

## Early Childhood Education

### COURSE DESCRIPTIONS

#### **EC 210 – INTRODUCTION OF EARLY CHILDHOOD EDUCATION (3 credits).**

This course emphasizes historical, present, and future trends in the field of early childhood. Students gain insights on professional development and career decisions, develop a philosophy based on early childhood theories, and develop a commitment to the profession's code of ethical conduct. This course features understanding of developmentally appropriate practice methods that include play, small and large group projects and discussions, classroom environments, evaluation processes, and programs and services for children and families. Prerequisite: None. FA, SP, SU

#### **EC 220 – INFANTS AND TODDLERS (3 credits).**

This course presents an in-depth study of infant and toddler development, which includes stages of cognitive, social/affective, and physical development of children ages birth to three years. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored, as well as health, safety, nutrition, and parent relationships. This course provides the foundations of understanding how children's personalities, behaviors, strengths, and delays or risk factors may affect child-caregiver interaction. This course includes supervised field experience where reflective observations and participation are emphasized. Prerequisite: None. FA

#### **EC 233 – PRE-K METHODS AND MATERIALS (3 credits).**

This course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 5. It emphasizes integration of content areas (the arts, literacy, math, health, science, social studies, adaptive learning) and the development of rich

learning environments for infants, toddlers, and preschool children. This course explores the five "selves" of the preschool child; physical, emotional, creative, social, and cognitive. This course emphasizes the use of observational skills, hands-on projects, and portfolios to promote children's interest, developmental levels, and learning needs to create stimulating curriculum and learning environments. Review of basic principles of child development and their application in the early childhood settings will be included. Prerequisites: EC 210, EC 213 and EC 220. FA

#### **EC 236 – SOCIAL EMOTIONAL DEVELOPMENT (3 credits).**

This course explores various theories of child guidance and the practical application of each. It provides developmentally-appropriate methods for guiding young children and effective strategies and suggestions for facilitating positive social interactions. Appropriate strategies and procedures for preventing and dealing with violence, aggression, anger, and stress will be included. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners. Prerequisite: EC 210. SP

#### **EC 297 – EARLY CHILDHOOD STUDENT INTERNSHIP (1–4 credits).**

This course is designed to offer early childhood students classroom placement experiences in observation, planning, implementing, and evaluating instructional activities for young children birth to age five under the supervision of early childhood professional staff. This course must be repeated for a total of 4 credits for the AS Degree. One credit will be earned for every 45 working hours of internship. Conferences with teachers and supervisors accompany this work. Satisfactory completion of education course work is required. The CCCC Student Internship Handbook will be used as guidance of the early childhood internship. FA, SP

#### **ENGL162 – DAKOTA LANGUAGE II (3 credits).**

Continuation of ENGL 161 to develop increasing skills and complications of usage in the acquisition of Dakota language, along with cultural components related to usage. Prerequisite: DSL 107. FA, SP, SU

#### **DSL209 – DAKOTA LANGUAGE III (3 credits).**

Fundamentals of Dakota conversation leading to fluency in the language. Prerequisite: Dakota Language 107 and 108. FA, SP, SU

#### **EC 211 – OBSERVATIONS, ASSESSMENT, INTERPRETATION TECHNIQUES (3 credits).**

This course is a study of the theory and practice of observation and assessment of young children. Emphasis is on the importance of skillful observation in planning appropriate instructional activities for young children. Various types of informal measurements along with the appropriate use of standardized assessments will be explored. Prerequisite: EC 210

#### **EC 213 – LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION (3 credits).**

This course is designed to prepare early childhood teachers and caregivers an understanding of the basic principles of early literacy and reading development. This course address ways in which students can foster young children's emergent language skills through oral stories, poetry, picture books, thematic units, and teacher-made materials that promote positive language acquisition. This course provides the foundation for early childhood professionals to provide appropriate instruction to children for whom English is a second language and promotes authentic experiences that reflect the interrelationship among culture and language influences represented in the community. Prerequisite: EC 210. SP

**PSYC255 – CHILD AND ADOLESCENT  
PSYCHOLOGY (3 credits).**

This course examines the cognitive, physical and psychological changes that take place from birth through adolescence. Emphasis is placed on the description and explanation of the dimensions of developmental change.

