

# EARLY CHILDHOOD EDUCATION (TEACHING AND NON-TEACHING) (BS)

## Admission Requirements

Admission into the Division of Education Bachelor degree programs is not automatic. All students must apply and be accepted into the program prior to taking most upper division courses (300-400 levels). State law requires a background check for student teachers; therefore, Sitting Bull College requires a background check prior to acceptance into the Bachelor program. (See Division of Education Student Policies & Procedures for details.)

Documentation must be submitted to the Division of Education Chair. Admission requirements are as follows:

1. Successful completion or be within one semester of completion of an Associate of Science degree in Teacher Education, Early Childhood Education, Environmental Science or an Associate of Arts degree in General Studies.
2. Cumulative GPA of 2.75.
3. Complete the "Application for Division of Education" form which includes the following documents: signature of acceptance by the admissions committee chair, three letters of recommendation from employers/instructors, and the disposition essay.
4. Background check.
5. Acceptable scores of the Pre-Professional Skills Test (PRAXIS I).

Upon completion and submission of the listed documents, an interview will be scheduled with the candidate and the Division of Education Admissions committee.

Once accepted into a Division of Education Bachelor program, a candidate must maintain a cumulative grade-point average of 2.75 in order to remain in the program. Candidates must pass all methods courses with a 3.0 or higher.

## Endorsements/Authorizations

The Bachelor of Science programs in education at Sitting Bull College offer course work which meets the requirements for North Dakota and South Dakota state endorsements in birth through preschool, and kindergarten. (See Division of Education Student Policies & Procedures)

## Assessment

E-Portfolio – Education candidate progress will be assessed through a regular review of the e-portfolio and other units developed throughout the program beginning with the introductory courses. There will be several opportunities for the candidates to self – evaluate their progress throughout their junior and senior level coursework.

## Student Teaching

The Division of Education makes every effort to place students in a setting with the least hardship for the candidate. Candidates must apply prior to placement for student teaching according to dates set on application form. Late applicants cannot be guaranteed placement in the preferred semester. Candidates must have completed all methods courses prior to student teaching. For further information on the student teaching process please refer to the SBC Student Teaching Handbook.

Suspension - Suspension is the removal from student teaching for the remainder of the semester with a right to reapply. A student teacher may be suspended from student teaching for serious violation (s) of student teaching policies and procedures, or serious incompetence which is deemed uncorrectable. For further information on suspension from student teaching please refer to the SBC Student Teaching Handbook.

Termination or dismissal – Grievous violations of policies or procedures, or incompetence which results in serious harm to a student in the student teaching classroom may be cause for termination. Recommendation for termination will be made by the SBC supervisor/faculty, the cooperating teacher, and the school administrator in which the student teaching is taking place. A student who is terminated from student teaching may not reapply to student teach at Sitting Bull College. For further information on termination/dismissal from student teaching please refer to the SBC Student Teaching Handbook.

## Other Issues to Consider

- At times candidates will be required to attend classes during the day, evening, and weekends.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to teach.
- A candidate will be required to attempt the North Dakota PRAXIS II scores before graduating with a teaching degree. Candidates in the non-teaching track of the Bachelor of Science in Early Childhood are exempt from this requirement.
- Grant funding may be available for a specified period. Candidates need to be aware that each grant provides different kinds of support and federal guidelines must be followed. Therefore, students must apply for all other funding prior to acceptance.
- A candidate must complete 12 weeks of student teaching in each area and must be available to be in the classroom setting during school hours.

1. The candidate will demonstrate discipline content knowledge, pedagogical and professional knowledge, and skills/dispositions needed to educate all learners through field and practicum experiences.
2. The candidate will demonstrate and use formal and informal assessment strategies to evaluate and ensure the continuous development of the diverse learner.
3. The candidate will be a reflective thinker who continually evaluates the effects of his/her choices and actions on others and who seeks opportunities to serve the community and grow professionally.
4. The candidate will demonstrate knowledge and sensitivity of global cultures/ethnicities, and an awareness of diverse learning styles, with a focus on Ojibwe culture and language.
5. The candidate will demonstrate the ability to integrate tools of instructional and assistive technology into teaching and professional practice.

## Early Childhood Education Teaching Track

Code	Title	Hours
<b>General Education Requirements</b>		
ENGL 110	Composition I	3
ENGL 120	Composition II	3
COMM 110	Fundamentals of Public Speaking	3
MATH 103	College Algebra	4

NAS 101 or NAS 103	Ochethi Sakowin Language for Beginners Introduction to Ochethi Sakowin Language, Culture & History	3
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*Humanities/Social & Behavioral Science Elective*

Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed	3
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PSYC 100	First Year Learning Experience	3
SOC 120	Transitions-Graduation & Beyond	2
CSCI 101	Introduction to Computers	3

*Health/Physical Education*

Select two one-hour courses or any one two-hour course	2
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*Laboratory Science*

Select two four-hour courses in the following areas:	8
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Earth Science

Life Science

Physical Science

**Early Childhood Education Core Requirements**

ECE 210	Introduction to Early Childhood Education	2
ECE 211	Introduction to Assessment	1
ECE 213	Language & Literacy Development in Early Childhood Education	3
ECE 228	Developing Learning Environments	2
ECE 233	Pre-K Methods & Materials	3
ECE 236	Social/Emotional Development & Guidance in ECE	2
ECE 238	Child, Family & Community Relations	3
ECE 252	Stages of Child Development	3
ECE 254	Early Childhood Curriculum & Methods	2
ECE 297	Early Childhood Education Internship	3
ENGL 238	Childrens Literature	3
PSYC 111	Introduction to Psychology	3
SPD 200	Exceptional Child	3

**Professional Core Requirements**

ECE 304	Foundations of Early Childhood Education	3
ECE 310	Development & Disorders in Early Childhood Special Education	3
ECE 315	Early Childhood Math & Science Methods	3
ECE 320	Early Childhood Social Studies Methods	3
ECE 322	Administration & Leadership in Early Childhood Education	3
ECE 325	Reading & Language Arts Methods	4
ECE 330	Observation/Assessment Techniques in Early Childhood	3
ECE 337	Inclusion in Early Childhood Settings	3
ECE 338	Play & the Social Environment in Early Childhood Education	2
ECE 362	Early Childhood Humanities	2
ECE 428	Issues in Early Childhood Education	3
ECE 497	Early Childhood Internship - FieldStudy	12
EED 260	Educational Psychology	3
EED 290	Art for Elementary Teacher	2
EED 447	Multicultural Education	3

EED 498	Senior Capstone	1
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**Total Hours** 123

## Early Childhood Education Non-Teaching Track

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. All courses are directly aligned with the North Dakota Early Childhood program requirements as defined by the North Dakota Education Standards and Practices Board (ESPB). The degree program has embedded practicum experiences throughout the coursework; however, the non-teaching track does not require the student teaching component leading to licensure.

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**General Education Requirements**

ENGL 110	Composition I	3
ENGL 120	Composition II	3
COMM 110	Fundamentals of Public Speaking	3
MATH 103	College Algebra	4
NAS 101 or NAS 103	Ochethi Sakowin Language for Beginners Introduction to Ochethi Sakowin Language, Culture & History	3

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Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level) but any humanities or social & behavioral science course is allowed	3
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PSYC 100	First Year Learning Experience	3
SOC 120	Transitions-Graduation & Beyond	2
CSCI 101	Introduction to Computers	3

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ECE 211	Introduction to Assessment	1
ECE 213	Language & Literacy Development in Early Childhood Education	3
ECE 228	Developing Learning Environments	2
ECE 233	Pre-K Methods & Materials	3
ECE 236	Social/Emotional Development & Guidance in ECE	2
ECE 238	Child, Family & Community Relations	3
ECE 252	Stages of Child Development	3
ECE 254	Early Childhood Curriculum & Methods	2
ECE 297	Early Childhood Education Internship	3
ENGL 238	Childrens Literature	3
PSYC 111	Introduction to Psychology	3
SPD 200	Exceptional Child	3

**Professional Core Requirements**

ECE 304	Foundations of Early Childhood Education	3
ECE 310	Development & Disorders in Early Childhood Special Education	3
ECE 315	Early Childhood Math & Science Methods	3
ECE 320	Early Childhood Social Studies Methods	3
ECE 322	Administration & Leadership in Early Childhood Education	3
ECE 325	Reading & Language Arts Methods	4
ECE 330	Observation/Assessment Techniques in Early Childhood	3
ECE 337	Inclusion in Early Childhood Settings	3
ECE 338	Play & the Social Environment in Early Childhood Education	2
ECE 362	Early Childhood Humanities	2
ECE 428	Issues in Early Childhood Education	3
ECE 495	Foundations of Action Research in Early Childhood Education	3
ECE 496	Action Research in Early Childhood Education	12
EED 260	Educational Psychology	3
EED 290	Art for Elementary Teacher	2
EED 447	Multicultural Education	3
EED 498	Senior Capstone	1
<b>Total Hours</b>		<b>126</b>

Database info