EARLY CHILDHOOD EDUCATION

TRANSFER MATRIX

INSTRUCTOR'S GUIDE

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For

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PART 1

COURSE-BY-COURSE TRANSFER

COURSE-BY-COURSE TRANSFER

OVERVIEW

INTRODUCTION
The Course-by-Course Transfer Matrix is a table that lists Early Childhood Educator Program courses that the Post Secondary Early Childhood Education programs have agreed, MAY be transferable between participating institutions. This Instructor's Guide has been prepared to assist the Instructors of the participating institutions to determine whether a specific course offering will be transferable to other institutions. The Instructor's Guide outlines specific requirements of knowledge and skills that should be present in a Content Area in order for it to qualify to be entered onto the matrix. The Instructor's Guide and Content Area requirements have been prepared based upon the Child Care Sector Occupational Competencies Assessment Tool, input from the Transfer Project Steering Committee, the Provincial Articulation Committee and the Project Manager.

SPECIAL NOTES
It has been agreed that:
  1. *not all courses will fit onto this matrix;*
  2. *the purpose of the matrix is to identify only those courses that are* **transferable** *between the participating institutions;*
  3. *most likely, courses will not be an exact match;*
  4. *final approval for course transfer will rest with the receiving institution and will be influenced by the points noted in the proviso provided to students. (ref. Appendix 1, Final Approval and Note of Caution Section).*
  5. *courses will be posted in ONLY 1 cell of the set of matrices. They will not be posted across categories or content areas.*

SCOPE
The Transfer Matrix will identify courses that are transferable between participating institutions in Basic and Post Basic Levels of Early Childhood Education Certificates and Diplomas. Cluster credit transfer is not within the scope of this Transfer Matrix. See Part 2 of the Instructor's Guide for more information.

The Institutions that are eligible to enter courses onto the transfer matrix are the following Public Institutions and Continuing Education:

PUBLIC POST SECONDARY INSTITUTION PROGRAMS
  1. Camosun College
  2. Capilano College

3. College of New Caledonia
4. College of the Rockies
5. Douglas College
6. Langara College
7. Malaspina University College
8. North Island College
9. Northern Light College
10. Northwest Community College
11. Okanagan University College
12. Selkirk College
13. University College of the Cariboo
14. University College of the Fraser Valley
15. Vancouver Community College

SCHOOL DISTRICT CONTINUING EDUCATION PROGRAMS
1. Burnaby Continuing Education
2. Delta Continuing Education
3. North Shore Continuing Education

LAYOUT
The Guide and Matrix are outlined with the following Categories:
- Basic Level: Child Development
- Basic Level: Program Development
- Basic Level: Professional Practice
- Basic Level: Practicum
- Post Basic Level: Professional Practice
- Post Basic Level: Infant and Toddler
- Post Basic Level: Children With Exceptionalities

Each Category contains several Content Area listings. Each Content Area outlines two components: Knowledge and Skills/Function. However, only the skill component is referenced for practica as it is skill/practice based.

85%: It has been agreed that 85% of the Knowledge: Key Elements must be present in order for a course to qualify to be entered onto the matrix.

INSTRUCTIONS FOR USING THE GUIDE

1. Select one of the Content Areas outlined in the Content Area Section of the guide.
2. Compare your Institution course offerings with a Content Area listed in the Guide.
3. Determine if your Institution's course has 85% of the Key Elements represented in the Knowledge aspect of the Content Area and would be eligible for posting onto the matrix as transferable to other institutions.
4. Determine if your Institution's course has most of the skills listed in the Skills aspect of the Content Area.
5. If your course offering meets the 85% criteria and most of the skills criteria, enter the official course number onto the matrix beside your institution name.
6. Ensure that a course is only posted once on the complete set of matrices.
7. If more than 1 course is required to meet the criteria stated above, list these as "&."
8. If more than 1 course could qualify for meeting the criteria in a cell, list these as "or."

EXAMPLE:

PROFESSIONAL PRACTICE

INSTITUTION	Administration	Health Safety Nutrition	Working With Families	Professional Interactions
College AA	ECEE 123	ECEE 126		ECEE 256
College BB	ECCE 231	ECCE 222	ECCE 160	ECCE 245
College CC		ECE 145 & ECE 245		ECE 200 & ECE 300
College DD	ECED 218		ECED 190	ECED 135 or COMM 222

The example matrix indicates the following:
1. Under Administration: Colleges AA, BB and DD have agreed that the listed courses are viewed as equivalent and therefore a student will be given transfer credit for any of these courses.
2. Under Health, Safety Nutrition: College AA and BB will give transfer credit for a student arriving from College CC, if he/she has both ECE 145 and ECE 245. However, the student from Colleges AA and BB can be credited for ECE 145 & ECE 245 with 1 course in this column. (Faculty are advised to consult the Office of the Registrar for policies related to the transfer of courses with different credit values.)
3. Under Professional Practices: Students from College CC will need 2 courses to receive credit for the other listed Colleges. A student from College DD only needs 1 of the 2 indicated courses to receive transfer credit to the other 3 Colleges (ECED 135 or COMM 222).

BASIC LEVEL

CATEGORIES

AND

CONTENT AREAS

CATEGORY

BASIC LEVEL CHILD DEVELOPMENT
(Minimum of 90 hrs in total for this category)

CONTENT AREA: Prenatal, Infant and Toddler Development
NOTE: *Keep in mind that this course is for Basic Level Training and provides an introductory perspective only.*

Knowledge: Key Elements
- Range of historic and current theoretical approaches to studying prenatal, infant and toddler development
- Cross Cultural Perspectives
- Holistic perspective
- Continuum/ Stage perspectives
- Theoretical perspectives on Infant and Toddler Development
- Contributors and their perspective theories: e.g. Freud, Erikson, Piaget, Vygotsky, Skinner, Bandura, Bronfennbrenner, etc.
- Current research in prenatal, infant and toddler development (e.g. Brain research)
- Observation of children
- Genetic and environmental factors which influence prenatal development
- Key concepts related to Social/Emotional, Physical, Cognitive, Language and Cultural development
- Stages of development
- Milestones
- Indicators of risk
- Atypical development and implications for early detection

Skills /Function
- Observing, monitor and record children's developmental progress
- Demonstrating an unbiased and non-judgmental approach and attitude when observing young children
- Reviewing literature/research
- Thinking critically: analyzing, applying, evaluating literature/research
- Identifying relationships between historical approaches/philosophies to current practice (does this add clarity re: the intent? I.e. An attempt to indicate the level of learning)
- Reviewing the implications of knowledge of Child Development when planning developmentally appropriate programs.

CONTENT AREA: Preschool – School Age Development

Knowledge: Key Elements

- Range of historic and current theoretical approaches to studying preschool and school age development
- Genetic and environmental factors that influence the development of school age children
- Cross Cultural Perspectives
- Holistic perspective
- Continuum/ Stage perspectives
- Theoretical perspectives on the development of 3-5 year olds
- Key Contributors and their perspective theories: e.g. Freud, Erikson, Piaget, Vygotsky, Skinner, Bandura, Bronfennbrenner, etc.
- Current research e.g. Brain research
- Key concepts in Social/Emotional, Physical, Cognitive, Language, Creative and Cultural development.
- Stages of development/contextual perspective
- Milestones
- Indicators of risk
- Typical and atypical development and implications for early detection
- Current research about the development of 3-5 year old children
- Current research about the development of school age children
- Individual learning styles
- Effects of learning styles on school progress and performance

Skills /Function

- Observing and recording children's behavior
- Reviewing literature/research
- Thinking critically: analyzing, applying, evaluating literature/research
- Identifying relationships between historical approaches/philosophies to current practice (does this add clarity re: the intent? I.e. An attempt to indicate the level of learning

CATEGORY

BASIC LEVEL
PROGRAM DEVELOPMENT
(Minimum of 312 hrs in total for this category)

CONTENT AREA: Foundation of Early Childhood Education

Knowledge: Key elements

- History, foundation and philosophies of ECE
- Variety of program models: (e.g. Bank Street, Montessori, Reggio Emilia etc)
- Types of ECE programs (e.g. Preschool, Day Care etc)
- Principles and concepts of best practices (e.g. whole child, Developmentally Appropriate Practice, Inclusion, etc)
- Characteristics of Quality Care
- Developmentally Appropriate Practices NAEYC position statements and guide
- Inclusive environments
- Respect for diversity: acceptance vs. tolerance

Skills/Function

- Thinking critically: analyzing, applying, evaluating literature/research
- Critically examining Program Models
- Demonstrating an understanding of Developmentally Appropriate Practices
- Demonstrating an understanding of the concepts of Inclusion, Diversity, Respect
- Demonstrating an understanding of Historical perspectives and philosophy and it's influence on current practice
- Developing a personal/professional philosophy of ECE

CONTENT AREA: Planning Programs

Knowledge: Key Elements

- Developmentally appropriate practices
- Knowledge of child development: relevance to planning programs and activities
- Theories of play: e.g. Piaget's stages of play, Parten's types of play etc
- Observation of young children: identification of needs, interests, progress, etc.
- Observation based curriculum planning: Individual and group
- Experiences/programs that promote whole child development (language, cognitive, social/emotional, physical)

- Diverse experiences/activities including art, music, movement, dramatic play, language, literature, science, social and math experiences
- Experiences/programs that promote creativity
- Experiences/programs that address individual needs
- Experiences/programs that support diversity
- Inclusive environments/program planning
- Anti-bias curriculum
- Environment Designs: Indoor/outdoor
- Environment Designs: Safety, Developmentally Appropriate designs
- Awareness of safety and health issues
- Effective guidance
- Building positive Educator/child/parent relationships and interactions

Skills/Function
- applying principles that relate to the planning and designing of quality ECE environments for young children
- applying knowledge of child development to plan
- observing and recording skills
- demonstrating the ability to communicate effectively with young children
- reflecting an attitude of acceptance and inclusion
- demonstrating the ability/skills to use appropriate dialogue that promotes cognitive, social/emotional, language, and physical development in young children
- planning and creating experiences that promote cognitive, social/emotional, language, and physical development in young children
- demonstrating the ability/skills to use appropriate dialogue that promotes a positive self concept and high self-esteem
- creating plans for specific activities/experiences
- planning and designing whole program plans (includes scheduling, meals etc)
- planning and designing activities and integrated curriculum that promotes diversity and inclusion
- apply standards of health and safety
- use positive guidance strategies

CONTENT AREA: Guiding and Caring
Knowledge: Key Elements
- historical perspectives on guidance/discipline
- theoretically based approaches to guidance/discipline
- respect
- role of the teacher
- socialization
- respecting diversity

- acceptance: diversity and inclusion, anti-bias approach
- building relationships: trust, confidence, sense of safety
- child development and appropriate expectations for behavior
- misbehaviors vs. developmental behaviors
- techniques for promoting a positive sense of self
- techniques for promoting self esteem
- techniques for promoting peer relations (initiating peer interactions, sustaining peer relations, conflict resolution)
- effective prevention strategies
- effective intervention strategies for guiding behavior
- responding to individual and family concerns
- responding to high and low intensity behaviors and situations
- responding to challenging social behaviors
- routines and transitions

Skills/function
- observing, identifying and responding to children's emotional needs
- determining appropriate responses to social situations that require guiding children's behaviors
- demonstrating an understanding of developmental expected behaviors
- demonstrating an understanding of effective strategies for guiding behavior
- promoting inclusion
- expressing a personal philosophy regarding the role of teacher and guidance of young children's behaviors

CATEGORY

BASIC LEVEL
PROFESSIONAL PRACTICE
(Minimum of 75 hrs in total for this category)

CONTENT AREA: Administration

<u>Knowledge: Key elements</u>
- Current regulatory requirements and relevant legal and/or contractual obligations that guide practice
- Current employment issues: job expectations, criminal record review policy
- Policy and procedure development
- Staff scheduling
- Staff meetings
- Parent handbook
- Communication bulletin board for parents
- Philosophy
- Records and reports
- Budgets
- Systems within systems
- Forms: consent, accident etc.
- Ethical administrative/management practice
.

<u>Skills/function</u>
- Maintaining records/documentation
- Writing reports
- Effectively communicating in oral and written forms
- Organizing
- Managing
- Evaluating
- Creating Administrative documents
- Self reflecting
- Applying ethics in management practice and decision-making

CONTENT AREA: Health, Safety, Nutrition (minimum 30 hrs)
<u>Knowledge: Key elements</u>
- Current Licensing Regulations and requirements
- Nutritional requirements

- Food storage, planning, preparation, serving
- Diversity and inclusion
- Special nutritional needs/considerations
- Health standards
- Health practices: universal precautions
- Safety standards
- Safety practices: e.g. emergency procedures

Skills and function
- Planning and preparing nutritious foods
- Assessing, managing and reporting illness, injuries and any other critical incident
- Documenting: observation and reporting, post follow up and outcomes
- Creating policies and procedures for maintaining health/safety standards
- Creating policy and procedures for emergency and critical incidents
- Practicing universal precautions and modeling healthy practices
- Demonstrating the use of effective communication skills

Working with Families PLUS Professional Interactions (Minimum 45 hours)

CONTENT AREA: Working With Families
Knowledge: Key elements
- Respect, diversity, inclusion
- Parenting practices
- Family systems: diverse nature of families
- Local, Provincial and Federal systems and family services
- Educational systems
- Community composition and characteristics
- Local community support services
- Supported child care
- Children's rights
- Ethical practices: ECEBC Code of Ethics
- Professional boundaries

Skills and function
- Self reflecting
- Communication with diverse base of families
- Respecting family values
- Implement anti-bias strategies
- Honoring diversity
- Promoting inclusion
- Building relationships with family and community support systems
- Ethical conduct and decision making

CONTENT AREA: Professional Interactions

Knowledge: Key elements
- Ethical practices
- Professional practice/conduct
- Personal and professional development
- Communication with regulatory bodies and professionals
- Communication with families
- Advocacy
- Current knowledge of changes in regulations, policies and procedures
- Knowledge of and respect for diversity and inclusion
- Mutual respect
- Self reflection: self care, burnout symptoms
- Team work: team dynamics, team development

Skills and function
- Self reflecting
- Promoting family participation
- Using professionalism in both written and oral communication
- Advocating
- Taking initiative for self and professional development
- Applying ethical practices and conduct
- Working in teams

CATEGORY

BASIC LEVEL
PRACTICUM
(Minimum 425 hours)

PREAMBLE
The list of practicum courses will identify the skill that a successful student would have upon completion of the course. You will notice there is an absence of Knowledge: Key Elements in this section due to the nature of Practicum as demonstration of theory into practice.

CONTENT AREA: Practicum: Introductory Level
Skills/Function: Upon completion of practicum the student demonstrates competency in:
- Building positive, trusting relationships
- Observing and recording children's behaviors
- Demonstrating respect, acceptance, attitude of inclusion
- Communicating effectively with sponsor teachers
- Demonstrating professionalism
- Assisting teachers and children appropriately
- Responding appropriately to children's emotional needs
- Responding appropriately to center's needs
- Responding appropriately to safety of children
- Self reflecting
- Using practicum as a learning experience: asks questions, take initiative etc.

CONTENT AREA: Practicum: Intermediate Level
Skills/Function: Upon completion of practicum the student demonstrates competency in:
- Observing and recording children's behaviors
- Demonstrating respect, acceptance, attitude of inclusion
- Communicating professionally with sponsor teachers and parents
- Accepting feedback and input from Instructors and Sponsor Teachers
- Using practicum as a learning experience by asking questions, taking initiative, etc.
- Developing appropriate relationships with children, teachers and parents.

- Demonstrating ability to apply developmentally appropriate guidance of children's behaviors
- Demonstrating ability to supervise small and large groups of children under the guidance of the sponsor teacher
- Maintaining health, safety standards
- Modeling healthy practices
- Planning, implementing and evaluating developmentally appropriate experience for young children
- Demonstrating the ability to apply principles of best practice
- Demonstrating the ability to take into account principles of diversity, inclusion and anti-bias when planning and implementing curriculum
- Self reflecting
- Maintaining professionalism at all times

CONTENT AREA: Practicum: Final Level

Skills/Function: Upon completion of practicum the student demonstrates competency in:

- Observing, monitoring and recording children's development
- Designing, implementing, and evaluating programs that develop all domains of a child's development
- Designing, implementing and evaluating comprehensive programs that reflect diversity and inclusion, anti-bias attitudes
- Designing, implementing and evaluating comprehensive programs that are developmentally appropriate
- Applying a variety of teaching methods
- Demonstrating cultural sensitivity
- Supervising small and large groups of children(with less dependency of Sponsor Educator than demonstrated in practicum 2)
- Guiding and managing low and high intensity situations/behaviors
- Ensuring safety and health standards are met
- Modeling healthy practices
- Responding appropriately to children's and center's needs
- Demonstrating professionalism when interacting with Parents, Sponsoring Educators and College Instructors, and other professionals and visitors to the center.
- Using practicum as a learning experience by taking initiative, using teachers and center as a resource

POST BASIC LEVEL

CATEGORIES

AND

CONTENT AREAS

CATEGORY

POST BASIC LEVEL
PROFESSIONAL PRACTICES

CONTENT AREA: Health, Safety, Nutrition Post Basic Level
Knowledge: Key Elements
- Preventative Practices/standards and policies for health/hygiene
- Preventative Practices/standards and policies for illness management
- Preventative Practices/standards and policies for safety: injury and accident
- Intervention procedures/practices for health, illness and safety
- Reports and records: accident, injury, illness
- Food: preparation, storage, selection
- Diapering and toileting: routines and procedures
- Environmental adaptations for children needing extra support
- Meal plans: Adaptations for children with specific nutritional issues/needs (e.g. allergies, family restrictions such as vegetarian etc.)
- Feeding procedures: adaptations for children needing extra support
- Cultural considerations
- Maintenance of environment and equipment
- Identification of abuse/neglect
- Reporting abuse/neglect

Skills/function
- Creating safe environments for infants and toddlers
- Maintaining safe environments for infants and toddlers
- Creating healthy environments for infants and toddlers
- Maintaining healthy environments for infants and toddlers
- Recording and reporting illness, injury and accident
- Focusing on preventative measures
- Assessing illness
- Reporting accident and illness
- Responding to individual nutritional needs
- Demonstrating cultural sensitivity when planning meals
- Adapting to individual safety and nutritional needs for children with exceptionalities
- Identifying possible abuse/neglect
- Reporting possible abuse/neglect

CONTENT AREA: Working With Families Post Basic Level

Knowledge: Key Elements

- Respect for diversity: cultural, socioeconomic, family
- Support systems for families: community, municipal, provincial, federal
- Supported Child Care: referral and support through the process
- Relevant resources available to families
- Advocacy
- Professional conduct and interpersonal interaction
- Ethical practices when working with families
- Policy for family involvement
- Parent education
- Team membership: multidisciplinary, interdisciplinary

Skills/function

- Maintaining professionalism when working with families
- Supporting families needing extra support
- Referring families to appropriate agencies and sources of help
- Respecting diversity
- Planning and facilitating a range of opportunities for family involvement
- Providing appropriate resources to families for parent education
- Advocating on behalf of children and their families

CONTENT AREA: Advanced Administration

Knowledge: Key elements

- Current regulatory requirements and relevant legal and/or contractual obligations that guide practice
- Current employment issues: human rights, employer/employee relations
- Policies and procedures re: human resources, service delivery, environment/center maintenance, community and parent involvement, reporting abuse/neglect etc.
- Enrollment and promotion of center/service offered
- Budgets: revenues and expenditures
- Grants and sources of funding
- Interpersonal relations with other professionals and service providers: coordinated efforts, interdisciplinary teamwork.
- Inclusive administrative/management practice
- Philosophy development

Skills/function
- Writing policies and procedures
- Writing reports: staff performance, health related, hazard/safety reports, financial etc.
- Creating a philosophy of management style
- Developing working relationships with other professionals and service providers
- Demonstrating knowledge of regulatory requirements and relevant legal/contractual obligations
- Preparing a budget
- Researching sources of funding/grants

CATEGORY

POST BASIC LEVEL
INFANT AND TODDLER
(minimum hours: 450, including a practicum of 200 hours in a setting for infants and toddlers)

CONTENT AREA: Child Development: Prenatal, Infant and Toddler

Knowledge: Key elements

- Prenatal development: typical and atypical
- Factors that significantly affect the developing fetus: healthy development and unhealthy development
- Birth process: with/without complications
- Current theory and research in prenatal development
- Postnatal issues: e.g. Post partum depression
- Typical and atypical physical development of infants and toddlers: (growth patterns, general health, sensory motor, individuality)
- Typical and atypical social development: (peer relations, social competency etc.)
- Typical and atypical emotional development: (attachment, separation anxiety, self-regulation etc.)
- Typical and atypical cognitive development of infants and toddlers: (Piaget's sensory motor period, milestones in cognitive development)
- Typical language development of infants and toddlers: (stages, communication, milestones)
- Relationship and influence between domains of development in the process of
- Significance of early detection
- Current theory and research in infant and toddler development
- Current theory and research in brain development
- Factors that significantly affect typical development (e.g. poverty, parent mental and physical health status, parent education, abuse/neglect, substance abuse, genetic factors etc.)

Skills/function

- Critical thinking
- Research skills
- Demonstrating knowledge of typical and atypical development in infants and toddlers

CONTENT AREA: Planning Programs for Infants and Toddlers
Knowledge: Key elements
- Historical perspectives on infant and toddler care
- Observation and documentation
- Inclusion, diversity, anti-bias
- Developmentally appropriate practices for infant and toddler development
- Toy, equipment, supplies selection
- Appropriate level of sensory stimulation
- Center design considerations: layout, etc.
- Program plans that promote physical development: healthy growth, nutrition,
- Program plans that promote cognitive development: exploratory play, opportunity for repetition,
- Program plans that promote social/emotional development: trust, autonomy, initiative, play, sense of self, self regulation, etc.
- Program Plans that promote language development: communication, vocabulary, pragmatics, syntax etc.
- Health and hygiene practices
- Physically safe environments
- Emotionally safe environments
- Environments of least restriction
- Building trusting relationships: nurturing, caring
- Schedules and routines: group and individual
- Individual needs and plans: toileting, feeding, sleeping, play
- Developmentally Appropriate guidance
- Family and community involvement
- Family Centered approach/practice
- Philosophy of Early Childhood Education and Care for Infant/toddler programs
- Individual assessment
- Individual education and care plan

Skills/Function
- Planning and evaluating inclusive and developmentally appropriate programs for infants and toddlers
- Plan and evaluating safe, healthy environments
- Stating a personal philosophy of Early Childhood Education and practices for working with Infants and Toddlers
- Selecting appropriate materials, equipment for Infant and Toddler care
- Designing developmentally appropriate indoor and outdoor environments for Infant and Toddler care.
- Planning activities that are appropriate for individual as well as groups of children

- Demonstrating an understanding of health and hygiene practices
- Selecting and applying appropriate guidance strategies for toddlers
- Demonstrating an awareness of diversity and inclusion.
- Demonstrating the ability to plan for individual needs

CONTENT AREA: Infant and Toddler Practicum (200 hours)

Skills/function: When working with infants and toddlers, the student demonstrates competency in:
- Observing, recording children's development
- Developing positive, trusting relationships with infants/toddlers
- Using developmentally appropriate prevention and intervention strategies
- Preparing and delivering developmentally appropriate activities for infants and toddlers
- Creating inclusive environments for infants/toddlers
- Creating and maintaining safe, nurturing environments for infants/toddlers
- Maintaining and modeling health standards and practices
- Assessing, responding to and reporting accident and illness as outlined in the practicum placement's policies and procedures.
- Demonstrating ability to work effectively as a team member within the practice setting
- Demonstrating professionalism at all times
- Interacting professionally and effectively with parents and family members
- Encouraging family participation
- Demonstrating an awareness of to diversity and inclusion
- Self reflecting. Self assessing and being open to feedback
- Uses practicum as a learning experience/takes initiative

CATEGORY

POST BASIC LEVEL
CHILDREN WITH EXCEPTIONALITIES
(minimum hours: 450, including a practicum of 200 hours in an inclusive setting)

CONTENT AREA: Child Development: Children With Exceptionalities

Knowledge: Key Elements

- Historical perspectives and approaches to studying children with exceptionalities
- Current theories related to atypical development
- Individual nature of development
- Early intervention
- Individual assessment tools and methods
- Data collection: direct observation, interviewing, anecdotal, rating scales, etc.
- Atypical social/emotional development: affective/behavioral, communication, eye-contact, peer relations, parent/child etc.
- Atypical cognitive development: general knowledge, thinking and reasoning, patterning, identification, labeling, classifying skills etc.
- Atypical physical development: motor/neuromotor, self care, visual, auditory, health, growth patterns. etc.
- Atypical language and speech development: expressive and receptive language, communication, phonology, syntax, semantics, etc.
- Pervasive developmental disorders (e.g. autism)
- Attention Deficit Disorder
- Giftedness
- Current research related to Children with Exceptionalities
- Current brain research

Skills/function

- Critical thinking
- Researching and reviewing current theory and literature
- Familiarizing with current assessment methods and tools
- Observing and recording child development
- Demonstrating knowledge and understanding of typical and atypical development

CONTENT AREA: Planning Programs for Children with Exceptionalities

Knowledge: Key Elements

- Foundations of Early Childhood Special Education/Children with Exceptionalities: historical perspectives and development of the field of Special Education
- Program models and approaches for working with children with exceptionalities
- Philosophy of education when working with children with exceptionalities
- Inclusive environments: design of indoor/outdoor spaces, safety considerations,
- Equipment and materials selection: adapting spaces, materials, planned experiences such as field trips etc.
- Schedules and transitions
- Individual education plan or individual program plan
- Individual family plan
- Assessment: practices, resources
- Appropriate guidance
- Progress reports, records
- Supported Child Care
- Parent involvement/partnerships
- Teams: multidisciplinary, interdisciplinary

Skills/function

- observing children's development
- writing progress reports
- planning, implementing and evaluating inclusive environments
- designing developmentally appropriate curriculum and equipment selection that meet individual needs
- planning, implementing and evaluating individual education plans
- supporting families with children with exceptionalities
- promoting inclusion of family members in individual education plans
- working effectively on interdisciplinary and multidisciplinary teams
- using developmentally appropriate guidance when working with children with exceptionalities
- ensuring safety and health standards are met

CONTENT AREA: Children with Exceptionalities Practicum

Skills/function: When working with children with exceptionalities the student demonstrates competency in:

- observing and recording children's development
- preparing, implementing and evaluating individual education/program plans

- adapting environment and activities to meet the needs of individual children
- guiding children's behaviors in both low and high intensity situations
- ensuring the health, safety and well being of all children in the practicum setting
- demonstrating a theory into practice approach
- using professional and effective communication with children, staff, parents, instructors and other professionals
- participating in team discussions and planning
- taking initiative to make a contribution to the program
- using practicum as a learning opportunity
- gathering resources and relevant information
- self reflecting, self assessing, and openness to feedback

PART 2

CLUSTER CREDIT TRANSFER

CLUSTER CREDIT TRANSFER

OVERVIEW

INTRODUCTION

The Cluster Credit Transfer Tables are part of a two-step process for determining transferability between Early Childhood Education Programs in public institutions in British Columbia. After completing the ECE Course-by-Course Transfer Matrix, participating institutions can utilize the cluster credit transfer procedure for establishing additional transfer agreements.

Where the course-by-course matrix process requires each institution to compare course outcomes with a common provincial curriculum, which is based upon the Child Care Sector Occupational Competencies Assessment Tool, the cluster credit transfer procedure involves comparing course descriptions, hours and learning outcomes to determine equivalency between the Receiving Institution and each of the other participating institutions.

Both the course-by-course matrix and the cluster credit transfer tables are organized into seven categories:

Basic Level
- Child Development
- Program Development
- Professional Practice
- Practicum

Post Basic Level
- Children with Exceptionalities
- Infant and Toddler
- Professional Practices

SCOPE

Early Childhood Education Programs will find the cluster credit transfer procedure useful in situations where course-by-course transfer is not possible. Examples would be:

- When more than one course is required, from either or both the sending and receiving institutions, to obtain course content equivalency.
- When a program has larger courses that integrate several content areas or categories (i.e. child development and program development).
- When a single course does not meet the equivalency requirements for the course-by-course matrix, but is equivalent to a course or courses offered by another institution.

LAYOUT

The tables of the participating Receiving Institutions will be posted in alphabetical order. The transfer agreements created by each Receiving Institution will be organized by category as shown above.

INSTRUCTIONS FOR CREATING CLUSTER CREDIT TRANSFER AGREEMENTS

1. Begin by posting on the Northern Lights College WebCT, the Program's Training Profile (ECE Registry) and materials from all current and approved courses, including:
   - Course name and number
   - Course description
   - Hours
   - Modes of instruction
   - Learning outcomes.
2. Then search the website for course information posted by another participating ECE Program and download their materials.
3. Use the Course-by-Course Transfer Matrix to eliminate courses for which transfer has already been arranged between the two institutions.
4. List all the courses that are not yet transferable between the two programs.
5. Use the categories and content areas found in the course-by-course transfer matrix to organize transfer agreements.
6. Start with the "Program Development" category, which is not included in the course-by-course matrix.
7. Compare combinations of courses for equivalence, breaking them down into the smallest clusters possible.
8. As a courtesy, send other institutions your transfer decisions and ask for their feedback.
9. Enter all transfer agreements on one cluster credit transfer form.
10. Continue this process by downloading the course information from other institutions and following the same procedure each time.
11. Review other institution's cluster credit transfer decisions to see how their transfer decisions will effect your transfer decisions.
12. When the cluster credit transfer agreements have all been completed, post the form on the Northern Lights College WebCT.

SPECIAL NOTES

1. *Note that cluster credit transfer decisions between two institutions <u>do not have to be reciprocal</u> at this point in time. Each institution works independently to determine transfer.*
2. *An institution can choose to complete as many or as few transfer agreements as they deem appropriate.*

3. *Participants are encouraged to work on this process throughout the year in preparation for the annual update of the tables at the spring Articulation Committee meeting.*
4. *To maintain accuracy, it will be necessary for <u>all programs</u> to participate annually in the revision of the cluster credit transfer tables.*

PART 3

ANNUAL REVISION PROCEDURE

**THE ANNUAL REVISION OF THE
EARLY CHILDHOOD EDUCATION
BCCAT (on-line) TRANSFER TABLES**

Selection , Roles and Responsibilities of Participants

1. ECE Articulation Committee
   - The Co-Chairs will ensure that the Annual Revision of the Transfer Agreement Tables is a standing agenda item for the annual ECE Articulation Committee meetings.
   - The Transfer revisions recommended by the ECE Standing Transfer Committee will be received and reviewed at the annual Articulation Committee meeting.
   - The Co-Chairs will ensure that a copy of this procedure is sent to all new members of the ECE Articulation Committee.

2. ECE Standing Transfer Committee
   - At the annual ECE Articulation Committee meeting, members of the Standing Transfer Committee will be appointed/ re-appointed for the next academic year.
   - Throughout the year, the Standing Committee will handle any business related to the on-line course-by-course or cluster credit transfer agreement tables.
   - The Standing Committee will:
     - (1)   provide on-going support to the Transfer Secretary
     - (2)   oversee the annual transfer process
     - (3)   approve and recommend to the Articulation Committee:
       - (a)   revisions to the Instructor's Guide
       - (b)   revisions to the on-line transfer tables.

3. Transfer Secretary
   - The Transfer Secretary will be an ECE faculty or someone with equivalent knowledge and skills of post secondary transfer policy and procedure.
   - The Transfer Secretary will be appointed/ re-appointed by the Standing Transfer Committee for a three-year (renewable) term.
   - The Transfer Secretary will attend all Standing Transfer Committee meetings.
   - The Transfer Secretary will be responsible for:
     - (1)   responding to institutions who are new to the provincial transfer process with information and materials.
     - (2)   sending to each participating institution, reminders of annual submission deadlines for updating their course/ transfer information.

(3)   <u>collecting and organizing:</u>
    (a)   all new institutions' (signed) letters of participation, required course information, and completed course-by-course and cluster credit transfer matrices
    (b)   all new and revised course information and transfer tables from participating institutions.

(4)   <u>preparing and distributing</u> to ECE Articulation Committee members for approval at the annual meeting:
    (a) a summary of transfer revisions
    (b) the up-dated course-by-course and cluster credit transfer tables.

4. <u>Participating Cluster Credit Transfer Members</u>

-     Participating members are responsible for electronically submitting (by the published deadline) to the **Transfer Secretary and all participating institutions:**

(1)   all course revisions affecting transfer (to include course names, numbers, descriptions, outcomes, hours and/or modes of instruction);

(2)   all new courses and an explanation of the courses which will be replaced by the new courses;

(3)   a list of any courses being withdrawn;

(4)   all new and/or revised transfer tables (highlighting the changed areas);

(5)   any other institutional or systems changes that might affect transfer.

5. <u>New Members</u> to the Provincial Transfer Process

-     New ECE Programs within public institutions can participate in the provincial transfer process by submitting (before the published deadline) to the **Transfer Secretary and all participating institutions:**

-    (1)   a letter of participation (on institutional letterhead), dated and signed by the dean or director and program coordinator and **sent to the Transfer Secretary, only**;

(2)   all basic and post basic course outlines (to include course names, numbers, descriptions, outcomes, hours and modes of instruction);

(3)   all completed tables for course-by-course and course cluster transfer, using the approved table format.

Yearly Timetable of Duties and Responsibilities

Completion Deadlines

January 15   The <u>Transfer Secretary</u> will send reminders, forms, deadlines, e-mail addresses to all participating programs.

February 15   Participating programs (**who have updated or replaced a course or courses during the year**) will submit to the **Transfer Secretary and all participating programs:**
- (1) an explanation of any revisions or new courses that will affect the current course-by-course or cluster credit transfer tables;
- (2) information about the courses described above (to include course names, numbers, descriptions, outcomes, hours and modes of instruction);
- (3) updated copies of the tables that were changed;
- (4) a summary of the changes.

<u>New ECE programs</u> within public institutions will submit to the **Transfer Secretary and all participating institutions:**
- (1) a letter of participation (on institutional letterhead), dated and signed by the dean or director and program coordinator **(send to the <u>Transfer Secretary</u> only)**;
- (2) all basic and post basic course outlines (to include course names, numbers, descriptions, outcomes, hours, and modes of instruction);
- (3) all completed tables for course-by-course and cluster credit transfer (using the approved format).

March 15   <u>All participating programs</u> will submit to the **Transfer Secretary** their updated **cluster credit** transfer tables, incorporating the revised course/ transfer information sent from the institutions described above, and highlighting the changes.

April 15   The <u>Transfer Secretary</u> will:

- (1) compile all new course information
- (2) update all transfer tables
- (3) summarize the changes
- (4) electronically send the revised matrices and summary to the Standing Transfer Committee.

April 20	The <u>Standing Transfer Committee</u> will discuss and recommend the revised tables to the Articulation Committee.
	The <u>Transfer Secretary</u> will electronically send the revised tables and summary to all Articulation Committee members.
May	The <u>Articulation Committee</u> will receive and review the provincial Transfer Agreement for the next year.
June 30	The <u>Transfer Secretary</u> will submit the up-dated Transfer Tables to BCCAT

ECE ARTICULATION COMMITTEE
INSTRUCTIONS FOR THE USE OF ANNUAL RENEWAL FORMS

Please Note: There are two partners in a transfer agreement. If a student comes to you from another institution, you are the Receiving Institution. If your student transfers to another institution, you are the Sending Institution.

1. Review the completion deadlines in the "Yearly Timetable" document. (pg. 35)

2. By January 15th, the Transfer Secretary will have sent you the current Course-by-course Transfer Matrix and Cluster Credit Transfer Tables and the following forms for you to use:

    a. Course-by-Course Matrix
    b. Basic Level Cluster credit Transfer Form
    c. Post Basic Level Cluster credit Transfer Form
    d. New/ Revised Course Information Form
    e. Course Withdrawal Form

3. Start by identifying any curriculum changes in your program that will come into effect during the next academic year and complete and circulate the required forms discussed in sections a, b and c (below) by February 15th . Note: to be included, these changes must have governance approval before being submitted.

    If you have **not** changed your curriculum, do not fill out the forms at this time.

    a. Programs who have updated or replaced course(s) affecting the Course-by-Course Matrix will:

        (1) enter the revised course information on the (blank) Course-by-Course Matrix form and send it **to the Transfer Secretary**, who will update the Course-by-Course Matrix and circulate it to the ECE Articulation listserv.

    b. Programs who have updated or replaced course(s) affecting the Cluster Credit Transfer Tables of another receiving institution will:

        (1) complete the relevant Basic and/or Post Basic Level Cluster credit Transfer Forms—updating all of last year's transfer agreements affected by the recently revised (or new) courses. Then circulate the forms **on the ECE Articulation listserv and to the Transfer Secretary**.

(2) complete the New/ Revised Course Information Form for each new/revised course which affects the cluster credit transfer agreement(s) of <u>any receiving institution</u> (including your own). Then circulate the forms **on the ECE Articulation listserv and to the Transfer Secretary.**

    c.   Programs withdrawing courses will list them on the Course Withdrawal Form, and circulate them **to the ECE Listserv and the Transfer Secretary**.

4. By <u>February 15th</u>, all participating programs will have received New/ Revised Course Information Forms from sending institutions. Upon receipt of the Course Information, each program will review the course changes and revise their cluster credit transfer agreements with the sending institutions involved. They will complete the Basic and/or Post Basic Level Cluster Credit Transfer Form(s) and circulate them **on the ECE Articulation listserv and to the Transfer Secretary** by <u>March 15th</u>.

5. Transfer agreements that are **not** revised to reflect the updated course information will be removed from the Cluster Credit Transfer Table for the next academic year. Note that the previous year's agreement will remain on the BCCAT Website, labeled by year (e.g. 2003-2004).

Note: Remember to date each of your submissions before circulating them.

APPENDICES

APPENDIX 1

POST SECONDARY EARLY CHILDHOOD EDUCATION AND CARE PROGRAMS

TRANSFER MATRIX

INFORMATION FOR STUDENTS

Introduction
The purpose of this transfer matrix is to provide information regarding the transferability of courses between some public institutions that offer a Certificate and/or Diploma in the discipline of Early Childhood Education (ECE). The transfer matrix will include Basic Level and Post Basic levels of education. Information sources used to construct the matrix include the academic requirements for Early Childhood Educator licensing as outlined by the Early Childhood Education Registry, Ministry of Community, Aboriginal, Women's Services; The Child Care Sector Occupational Competencies Assessment Tool; and information provided by the participating institutions.

Scope
This matrix includes courses that are transferable at the indicated public post secondary and continuing education ECE Programs. You will notice that some transfers require "clusters" of courses depending upon several variables that have been identified by the sending and receiving institutions.

The Matrix
The Matrix is divided into several categories which you will see in the "pull-down" menu. Each category identifies Content Areas that are designed to determine if an Institution's course may be transferable within a specific Content Area.

See the example provided below.

CATEGORY
BASIC LEVEL: CHILD DEVELOPMENT

INSTITUTION	Prenatal, Infant, Toddler Development	Preschool – School Age Development
College AA	ECE 100	ECE 200 ECE 300
College BB	ECED 245	ECED 345
College CC	EECC 130	

The example indicates that, when transferring course EECC 130 from College CC, the student may receive credit for ECE 100 and ECE 200 at College AA**;**
OR
he/she may be able to receive credit for ECED 245 and ECED 345 at College BB.

However, if a student from College AA who has ECE 100 only and wishes to transfer to College CC, he/she will be required to discuss options with the Program Coordinator of the receiving institution.

FINAL APPROVAL AND EXEMPTIONS

Uniqueness of Programs: Each Institution offering an ECE program has admission and completion/graduation requirements that are unique to the institution. Therefore, it is imperative that students speak directly with the ECE Program Coordinator of the receiving institution to clarify these expectations.

Note of Caution: It is important for students exploring transfer options to be aware that the final decisions are subject to the approval of the receiving institutions. Eligibility for granting a course transfer may be influenced by factors such as, but not limited to:

- Hours of instruction
- Credit allocation
- Passing grade - ECE programs have different passing grades unique to the institution. Students need to speak with the Program Coordinator to discuss this matter.
- Prerequisite and co-requisite grades – These are grades required for students to continue to progress in the program
- Completion date of the requested transfer course
- Interdepartmental approval: where courses are credited under more than the ECE Department, there may be a required approval process from the other affected Departments. Note that this transfer matrix has been developed only for students transferring between two ECE programs.
- Cluster credit transfer requirements and limitations. You will notice that the example matrix indicates that in some instances, more than one course is needed in a specific Content Area in order to receive transfer credit to certain Institutions. If you have only one of the required courses that constitute partial completion at another institution, you will need to contact the ECE Program Chair/Coordinator to discuss options.
- If your ECE courses were completed a number of years ago, the course number and/or description may be different. Please contact the ECE coordinator at your institution for assistance.

Program and Institutional information can be obtained by visiting the institution's webpage or by calling the institution directly and asking to speak to the Post Secondary ECE Program Chair/Coordinator.

Related Links
PUBLIC POST SECONDARY EDUCATION INSITUTIONS

Camosun College
Capilano College
College of New Caledonia
College of the Rockies
Douglas College
Langara College
Malaspina University College
North Island College
Northern Lights College
Northwest Community College
Okanagan University College
Selkirk College
University College of the Fraser Valley
Vancouver Community College

CONTINUING EDUCATION PROGRAMS
Burnaby Continuing Education
Delta Continuing Education
North Shore Continuing Education

APPENDIX 2

MATRIX FORMS

BASIC LEVEL CATEGORY: CHILD DEVELOMENT		
INSTITUTION	Prenatal Infant & Toddler Development	Preschool – School Age Development
Douglas College		
Camosun College		
Capilano College		
College of New Caledonia		
College of the Rockies		
Langara College		
Malaspina University College		
North Island College		
Northern Lights College		
Northwest Community College		
Okanagan University College		
Selkirk College		
University College of the Cariboo		
University College of the Fraser Valley		
Vancouver Community College		
CONTINUING EDUCATION		
Burnaby College		
Delta Continuing Education		
North Shore Continuing Education		

BASIC LEVEL CATEGORY: PROGRAM DEVELOPMENT			
PUBLIC INSTITUTIONS	Foundations of Early Childhood Education	Planning Programs	Guiding and Caring
Douglas College			
Camosun College			
Capilano College			
College of New Caledonia			
College of the Rockies			
Langara College			
Malaspina University College			
North Island College			
Northern Lights College			
Northwest Community College			
Okanagan University College			
Selkirk College			
University College of the Cariboo			
University College of the Fraser Valley			
Vancouver Community College			
CONTINUING EDUCATION			
Burnaby Continuing Education			
Delta Continuing Education			
North Shore Continuing Education			

BASIC LEVEL CATEGORY: PROFESSIONAL PRACTICE				
PUBLIC INSTITUTIONS	Administration	Health, Safety & Nutrition	Working With Families	Professional Interactions
Douglas College				
Camosun College				
Capilano College				
College of New Caledonia				
College of the Rockies				
Langara College				
Malaspina University College				
North Island College				
Northern Lights College				
Northwest Community College				
Okanagan University College				
Selkirk College				
University College of the Cariboo				
University College of the Fraser Valley				
Vancouver Community College				
CONTINUING EDUCATION				
Burnaby Continuing Education				
Delta Continuing Education				
North Shore Continuing Education				

	BASIC LEVEL CATEGORY: PRACTICUM		
INSTITUTION	Practicum Introductory	Practicum Intermediate	Practicum Final
Douglas College			
Camosun College			
Capilano College			
College of New Caledonia			
College of the Rockies			
Langara College			
Malaspina University College			
North Island College			
Northern Lights College			
Northwest Community College			
Okanagan University College			
Selkirk College			
University College of the Cariboo			
University College of the Fraser Valley			
Vancouver Community College			
CONTINUING EDUCATION			
Burnaby College			
Delta Continuing Education			
North Shore Continuing Education			

POST BASIC LEVEL CATEGORY: PROFESSIONAL PRACTICES			
PUBLIC INSTITUTIONS	Health, Safety & Nutrition Post Basic Level	Working With Families Post Basic Level	Advanced Administration
Douglas College			
Camosun College			
Capilano College			
College of New Caledonia			
College of the Rockies			
Langara College			
Malaspina University College			
North Island College			
Northern Lights College			
Northwest Community College			
Okanagan University College			
Selkirk College			
University College of the Cariboo			
University College of the Fraser Valley			
Vancouver Community College			
CONTINUING EDUCATION			
Burnaby Continuing Education			
Delta Continuing Education			
North Shore Continuing Education			

	POST BASIC LEVEL CATEGORY: INFANT AND TODDLER		
PUBLIC INSTITUTIONS	Child Development Prenatal, Infant, Toddler	Planning Programs for Infants and Toddlers	Infant and Toddler Practicum
Douglas College			
Camosun College			
Capilano College			
College of New Caledonia			
College of the Rockies			
Langara College			
Malaspina University College			
North Island College			
Northern Lights College			
Northwest Community College			
Okanagan University College			
Selkirk College			
University College of the Cariboo			
University College of the Fraser Valley			
Vancouver Community College			
CONTINUING EDUCATION			
Burnaby Continuing Education			
Delta Continuing Education			
North Shore Continuing Education			

POST BASIC LEVEL CATEGORY: CHILDREN WITH EXCEPTIONALITIES			
PUBLIC INSTITUTIONS	Child Development Children With Exceptionalities	Planning Programs for Children With Exceptionalities	Children With Exceptionalities Practicum
Douglas College			
Camosun College			
Capilano College			
College of New Caledonia			
College of the Rockies			
Langara College			
Malaspina University College			
North Island College			
Northern Lights College			
Northwest Community College			
Okanagan University College			
Selkirk College			
University College of the Cariboo			
University College of the Fraser Valley			
Vancouver Community College			
CONTINUING EDUCATION			
Burnaby Continuing Education			
Delta Continuing Education			
North Shore Continuing Education			

APPENDIX 3

CLUSTER CREDIT TRANSFER INFORMATION FOR STUDENTS

EARLY CHILDHOOD EDUCATION AND CARE PROGRAM
CLUSTER CREDIT TRANSFER INFORMATION FOR STUDENTS

Note: This information applies to the academic year 2004-2005

The Cluster Credit Transfer Tables are to be used in conjunction with the Early Childhood Education and Care Programs Course-by-Course Transfer Matrix.

Cluster Credit Transfer Information for Students

The tables listed in this section contain cluster credit transfer agreements between individual Public Post Secondary ECE Programs. The tables are organized alphabetically by receiving institution. The receiving institution is the ECE Program to which you are transferring credits. The sending institution is the ECE Program from which you are transferring credits. These agreements include Basic and Post Basic levels of education, where applicable. See the pull-down menu of cluster credit transfer agreements by participating institution.

Each cluster credit transfer agreement has been created for a content area where course-by-course transfer is not available. To view your complete transfer options, please read the Early Childhood Education and Care Programs Course-by Course Transfer Matrix first, and then proceed to the Cluster credit Transfer Tables. The course-by course and cluster credit transfer tables are organized into 7 Categories: Child Development, Professional Practice, Program Development, Practicum, Children with Exceptionalities, Infant and Toddler, and Professional Practices.

The following receiving institutions are represented in the Early Childhood Education and Care Program Cluster credit Transfer Tables:

- College of New Caledonia
- Douglas College
- Malaspina University College
- North Island College
- Northwest Community College
- Okanagan University College

        CONTINUING EDUCATION
- Delta Continuing Education

Frequently Asked Questions

1. Question: What is cluster credit transfer and how does it work?

    Answer: In a cluster credit transfer agreement more than one course
                  is usually required to meet the transfer requirements of a
                  specific course content area.

2. Question: What can I do if I haven't completed all of the courses
                  required from the sending institution, before transferring
                  to the receiving institution? Can I receive partial credit for
                  for the courses that I have completed?

    Answer: We recommend that you speak directly with the ECE
                  Program Coordinator/Chair at the receiving institution for
                  specific transfer advice.

3. Question: What should I do if I took courses at more than one sending
                  institution?

    Answer: It is recommended that you speak directly with the ECE
                  Program Coordinator/Chair at the receiving institution and
                  request an individual assessment of your transcripts.

4. Question: How much credit will I be awarded, if credit values for
                  equivalent course content differ between the sending and
                  Receiving institution?

    Answer: It is recommended that you speak directly with the ECE
                  Program Coordinator/Chair or the Registrar of the
                  receiving institution to determine their transfer policies.

APPENDIX 4

CLUSTER CREDIT TRANSFER TABLES

DATE: CONTACT PERSON: PHONE: E-MAIL:

Category	Basic Level: Program Development		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**
Category	Basic Level:		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**
Category	Basic Level:		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**
Category	Basic Level		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**

Date:	Contact Person:	Phone:	E-Mail:
Category	Post Basic Level: Professional Practices		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**
Category	Post Basic Level: Children with Exceptionalities		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**
Category	Post Basic Level: Infant and Toddler		
Receiving Institution	**Receiver Courses**	**Sending Institution**	**Sender Courses**

APPENDIX 5

NEW/REVISED COURSE INFORMATION FORMS

NEW/ REVISED COURSE INFORMATION FORM

Institution: **Date:**   **Contact Person:**   **Phone & E-Mail:**

Course Name and Number	Hours/Credits	Course Description	Learning Outcomes

APPENDIX 6

COURSE WITHDRAWAL FORMS

<div align="center">

<u>COURSE WITHDRAWAL FORM</u>

</div>

INSTITUTION:

CONTACT PERSON:

PHONE:

E-MAIL:

DATE:

<u>PLEASE LIST BELOW ALL COURSES THAT HAVE BEEN WITHDRAWN FROM YOUR ECE PROGRAM THIS YEAR.</u>