

Early Childhood Program
Prior Learning Credit
Policies – Procedures – Course Map – Portfolio Content



SUNY Canton welcomes and acknowledges the professional development and the direct field experiences of Early Childhood undergraduate students enrolled in the **Associate of Science Degree in Early Childhood** [327 - A.S.] Program.

Eligible students attending SUNY Canton may elect to apply for **Prior Learning Credit** by following **the Policies and Procedures** as outlined in this document.

SUNY CANTON PRIOR LEARNING CREDIT POLICY & PROCEDURES

Link: [Application for Prior Learning Credit](#)

Credit for Prior Learning may be granted to students enrolled in any program, at the discretion of the appropriate Dean of the School in which the program is located.

NOTE: Students may apply for Prior Learning Credit for a course only if a proficiency exam or a CLEP exam does not exist for that course.

NOTE: Credit for Prior Learning cannot be granted for courses in which the applicant has ever been enrolled in at SUNY Canton.

The **maximum number of Prior Learning credit that may be applied is 15 credit hours for an associate degree** and 30 credit hours for a baccalaureate degree. Such credit will be evaluated according to the following procedure:

1. **The student** must apply for Prior Learning Credit during the first ten weeks of the student's second matriculated semester. Applicants must complete the Application for Prior Learning Credit and submit the form to the Dean of the School in which the program is located.
2. **The Dean**, in consultation with other Deans as appropriate, will arrange for a *Prior Learning Credit Advisor* selected from the School's faculty to assist the students in preparing the necessary documentation in support of the number of credits requested. The portfolio must clearly evidence mastery of a preponderance of the learning outcomes as listed in the course outline(s) in order for a request to be viable.
3. **The student** will submit a formal letter of request and a portfolio containing all documentation and pertinent adjunct supportive material to the *Prior Learning Credit Advisor* within the first ten weeks of the student's second matriculated semester. The student will be notified of the decision within five weeks after submitting the portfolio.
4. **The portfolio** will be evaluated by one or more faculty members recruited by the Dean as content reviewers.
5. The *Prior Learning Credit Advisor* will provide the content reviewer(s) with a copy of the most recent appropriate course outline(s), including detailed learning objectives.
6. **The content reviewers** will submit their recommendations to their Dean. The *Prior Learning Credit Advisor* can serve as one of the content reviewers.
7. **Following the decision of the Dean**, a notice will be forwarded to the student, the *Prior Learning Credit Advisor*, and the Registrar regarding the amount of credit granted and the courses for which the credit will be counted in the student's program.
8. **Forty dollars (\$40) per credit hour** will be charged for the review of the materials. This fee must be paid, and registration procedures completed prior to the beginning of the review. Payment will be made at the One Hop Shop in the Campus Center. Note: Financial Aid cannot be utilized for Prior Learning Credit Fees.
NOTE: It is the responsibility of the student to follow up and ensure that the form gets to the Dean. Student Accounts will not forward the form if the student is paying through CashNet.
9. **Forty dollars (\$40) per credit hour** will be charged for prior learning credit granted. This fee must be paid prior to the granting of credit. Payment will be made at the One Hop Shop in the Campus Center.
10. **Credit will be recorded as "CR" on the student's official transcript** under the appropriate course number, but only following the student's satisfactory (2.00 GPA or higher) completion of one full-time semester or its equivalent in the student's program.

A.S. Early Childhood Studies

Course Title
L/L Required
ECHD 101: Introduction to Early Childhood [GER 3]
ECHD 105 Orientation to Early Childhood Field Experience
ECHD 121: Wellness in Young Children
ECHD 125: Curriculum Development
ECHD 131: Infants and Toddlers
ECHD 200: Planning Programs for Young Children
ECHD 201: Early Childhood Field Experience
ECHD 204: Early Childhood Observation
ECHD 250: Children with Special Needs [GER 3]
ECHD 285: Issues and Policies in ECE

Early Childhood Program: Associate of Science Degree

PLO	Program Student Learning Outcomes
1	Demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels by creating and implementing developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 [HSELOF, 2015].
2	Understand the sequence of typical milestones of development for children from infancy - 5 years in all developmental domains: cognitive, physical, language/communication, social/emotional, and self-help.
3	Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child.
4	Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.
5	Identify and apply ways to advocate on behalf of children and families within the context of the personal and professional experience the student brings to the course as a result of their study, teacher preparation, and preservice professional goals.

AS Early Childhood: Prior Learning Credit

Course Title - Course Description - Course Student Learning Outcomes

Student: Please review the **Master Syllabus-Course Outline** in full, including the Detailed Topical Outline associated with each course below.

Link: <https://www.canton.edu/curriculum/> Search by course ECHD ###

Required Courses	
ECHD 101: Introduction to Early Childhood, 3 credits	
In this course, students will study the history, theories, and philosophies that form the foundation of Early Childhood Care and Education. All aspects of development (physical, cognitive, social-emotional, and communication) are presented and studied within an ecological context (family, community, culture, society). Specific emphasis is placed on understanding the various roles/responsibilities of parents, guardians, and early childhood educators have in fostering the well-being and development of young children birth-5 years.	
PLO 2: Understand the sequence of typical milestones of development for children from infancy - 5 years in all developmental domains: cognitive, physical, language/communication, social/emotional, and self-help.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Describe and apply the basic stages of growth and development of children from birth to 5 years.	
b. Discuss major developmental theorists and theories applicable to the young child and the history of early care and education	
c. Apply the systems approach to studying and understanding children in the context of the family, community, society, environment and culture in which the child lives.	
d. Describe and apply key elements of developmentally appropriate practice, the importance of play-based environments, and intentional and purposeful teaching in early care and education.	
ECHD 105: Orientation to Early Childhood Field Experience, 1 credit	
The Early Childhood Orientation will prepare students for field work experiences in various Early Childhood settings. Students will become familiar with field work requirements, policies, and procedures. Students will prepare for and complete mandatory health clearances, NYS Office for Children Forms, complete the Foundations in Health and Safety Training, and file all required documents and contracts based on placement sites. Students will become acclimated to the SUNY Canton Early Childhood Field Experience guidelines and understand the role of the college supervisor, site mentor and the responsibilities and expectations of the student. By the end of the course all students will have confirmation of their Field Experience placement site. ECHD Majors only	
PLO 4: Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Examine, compare, and acquire knowledge of various early childhood [infant – kindergarten] programs in the community.	
b. Apply practical knowledge of field experience expectations and requirements.	
c. Apply knowledge of the importance of self-reflection in teacher development.	
d. Demonstrate knowledge of the NAEYC Code of Ethics in the ECE profession.	

e. Plan and prepare letters of introduction, field work documents and calendar plans.	
f. Engage in active learning experiences that promote collaboration and professionalism.	
ECHD 121: Wellness in Young Children, 3 credits	
In this course, students will develop the knowledge and skills necessary for ensuring the well-being of the young child. The course focuses on the role of the teacher in creating and incorporating health, safety, and nutrition programs and activities in early childhood settings to support children's development, healthy lifestyle practices, and learning.	
PLO 3: Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Understand and apply state regulations and policies regarding health and safety issues in-group childcare settings.	
b. Define and apply the components of wellness and understand the early childhood educator's role for ensuring the well-being of children.	
c. Understand the importance of health and safety in the Early Childhood Environment, for children, teachers, and families' well-being.	
d. Gain knowledge of various agencies and resources available for promoting health, safety, and nutrition in the ECE classroom.	
ECHD 125: Curriculum Development, 3 credits	
This course will examine curriculum methods in early care and education. Students will create and implement thematic lessons, activities, and units that promote the skill development of the whole child. Special emphasis will be given to the process of curriculum development, developmentally appropriate methods, child-centered planning, and active play-based learning experiences for children.	
<u>Note:</u> Curriculum aligns with Head Start Early Learning Outcomes Framework, Birth – Age 5 (20150). Student must provide evidence of:	
1. Familiarity of HSELOF or a recognized state or national Early Childhood curriculum model and guiding principles associated with a continuum of learning for infants, toddlers, and preschoolers. 2. Utilization of HSELOF or a recognized state or national Early Childhood curriculum model / standards for DAP birth – age 5 activity planning 3. Understanding of HSELOF alignment or a recognized state or national Early Childhood curriculum model and DAP objectives based on children's milestones and progressions in all aspects of development [social, emotional, language, physical, cognitive] 4. Understanding of HSELOF Central Domains, Sub-Domains, and HSELOF Codes- Goals <i>or</i> Objectives and Goals from a recognized state or national Early Childhood curriculum model. 5. Development and implementation of Curriculum Plans and play-based Lessons-Activities for young children [Birth – Age 5].	
PLO 1: Demonstrate differences in curriculum for infants, toddlers, preschoolers, and children in the early primary levels by creating and implementing developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 [HSELOF, 2015] or a recognized state or national Early Childhood curriculum model.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Identify developmentally appropriate learning activities that integrate age-appropriate learning opportunities, skill development, and align with birth-K standards.	
b. Apply practical knowledge of curriculum development for children ages birth-5 years.	
c. Create, implement, and engage in age-appropriate activities and lessons for use in the ECE classroom.	
d. Construct curriculum plans following a lesson template format.	

e. Plan and develop various learning activities and theme-based curriculum projects for individual, small, and large group instruction in specific subject-content areas.	
ECHD 131: Infants and Toddlers, 3 credits	
In this course students, will gain an understanding of the developmental milestones and needs of the young child from infancy to age three. This course will explore the core competencies of the infant-toddler caregiver and the caregiver and family relationship. Students will identify and apply best practices for providing optimal high-quality care for infants and toddlers. <u>Note:</u> Student must have experience part or full-time [minimum one year] in direct primary care of children [infancy – age 3].	
PLO 2: Understand the sequence of typical milestones of development for children from infancy - 5 years in all developmental domains: cognitive, physical, language/communication, social/emotional, and self-help.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Identify and define the sequence of typical milestones for children birth to thirty-six months in all developmental domains: cognitive, physical, language/communication, and social/emotional.	
b. Identify and describe the core competencies of an infant/toddler early childhood educator.	
c. Identify and explain the significance of the caregiver family relationship and outline specific concerns and strategies for involving families meaningfully in the care of the young child.	
d. Design developmentally appropriate curriculum, play activities, and opportunities for children birth to 36 months.	
ECHD 201: Early Childhood Field Experience, 4 credits	
This course is an off-campus early childhood field experience. Assignment options may include licensed group childcare programs, pre-k, or kindergarten classrooms, or industry specific [children’s museum, library, play-based enrichment] settings. Students will complete an 80-hour field experience with children ages birth –5 years. Under the direct supervision of an assigned mentor, students will apply knowledge and skills acquired through coursework with a focus on child observation, development, implementation of age-appropriate curriculum plans, and activities. <u>Note:</u> 1. Students must have documentation verifying direct experiences in a licensed group childcare center, family childcare program, pre-k, kindergarten setting or established early childhood organization. 2. Students must have evidence of completion of a minimum of 80-hours of direct experience in group settings with children ages birth – 36 months and/or children ages 3 – 5 years.	
PLO 4: Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Examine, compare, and acquire knowledge of various early childhood programs in the community through engagement and observation.	
b. Apply knowledge of the importance of self-reflection in teacher development by maintaining a daily journal of fieldwork experiences, identifying what has been learned, and ways to apply this learning in teaching practices.	
c. Develop the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program, and to work effectively as part of a teaching team.	
d. Plan, develop, and implement various lessons and/or activities for children from birth – 5 years in small and large group settings.	

e. Engage in early care and education experiences that promote collaboration, professionalism, and demonstrate adherence to <i>NAEYC Standards for Initial Early Childhood Professional Preparation</i> , NAEYC Professional Ethics, and SUNY Canton Field Experience Policies.	
ECHD 204: Early Childhood Observation, 3 credits	
This course examines the importance of observation, assessment, and documentation of young children’s development from birth to age five. Students will be introduced to and apply various forms of assessment methods and understand the value of such assessments as a tool for informing teaching practices and developing appropriate curriculum goals to ensure optimal growth and learning for young children.	
PLO 3: Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Define and compare various forms of assessment methods used in the early childhood classroom for children from birth to age five.	
b. Demonstrate an understanding of the goals, benefits, and use of assessment, observation, and documentation to support the development of the young child ages birth to five.	
c. Apply, engage, and interpret forms of assessment by observing and recording children ages birth – five in various activities in early care and education settings.	
d. Demonstrate and explain the value of ongoing assessment as a tool for continuous improvement for supporting teaching, children, and families.	
ECHD 250: Children with Special Needs, 3 credits	
In this course, students will examine various special needs of young children. Students will gain knowledge of inclusive practices, teaching modifications, prevention and intervention strategies, and support services for children, families, and the community. Assessment, identification, and general knowledge of the special needs of all children will be examined, as well as social policies and initiatives to support teachers, families, and children.	
PLO 3: Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Examine and compare the history of special education, intervention programs, federal laws, and policies related to early childhood special education.	
b. Recognize typical and atypical behaviors of children birth through age five.	
d. Gain practical knowledge of designing and adapting learning environments to work successfully with children with special needs.	
e. Gain practical knowledge of teaching strategies, modifications, and methods to work successfully with families and children with special needs.	
ECHD 285: Issues and Policies in Early Care Education, 3 credits	
In this course, students will draw from academic, life, and coursework to explore current issues and policies in the field of early education and care. Social issues impacting the well-being of children, families, and the community will be explored. Students will research issues and investigate approaches to resolving some of these challenges.	
PLO 5 Identify and apply ways to advocate on behalf of children and families within the context of the personal and professional experience the student brings to the course as a result of their study, teacher preparation, and preservice professional goals.	

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Identify social and political barriers children and families encounter, and the cumulative effect of risk factors on short and long-term outcomes for young children.	
b. Use resources (print, database, media, online) that provide current and accurate information on issues related to the well-being of children, families, early care and education.	
c. Examine issues involving children, families and educators through research and analysis.	
d. Identify ways to advocate on behalf of children and families within the context of both personal and professional experiences.	
ECHD 200: Planning Programs for Young Children, 3 credits	
In this course, students will gain knowledge of key components that make up a high-quality early childhood setting. Students will examine the importance of developing a teaching philosophy, promoting school-home communication, creating learning centers, scheduling, and adherence to state childcare licensing regulations. Principles of program planning related to high quality early care and education, administration, and leadership will be applied.	
PLO 4: Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.	
Student Learning Outcomes	Prior Learning Experience/Evidence
a. Discuss and evaluate differences in curriculum and environments for infants, toddlers, preschoolers and children in the early primary levels.	
b. Understand the role and responsibilities of the teacher in creating high-quality programming and policies that support a collaborative and inclusive learning environment.	
c. Understand the various components of program planning, scheduling, home-school relations, and professional development as it relates to ECE program classroom and center administration	
d. Understand and practice program planning related to high quality early care and education and the varying roles and responsibilities associated with early care and education administration and program development.	

Procedures and Portfolio Content: Early Childhood

Initial Steps:

1. Candidate review of all Prior Learning Credit Policies, Procedures, and Documents
2. Initial meeting [can be virtual] with Faculty Prior Learning Credit appointed Advisor to discuss moving forward with PLC request, discussion of course PLC recommendations for seeking credit, etc.
3. Development of Portfolio [How-To] Meeting, Q & A, Course Credit Recommendations
4. Development of TimeLine to Portfolio Completion including Submissions of Drafts to Faculty PLC Advisor
5. Completion of PLC Application / Form, payment, reviewed by Faculty PLC Advisor then forwarded to Dean

Required:

- Introduction [narrative] Highlighting Prior Learning / Professional Experiences [limit to 1 page]
- Resume
- Letters of Support [Ex: From Program Parents, Colleagues, Supervisors, State Licensors; minimum 2]

Suggestions

- State License [business or professional]
- Professional Certifications / Credentials
- Training, Workshop, Conferences Attended
- Training, Workshop, Conference Presentations
- Evidence of Commitment to the Profession:
 - Membership: Professional Organizations / Associations
 - Community Service / Volunteer Involvement
 - Advocacy / Initiatives / Involvement Related to EC Initiatives
 - Service as Mentor to Student Teachers/ Intern, Center Staff

Examples of Artifacts

Developed/created by applicant. For each example, artifact, etc. presented, provide a brief narrative / explanation for each [1 paragraph]

As applicable/relevant to course seeking credit for:

- Parent Handbook
- Health Care Policy / Handbook
- Business Plan
- Center/Program Website Developed [link]
- Marketing Materials Created
- Lesson Plan[s]
- Curriculum Unit[s]

- Learning Center[s]
- Classroom Schedule
- Parent Newsletter[s]
- Staff Training [developed and facilitated]
- Evidence of Understanding of EC Standards / Developmentally Appropriate Practices
- Child Assessment Methods [developed/utilized] *Please ensure confidentiality and remove all information pertaining to child if providing examples*

Appointed Faculty Advisor will assist with suggestions for additional artifacts, etc. to include in Portfolio based upon ECHD courses applicant is seeking Prior Credit Learning.