CE240: Young Children With Special Needs
This course is designed to help future early childhood care professionals become effective caregivers and advocates for young children with special needs and their families by learning how to apply strategies to address learning differences. You will explore some of the more common learning differences and disabilities currently encountered in the inclusive classroom. They will explain the value of early identification of special needs and the importance of intervening early, in accordance with relevant federal legislation. You also will demonstrate how to communicate and collaborate with families in real-world situations for the benefit of the child with special needs.
Quarter Credit Hours: 5 | Prerequisite: None

CE299: Associate’s Capstone for Early Childhood Development
This final course in the Associate of Applied Science in Early Childhood Development provides you with the opportunity to integrate and apply your learning through your program of study in a comprehensive manner. You will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will include a comprehensive professional portfolio that integrates your learning experiences throughout the program.
Quarter Credit Hours: 5 | Prerequisite: Last term

CE300: Observation and Assessment in Early Childhood
This field-based course focuses on the various methods of assessment and observation, including standardized and authentic assessment strategies, as a way to assess children’s growth and the development of knowledge and skills in early childhood education via project-based learning (PBL). You will apply assessment strategies through field experiences and case studies to identify developmental levels, interests, and abilities, and interpret the data collected. You are expected to explore authentic and meaningful assessment methods and develop an interdisciplinary project connecting curriculum, pedagogical content, and program outcomes. This course has a field component that requires 5 hours of observation of a target child from birth-age 3 or age 3-5 and participation in one of the following early childhood settings: child/day care or home center. The culminating project will be presented in the form of a public product at the end of the course.
Quarter Credit Hours: 6 | Prerequisite: None

CE340: Introduction to Autism Spectrum Disorders in Young Children
This course introduces students to autism spectrum disorders in young children. Topics include the historical and theoretical foundations of autism and current diagnostic criteria. Students will differentiate the characteristics of autism including comparing differences in brain structure as well as social, emotional, communication, behavioral, sensory-motor, and cognitive characteristics of children with autism spectrum disorders.
Quarter Credit Hours: 6 | Prerequisite: None

CE350: Language and Social Skill Development for Young Children With Autism Spectrum Disorder
This course addresses the study of language, social skills, and communication issues in children with autism spectrum disorder compared to children with typical development. You will discuss language assessments, interventions, and strategies for children with autism spectrum disorder. You will also learn about assistive technology that can support the development of language and communication in children with autism spectrum disorder.
Quarter Credit Hours: 6 | Prerequisite: None
CE370: Funding Development and Financial Planning in Early Childhood Programs
This course will focus on early childhood funding development and financial planning to create high-quality, sustainable programs in various early childhood fields. Topics addressed include efficient accounting systems and funding streams in for-profit and not-for-profit organizations. Emphasis will be placed on creating fund development plans based on sound financial planning, which align with program vision, philosophy, mission, and goals.
Quarter Credit Hours: 6 | Prerequisite: None

CE371: Early Childhood Administration
This course provides an overview of the principles and practices essential to prepare early childhood administrators. Topics covered in this course include business planning, fiscal management, program evaluation/ accreditation, family and child advocacy, community involvement, and creating diverse and equitable early childhood programs. Research-based developmentally appropriate practices are incorporated throughout the course topics. Upon completion of this course, you will be prepared for an administrative role within the early childhood field.
Quarter Credit Hours: 6 | Prerequisite: None

CE401: Current Issues and Trends in Early Childhood
This course focuses on current issues and trends in early childhood including policy and legislation that affects the field. Topics addressed include foundations of high-quality education for all children, current research, applied educational theory, ethics, and professionalism. The emphasis will be to examine issues and trends in early childhood through contemporary viewpoints.
Quarter Credit Hours: 6 | Prerequisite: None

CE402: Early Childhood Family, Community, and Advocacy
This course will focus on the multiple needs of children from diverse backgrounds in the context of family, early childhood settings, and community. Emphasis will be placed on partnering with diverse families in reciprocal relationships building on families’ strengths to meet the variety of needs of children. Research-based practices will focus on the professional role of advocacy in early childhood including the use of a wide variety of community resources to support children and families.
Quarter Credit Hours: 6 | Prerequisite: None

CE440: Teaching Young Children With Autism
This course presents an overview of interventions for young children with autism spectrum disorders and the strategies needed for teaching. Emphasis is placed on evidence-based interventions, with a review of nonresearch-based interventions, for you to become critical consumers of the literature related to autism intervention. You will learn pedagogical foundations for best practice in instructional programming and curriculum development for young children with autism spectrum disorders.
Quarter Credit Hours: 6 | Prerequisite: None

CE450: Behavior Intervention and Strategies for Working With Young Children With Autism
This course builds on prior knowledge as you examine classroom management and applied behavior analysis strategies. You will focus on implementation and evaluation of individual and group management programs for young children with autism spectrum disorders.
Quarter Credit Hours: 6 | Prerequisite: None

CE490: Bachelor’s Capstone in Early Childhood Administration
The Bachelor’s Capstone in Early Childhood Administration is the final course of your degree plan and builds on the concepts of all the courses you have taken within the program of study. The capstone course provides you with the opportunity to integrate and synthesize the knowledge and skills acquired throughout your coursework in a Professional Portfolio that demonstrates your mastery of the stated outcomes of your degree program. This course has a field component that requires 5 hours in an early childhood environment in one of the following: Head Start, Early Head Start, or daycare/preschool. The field component should involve the following age ranges: birth to age 3 or age 3-5 and will emphasize application of the program outcomes. You will also develop resources that you can use in your career as an early childhood administrator.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission of the Dean