campuses. To be included in this agreement, campuses must have their individual courses approved by the Common Course Numbering Discipline Group.

 Name Randy Johnson Bismarck State College Date 2016/4/16	"Signature on file" Name Cankdeska Cikana Community College Date 8-9-16	"Signature on file" Name Dakota College at Bottineau Date 8-11-2016
"Signature on file" Name Dickinson State University Date 8-9-16	Name Jamestown College Date	"Signature on file" Name Lake Region State College Date 8/22/16
 Name Kim St. John Mayville State University Date 7/20/16	 Name Linn Sellen Minot State University Date 7/20/16	 Name Harry Jara North Dakota State College of Science Date 7/20/16
 Name Beth Johnson North Dakota State University Date 7/20/16	Name Nuecia Hidatsa Sahnish College Date	"Signature on file" Name Sitting Bull College Date 8/10/16
"Signature on file" Name Turtle Mountain Community College Date 8/16/16	"Signature on file" Name United Tribes Technical College Date 10/10/2016	"Signature on file" Name University of Mary Date 10/10/16
 Name Kim Johnson University of North Dakota Date 7/20/16	 Name Margaret Dally Valley City State University Date 7/20/2016	 Name Williston State College Date 7/20/16

## APPENDIX B

### Early Childhood Education (ECE) Advisory Committee Meeting

12/20/16

**Input/Present: Jenna Gillett, Sacred Children’s Place Director; Savanna Geske, Sacred Children’s Place Asst. Director; Nicole Griffin, Early Head Start Manager and Acting Director of HeadStart; Monte Poitra, Head Start Manager and Acting Director of HeadStart; Kim Krogfoss, Minnie H Kindergarten Center Principal; Tyson Sullivan, Acting Director of HeadStart; and Jane Horner, Four Winds High School, and Jackie Lampert-Simonsen, Early Childhood Education Program Director at Cankdeska Cikana Community College**

The committee discussed the program’s general education requirements, core classes, and electives that are offered for the ECE Associate of Arts program. All members agreed that the program coursework was very thorough and well-rounded.

Targeted ideas that were mentioned to discuss:

- Resume writing
- Interview tips (before, during, and after)
- IT certification
- Cell phones
- Domains in teaching “whole” child
- Integration of Dakota culture
- Interaction with kids
- Work ethic
  - Time management
  - Reliability, accountability, and dependability
  - Being professional
  - Importance of communication between colleagues, families, and professionals
    - Both verbal and nonverbal
    - Eye contact
    - Cues

APPENDIX C

## EMPLOYER SATISFACTION SURVEY

Thank you for taking the time to fill out this questionnaire. All the information will be kept confidential and will be used only for program review and statistical purposes. The survey is intended to assist CCCC for preparing students for the work environment and will better serve your Early Childhood Education needs. If you need assistance or if you have any questions, please contact me at: (701) 766-1138 or [jackie.lampert@littlehoop.edu](mailto:jackie.lampert@littlehoop.edu)

Company Name: \_\_\_\_\_

Person Completing the Form: \_\_\_\_\_

Company Address: \_\_\_\_\_

Graduate/Employee Name: \_\_\_\_\_

Graduate/Employee Title: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Is the Graduate still employed by your company?                      Yes                      No

Would you consider having CCCC graduates in the future?                      Yes                      No

Based on your experience, how can CCCC improve the graduate's skills to meet your company's needs?

Please check the box which best indicates your level of satisfaction demonstrated by your employee's performance for each of the following:

Area	Very Satisfied	Somewhat Satisfied	Satisfied	Somewhat Dissatisfied	Dissatisfied
Student's ability to create a developmentally appropriate environment to promote successful outcomes for children.					
Student's ability to establish and maintain positive family, community, and professional relationships by communicating effectively.					
Student's ability to demonstrate effective assessment strategies in a responsible way to positively influence the development of every child.					
Student's ability to provide comprehensive curriculum with appropriate technology use that support the development of children.					
Student's ability to incorporate Dakota culture into their teaching.					
Student's Reliability/Attendance					
Student's Positive attitude					
Student's Initiative					
Student's Willingness to learn new things					
Student's Overall job performance					

THANK YOU for your assistance in helping CCCC to improve its academic training.

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