

CHILDHOOD EDUCATION (CE)

CE100: Preparing for a Career in Early Childhood Development

Early childhood professionals establish an environment for the early learning success of the children they serve. This course provides the opportunity for the early childhood student to prepare for success in the classroom environment. Topics addressed include roles, responsibilities, and various career opportunities within the field, professional standards, personal management tools, strategies, and university resources.

Additionally, you will preview the portfolio assignment that will be developed in the final capstone course in the program.

Quarter Credit Hours: 5 | Prerequisite: None

CE101: Introduction to Early Childhood Education

This course will present an overview of the field of early childhood development. Students will learn the foundations necessary to provide safe, healthy, high-quality care for young children. An emphasis will be placed on governing standards and regulations, historical perspectives, and current trends. This course will also focus on what it means to be an early childhood professional and will assist students in developing effective professional practices in the field.

Quarter Credit Hours: 5 | Prerequisite: None

CE114: Early Childhood Development

This course surveys the physical, social, emotional, and cognitive development of children from birth through age 8. In order to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life, topics will include: attachment issues, developmental milestones, and developmentally appropriate strategies. Using their understanding of how young children develop, students will discuss issues in early childhood care, safety and health concerns, guidance techniques, and behavioral expectations.

Quarter Credit Hours: 5 | Prerequisite: None

CE215: Early Childhood Curriculum Planning

In this course, students will study teaching methods for educational settings that serve young children. Attention will be given to developmental domains, strategies for planning, organizing the learning environment, facilitating teacher-child interactions, guiding children's behavior, conducting lessons, assessing, care giving, supporting play, and addressing standards through integrated and emergent curriculum.

Quarter Credit Hours: 5 | Prerequisite: None

CE220: Child Safety, Nutrition, and Health

The course is designed to help students advance their knowledge of the factors that affect the health, nutrition, and safety of the young child. Students will be able to identify common childhood illnesses and their causes, discuss the nutritional needs of healthy young children with those of children who have allergies or chronic disease conditions, discuss healthy menus using current information, and explain the basics of adequate nutrition to children and caregivers. Students also will identify safe indoor and outdoor learning activities and suggest ways to create environments that maximize safety.

Quarter Credit Hours: 5 | Prerequisite: None

CE230: Creative Activities for Young Children

This course is designed to help early childhood care professionals provide creative, developmentally appropriate practices in a child care environment. Participants will examine materials and activities that will help foster children's social, emotional, cognitive, and physical development, with an emphasis on activities that encourage independence, exploration, risk-taking, and opportunities to think and act creatively.

Quarter Credit Hours: 5 | Prerequisite: None

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. Students 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. Students 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: CE101

CE299: Associate's Capstone for Early Childhood Development

This capstone course is the culminating experience for the Associate of Applied Science in Early Childhood Development. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes.

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

CE310: Children's Literacy

This course focuses on how children's literature experiences contribute to children's literacy skills. Students will be introduced to a balanced reading framework: shared, modeled, guided, and some independent reading and writing strategies. Reading fluency and comprehension strategies will be emphasized. How to apply assessment strategies, including running reading records, anecdotal records of reading progress, and pre-emergent and emergent literacy scales, will be introduced.

Quarter Credit Hours: 6 | Prerequisite: CE300

CE320: Language Development in the Young Child

This course focuses on language acquisition, development, and communication skills. Students will participate in and use Virtual Field Observations and readings to learn about theories of and influences on how young children acquire and develop language. Students will be presented with an overview of the stages of oral language development and will discuss current thinking with regard to bilingualism.

Quarter Credit Hours: 6 | Prerequisite: CE300

CE330: Teaching Across Content - Math, Science, and Sociology for Young Children

This course examines the teaching skills of inquiry and discovery-based learning in math and science for young children. Using current theories of development, students develop a working knowledge of methods and materials, scope and sequence of concepts through age 8, related curriculum standards, and assessment strategies. The mathematical concepts of numbers, geometry, problem solving, patterns, parts and wholes, measurement, and graphing will be examined. The processes of science will be explored. Students apply sociology concepts as they relate to children within the classroom and the community at large. Students will also learn how to incorporate goals, objectives, and processes into integrated curriculum.

Quarter Credit Hours: 6 | Prerequisite: CE300

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

This course addresses the study of language and communication issues and disorders in young children with autism. Students will discuss language assessment and intervention models and programs for children with autism.

Quarter Credit Hours: 6 | Prerequisite: CE340

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 will provide an overview of early childhood administration with emphasis on high-quality program development, evaluation, accountability, and continuous improvement. Research-based strategies will focus on developmentally appropriate practices for program quality and compliance. This course will prepare you for administrative roles within the field of early childhood working with diverse children and families in the community.

Quarter Credit Hours: 6 | Prerequisite: None

CE401: Current Issues and Trends in Early Childhood

This course will focus on current issues and trends in early childhood including current policy and legislation that affects the field. Topics addressed include foundations of education for all children, current research, applied theory, ethics, and professionalism. The emphasis will be to examine issues and trends in early childhood through multiple perspectives from a historical and contemporary viewpoint.

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, school 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

CE410: Teaching Art and Music in Early Childhood

This course will examine the foundations and theories of the creative arts with young children. Students will learn how to encourage imagination, flexible thinking, problem solving, and creative movement in order to formulate connections with the processes that children employ in their creative expression. Students will use course knowledge to plan developmentally appropriate creative activities for children.

Quarter Credit Hours: 6 | Prerequisite: CE300

CE420: Curriculum Development

This course compares the history, theories, research, and contemporary influences of curriculum development in early childhood education. Developmentally appropriate early childhood lesson plans and activities will be analyzed and developed.

Quarter Credit Hours: 6 | Prerequisite: CE300

CE430: Learning Through Play in the Inclusive Classroom

This course further examines the theories of Piaget, Vygotsky, Erikson, and others to demonstrate how children learn through play and the effect play has on all the developmental domains. Students will learn how to incorporate necessary skill development and assistive technology into play while addressing the individual needs of all children in the classroom.

Quarter Credit Hours: 6 | Prerequisite: CE300

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, in order for students to become critical consumers of the literature related to autism intervention. Students 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: CE340 and CE350

CE450: Behavior Intervention and Strategies for Working With Young Children With Autism

This course builds on prior knowledge as students examine classroom management and applied behavior analysis strategies. Students will focus on implementation and evaluation of individual and group management programs for young children with autism spectrum disorders.

Quarter Credit Hours: 6 | Prerequisite: CE350 and CE440

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

CE497: Student Teaching Part A

This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will complete a 170-hour, part-time student teaching experience (2.5 days per week) where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff. Students 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 culminate with a comprehensive professional portfolio that integrates learning throughout the program. (Onsite only)

Quarter Credit Hours: 6 | Prerequisite: Last two terms, permission from the Department Chair, and successful completion of the Praxis I exam

CE498: Student Teaching Part B

This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will complete a full-time student teaching experience where they participate in the operation of the classroom. Students will fully transition into teaching all subjects in the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff. Students will reflect on the courses taken and strengthen practical skills related to developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio. (Onsite only)

Quarter Credit Hours: 12 | Prerequisite: CE497 and permission from the Dean

CE499: Bachelor's Capstone in Early Childhood Development

This final course provides students with the opportunity to integrate and apply their learning in a comprehensive manner. Students 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 culminate with a comprehensive professional portfolio that integrates learning throughout the program.

Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean