

Early Care and Education for Young Children with Disabilities

Degree Type

Associate of Science

NHTI's Early Care and Education for Young Children with Disabilities degree program prepares you to work in the growing profession of early intervention and early childhood special education. You'll learn how to improve learning outcomes and promote optimal development of young children who have or are at risk for developmental delays or disabilities.

This program provides learning opportunities that emphasize best practices in supporting children's access to and participation in inclusive settings and natural learning environments. You'll be involved in immediate, hands-on training in a variety of settings in preschool special education and early intervention and work with highly trained early childhood teachers and professionals, practice the skills you learn in class, and complete assignments directly related to your studies.



Career Information

Graduates are prepared for immediate entry as competent professionals to work in a variety of early childhood settings, including family-centered early supports and services in public schools, licensed child care centers, and home-based, community-based, and private settings. Some roles in these settings could include intake coordinator, autism educational assistant, home visitor, lead teacher in childcare, and 1-1 support aide/paraprofessional. Students wishing to pursue other opportunities in early intervention or early childhood special education may further their education at a four-year college/university. This degree meets the training and education requirements for the State of N.H. Early Childhood Professional Development System credential of NH Early Childhood Teacher, Level 5.

Admission Requirements

Apply for this program today on our [Admissions page](#) with step-by-step instructions and enrollment pathways build just for you!

Curriculum

First Year

Students whose placement test scores suggest difficulty with lengthy and complex assignments are strongly advised to complete the program in 3 or more years.

Fall Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
ECE101C	Growth and Development of the Young Child	3	0	3
ECE155C	Using Children's Literature to Support Young Children's Language and Literacy Development	3	0	3
ENGL101C	English Composition	4	0	4
MATH120C	Quantitative Reasoning	4	0	4
Subtotal Credits		14	0	14

Spring Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
ASL104C	American Sign Language for Beginners	3	0	3
ECE143C	Teaching and Learning - STEAM	3	0	3
ECE167C	Positive Behavior Guidance and Supporting Young Children with Challenging Behaviors	3	0	3
ECE270C	Teaching Young Children with Exceptionalities	3	0	3
PSYC105C	Introduction to Psychology	3	0	3
Subtotal Credits		15	0	15

Second Year

Fall Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
ECE225C	Autism Spectrum Disorder	3	0	3
ECE282C	Preschool Special Education Practicum	2	7	4
	ENGL120MC or ENGL 102C or ENGL102MC	3	0	3
	EDU201C or EDU204C	3	0	3-4
	Social Science elective	3	0	3
Subtotal Credits		14-15	7	16-17

Spring Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
ECE215C	Infant/Toddler Development and Programming	3	0	3
ECE242C	Child, Family, and Community	3	0	3
ECE283C	Early Intervention Practicum	2	7	4
ECE290C	Early Childhood Leadership Seminar	1	0	1
	Lab Science elective	3	2	4
Subtotal Credits		12	9	15
Total Credits			60-61	

Additional Information

Program Learning Outcomes

The Child and Family Studies program is hands-on, project-centered, and competency and evidence-based to facilitate the growth of future teachers and leaders preparing to work with children, families, and communities. Graduates are able to:

- Understand young children's characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for each child.
- Understand and value the importance of creating respectful, reciprocal relationships to support and empower families in their communities.
- Responsibly observe, document, and assess children in a manner that supports children and families.
- Understand developmentally effective approaches that emphasize positive relationships and supportive interactions to influence outcomes for individual children.

- Design, implement, and evaluate learning experiences that promote a wide range of academic disciplines to build meaningful curriculum.
- Identify and connect themselves as members of the early childhood profession.
- Demonstrate a variety of early childhood field experiences.
- Demonstrate a basic understanding of relevant professional, legal, and regulatory guidelines for serving every child.
- Participate in early intervention and special needs interdisciplinary and transdisciplinary teams.
- Implement interventions for young children with ASD and children with disabilities across all developmental domains.

Program-Specific Requirements

- Students will spend designated hours each week with infants, toddlers, preschoolers, or kindergarteners while taking early childhood courses. These hours will be considered a component of class participation.
- Upon acceptance into the program, students must complete the following paperwork:
 - A complete set of electronic fingerprints completed by the Department of Safety
 - Submission of a criminal record check that comes back clear or non-disqualifying; the cost associated with the fingerprinting and criminal record check is the responsibility of the student.
 - Completion of the licensing child care personnel health form by a licensed health provider indicating the student is in good physical health and has no mental or emotional disturbances that would prohibit him/her from caring for children in a group setting
 - Signed confidentiality form
 - Other related documents distributed by the department chair
- Out-of-state students who are taking classes 100% online will need to complete their state's fingerprinting and background check, child health care form, and any other paperwork required by that state.
- Students must have transportation to and from NHTI approved practicum sites in their senior year.
- Students must have a flexible schedule that allows them to spend weekday mornings and/or afternoons at their practicum site while taking classes. Students should be prepared to plan work hours around their course schedule knowing that these hours will change each semester.
- All students must have access to a digital camera and video-capturing device to complete assignments. Online students will record themselves during practicum to share with their practicum teachers online.

Scholarship Program

CCSNH partners with Granite State College to offer tuition assistance to child care providers who are entering or are currently working in the field of early care and education. Eligible individuals must be working at least 20 hours per week. For more information, contact Diana Menard, department chair of Child and Family Studies, at 603-271-6484 x4281 or dmenard@ccsnh.edu. For additional information, [visit the CCSNH page on early childhood education tuition assistance here](#).

There is also a scholarship available for this program through [T.E.A.C.H. NH \(click here for flyer\)](#). The T.E.A.C.H. NH Scholarship Program supports the cost of tuition and books, offers paid release time from work for scholarship recipients, and has a bonus upon completing 9-12 credits within a 12-month period. To be eligible, applicants must live in N.H. and work at least 30 hours a week in a licensed childcare program. Information and applications are available on the [N.H. Connections site](#).

Student Testimonials

I first chose NHTI's early childhood program for children with disabilities because it specifically worked with my desired age group and focus of children with exceptionalities. I quickly fell in love with my classes, the individual support I received from my teachers, and the opportunity to not only observe but eventually work at the lab school on campus. NHTI allowed me to have a full rounded experience through my studies in a classroom and in the field. I later attended a four-year university and felt more than prepared to complete my bachelor's degree. I recommend NHTI to anyone that I talk to looking to pursue their degree in early childhood education.

– Emma Heath, Class of 2015