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 **Bachelor of Business Administration in Early Childhood Care and Management** [2699 B.B.A.].

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 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: 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. <u>Note:</u> Financial Aid cannot be utilized for payment of PLC fees.
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.

Curriculum Map
B.B.A. Early Childhood Care and Management

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
Course Title
U/L Required
ECHD 301: Fostering Relationships in EC Programs
ECHD 340: Policies & Regulations in EC Settings
ECHD 401: DAP: Learning Environments, B –Age 5
ECHD 404: Positive Child Guidance
ECHD 409: Orientation to Culminating Experience
ECHD 410: Internship: EC Program Administration
ECHD 411: Capstone Project: EC Management
ECHD 420: EC Program Dev. & Management
U/L Program Electives
ECHD 302: Multi-Cultural EC Curriculum
ECHD 303: Physical Activity: Indoors and Out
ECHD 304: STEM in the Early Childhood Years
ECHD 402: Early Literacy and Language Dev.
ECHD 403: Family Child Care Dev. & Management
ECHD 405: EC Mentor: Teacher as Trainer

Early Childhood Program:
Bachelor of Business Administration

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.
6	Acquire and apply management principles and business skills for administering high quality early care and education organizations.
7	Understand the importance of establishing, maintaining, and supporting partnerships with families and the early care program professional through education, training, communication, and collaboration.
8	Apply skills of curriculum planning and age appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.
9	Apply leadership and organizational knowledge, skills, and program polices in early care and education settings based on high quality standards of excellence for teachers, families, and children.
10	Develop and apply teaching methods and strategies for promoting and supporting quality early care and education for children, families, and the early care and education profession.

BBA Early Childhood Courses
Course Title and Course Description - Program 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 ###

L/L 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 knowledge of the importance of self-reflection in teacher development.	

	Prior Learning Experience/Evidence
c. Apply practical knowledge of field experience expectations and requirements.	
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.

Note: 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 *or* 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.

Note: 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 Experiences, 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.

Note:

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 *NAEYC Standards for Initial Early Childhood Professional Preparation*, NAEYC Professional Ethics, and SUNY Canton Early Childhood 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 a-typical 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.	

U/L Required Courses	

ECHD 301: Fostering Relationships in EC Programs, 3 credits	
This course explores the importance and benefits of establishing a partnership between teacher, parent, and the early care and education program. Topics will include ways in which to create and build a sense of community, the importance of open communication, and understanding diverse families and parental needs. Forms of parent engagement and involvement, and the benefits of creating reciprocal and respectful relationships for all involved in the care and development of the young child will be studied. Students will examine their role in assisting families with understanding child development, play-based curriculum, appropriate expectations, and additional topics to ensure collaborative, supportive, and enjoyable childcare experience for children, teachers, and families.	
PLO 7: Understand the importance of establishing, maintaining, and supporting partnerships with families and the early care program professional through education, training, communication, and collaboration.	
Student Learning Outcomes	**Prior Learning Experience/Evidence**
a. Examine and identify the importance of the family-school relationship in early care and education settings for parents, teachers and young children.	
b. Explore and evaluate various forms of communication for establishing and maintaining a collaborative, inclusive, and cooperative relationship between teacher and parent.	
c. Create methods of communication that support and connect families to the early childhood program and classroom	
d. Identify methods for establishing and maintaining a positive sense of community and belonging for families, teachers, and program administrators.	
e. Examine and assess communication barriers and problems specific to early care and education, and strategies for solving such issues.	

ECHD 340: Policies & Regulations in EC Settings, 3 credits	
This course examines childcare licensing regulations. Students will gain knowledge of state mandated policies and procedures pertaining to health and safety, children's programming, staffing, and the physical environment. Students will research and develop policies per state childcare mandates and apply methods of childcare program evaluation criteria throughout the course.	

Note:	
1. Must demonstrate evidence of familiarity and utilization of the most recent published New York State Office for Children and Family Services Licensing Regulations [If not employed in NYS, regulations from state employed].	

PLO 6: Acquire and apply management principles and business skills for administering high quality early care and education organizations

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Examine licensing regulations and policies relevant to the operation of childcare facilities.	
b. Evaluate and assess policies to ensure adherence to state mandated regulations.	
c. Compare program evaluation tools and policy criteria as a means for assessing program quality.	
d. Develop policies and procedures to comply with health, safety, building/space, and state/local regulations required for operating a quality childcare center.	

ECHD 401: DAP: Learning Environments Infants – Age 5, 3 credits

This course focuses on creating quality early learning environments for infants, toddlers, and preschoolers. Students will research and apply concepts of developmentally appropriate practice related to purposeful and intentional curriculum activities and learning centers within the early care and education environment. Students will gain knowledge of the value of play-based learning centers that engage, challenge, and promote the development of the young child.

PLO 8: Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Define and explain the importance of creating play-based enriched learning centers, activities, and curriculum for children from infancy – age 5.	
b. Explain and demonstrate the importance of applying developmentally appropriate practices in early care and education environments, curriculum, and teaching.	
c. Examine, evaluate, and compare curriculum models associated with early care and education teaching practices.	
d. Define and apply early childhood standards in all aspects of planning to promote optimal learning opportunities and outcomes for children from birth to age 5.	
e. Develop early care and education environments that support the physical, social, emotional, and cognitive development of children for the infant, toddler, and preschool child.	

ECHD 404: Positive Child Guidance, 3 credits

This course provides students with an understanding of how to meet the needs of the developing young child, and the behavioral challenges typically associated with this unique stage of development. Students will examine acceptable methods and approaches to assist young children with problem solving skills and self-control that are positive and developmentally appropriate. The course will focus on individual and classroom strategies and solutions for establishing, and maintaining, a positive and cooperative classroom.

PLO 10: Develop and apply teaching methods and strategies for promoting and supporting quality early care and education for children, families, and the early care and education profession.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Examine and develop a behavior management plan for a child-center based classroom in accordance with state regulations.	

b. Determine and create a set of behavior management guidelines for an early childhood classroom.	
c. Evaluate disciplinary methods designed to best support the emotional and social competence of children from infancy – age 5.	
d. Identify, determine, and assess how the caregiver and environment affects and influences behaviors.	
e. Develop and implement methods and strategies to ensure positive outcomes for common childhood behaviors.	

ECHD 409: Orientation to Culminating Experience, 1 credit

This course prepares students for their internship experience or senior capstone project in Early Childhood Care and Management. Students will become familiar with the process for selecting and securing an internship site, the necessary skills, and behaviors to be successful, and internship requirements. Students will learn how to prepare an appropriate resume and cover letter and receive guidance on interviewing techniques. If a student selects the senior capstone project, the course will provide information on requirements to satisfy the completion of the project. Students will begin the planning phase of the capstone assignment.

PLO 5: Develop and apply teaching methods and strategies for promoting and supporting quality early care and education for children, families, and the early care and education profession.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Identify internship site opportunities and effectively communicate with those sites to secure an internship.	
b. Prepare a professional cover letter and resume.	
c. Understand and demonstrate appropriate behaviors and skills to help ensure a successful internship experience.	
d. Demonstrate an understanding of the requirements necessary for successful completion of the internship or capstone project.	
e. Project: Describe the focus, intent, and direction of the capstone project and secure a faculty advisor and committee.	

ECHD 410: Internship: ECC Management, 3-12 credits

This internship course provides the student with practical experience in an early childhood care and management setting. Students will integrate principles of management and administration and concepts and skills learned throughout their BBA course of study in a childcare facility. The internship will be tailored to the individual career interests of the student and the needs of the supervising organization. Internship proposals must be presented and approved prior to course registration.

PLO 4: Apply leadership and organizational knowledge, skills, and program polices in early care and education settings based on high quality standards of excellence for teachers, families, and children.

PLO 5: Develop and apply teaching methods and strategies for promoting and supporting quality early care and education for children, families, and the early care and education profession.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Apply and demonstrate management and administration concepts and skills gained from academic experience to a professional work setting.	
b. Communicate effectively with supervisors, teachers, families, and children in the internship setting.	

c. Demonstrate effective organizational and leadership skills.	
e. Demonstrate professional behavior in all interactions.	
f. Asses personal strengths and weaknesses based on the responsibility and tasks performed.	

ECHD 411: Capstone Projects: ECC Management, 1-12 credits

Students will complete a senior research project based on their area of interest in Early Childhood Care and Management and career goal. Under the guidance of a faculty mentor, the student will submit a research proposal, conduct research, prepare a thesis style report, and present a defense to a thesis committee.

PLO 5: Develop and apply teaching methods and strategies for promoting and supporting quality early care and education for children, families, and the early care and education profession.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Develop techniques for conducting research in Early Childhood Care and Management.	
b. Synthesize information from various courses and applied research to formulate appropriate research questions.	
c. Critically analyze and review authoritative theories.	
d. Apply knowledge gained from the literature review to prepare a research paper commensurate with senior status.	
e. Successfully defend research findings and conclusions to a thesis committee based upon knowledge gained through the research project.	

ECHD 420: EC Program Development & Management, 3 credits

This course focuses on the role and responsibilities of the childcare program administrator. Students will gain an understanding of the complexities, demands, and rewards of such a position. Topics will include   organizational and personnel management, human relations, quality programming, and professional standards associated with leading an early care and education center.

PLO 6: Acquire and apply management principles and business skills for administering high quality early care and education organizations.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Evaluate leadership styles and assess the competencies needed to develop and successfully administer a childcare center program.	
b. Develop personnel policies for recruiting, hiring, supervising, and training childcare staff.	
c. Develop a communication plan that supports, engages, and promotes collaboration between children, families, teachers, and the community.	
d. Apply principles of management to the unique roles and responsibilities of the childcare administrator.	
e. Develop principles of financial management and budget planning.	
e. Evaluate and apply professional standards to ensure quality programming, curriculum, and best practices.	

U/L ECHD Program Electives

ECHD 302: Multi-Cultural EC Curriculum, 3 credits

This course examines the role and responsibility of the early childhood professional in creating a culturally responsive and inclusive classroom environment. Anti-bias curriculum methods, activities, multi-cultural literacy, and meaningful ways to create a welcoming and supportive environment that honors and celebrates families, children, and teachers will be studied. The course will examine inclusive polices and emphasize the importance of supporting children's social learning regarding acceptance, tolerance, and respect of self and others.

PLO 3: Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Examine and assess early childhood multi-cultural curriculum methods and activities that best support children's emotional and social competence.	
b. Evaluate and determine high quality anti-bias children's literature.	
c. Develop and plan curriculum activities that reflect and honor family diversity for children from infancy to age 5.	
d. Examine and create EC program curriculum, projects, and outreach that welcome and instill tolerance, respect, and acceptance for teachers, families, children, and the community.	
e. Examine the critical role and responsibility of the EC teacher in creating and developing an inclusive classroom environment that welcomes and honors all children and families.	

ECHD 303: Physical Activity: Indoors and Out, 3 credits

This course examines the importance of physical activity for the developing child. Students will research the value of such active play experiences, and the effect physical engagement has on learning, and health. Students will explore ways to incorporate movement activities into classroom schedules and lessons to best meet the needs of the young child. The outdoor space, viewed as an extension of the classroom, will be studied. Students will create and engage in movement activities throughout the course.

PLO 8: Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Explain how integrating daily movement and physical activities in the early childhood classroom impacts a child's health, wellness, and development.	
b. Create appropriate movement experiences and physical activities for children, ranging from infancy to age 5.	
c. Develop and design an outdoor curriculum that offers a balance of nature exploration and physical engagement.	
d. Explain the role of the early childhood educator in promoting physical movement, exercises, and activities in early childhood programs.	
e. Determine and design adequate and functional spaces for exploration, movement experiences, and physical development activities for indoor and outdoor environments.	

ECHD 304: STEM in the EC Years, 3 credits

This course focuses on integrating STEM (Science, Technology, Engineering, and Math) in early childhood settings and curriculum. Young children acquire STEM skills through exploration, inquiry, and active engagement. Topics will include methods for promoting scientific discovery and learning, integrating science and technology, developing mathematical concepts, and facilitating active experimentation and engagement in the early childhood classroom. Basic components of STEM and effective ways to incorporate STEM into curriculum and everyday activities with young children will be studied.

PLO 8: Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Define and examine STEM Education for Young Children and its importance in promoting critical and creative thinking and scientific inquiry.	
b. Determine strategies and practices for engaging young children in scientific discovery, mathematical thinking, and spatial reasoning through STEM activities.	
c. Explore and design age-appropriate STEM curriculum and activities to promote inquiry-based learning opportunities for young children.	
d. Identify and assess environments that invite young children to observe, explore, investigate, problem-solve, and experiment.	
e. Identify and select appropriate formal and informal observation and assessment tools to assess STEM learning.	

ECHD 402: Early Literacy & Language Development, 3 credits

This course expands on students' knowledge of language and literacy development in young children. Students explore the four broad interrelated areas of early childhood language arts – speaking (oral), listening, writing, and reading. The course provides strategies for enhancing language/literacy experiences in a literacy–rich environment that engages children in developmentally appropriate language arts experiences.

PLO 8: Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Define and examine language and literacy development in infants, toddlers, and preschool age children.	
b. Determine strategies and evaluate practices for engaging young children in language arts (speaking, listening, writing, reading).	
c. Examine and develop activities to integrate language arts in the primary classroom setting.	
d. Design developmentally appropriate language arts activities and opportunities for young children.	
e. Identify and select appropriate observation and assessment tools to assess language and literacy development.	
f. Discuss and develop family school partnerships that support language and literacy development in young children.	

ECHD 403: Family Child Care Dev. & Management, 3 credits

This course examines the Family Child Care profession. Students are introduced to state polices and regulations for establishing a quality early care and education home-based center. Students will gain an understanding of the challenges and rewards of this unique small business. Topics include policy, procedures, and contract development, multi-age curriculum planning, and home-based childcare space design, to meet the needs of the childcare provider, families, and children served.

PLO 6: Acquire and apply management principles and business skills for administering high quality early care and education organizations.

Student Learning Outcomes	Prior Learning Experience/Evidence

a. Identify and assess the personal and professional responsibilities associated with a home-based family childcare business.	
b. Determine and develop policies, procedures, and contracts to meet the needs of the home-based childcare provider, and the families and children served.	
c. Evaluate and design programming and curriculum to meet the needs of a multi-age home-based childcare setting.	
d. Examine and discuss the rewards, challenges, and opportunities associated with establishing a home-based family childcare business.	
e. Examine and determine licensing requirements, home setting space needs, and small business practices for operating a high-quality home-based family childcare business.	

ECHD 405: EC Mentor: Teacher as Trainer, 3 credits

This course explores the Early Childhood Program Administrator's role as both mentor and facilitator of teacher development. Students will gain an understanding of quality professional training for early care and education providers that are meaningful and relevant in promoting the professional competencies of the individual and program quality. Various professional development models and training practices will be studied and applied.

PLO 7: Understand the importance of establishing, maintaining, and supporting partnerships with families and the early care program professional through education, training, communication, and collaboration.

Student Learning Outcomes	Prior Learning Experience/Evidence
a. Explain the various roles of the administrator as supervisor, mentor, and coach and identify how each is integral to teacher development and training.	
b. Examine and evaluate professional trainings, workshops, and seminars to determine best practices in delivery, content, and participant engagement.	
c. Create a professional development training plan to best support the growth and professional competence of the early childhood care provider.	
d. Determine and develop a program plan for meeting mandatory compliance training for childcare personnel.	
e. Compare and evaluate teacher training models and determine which delivery formats are best suited for common issues and concerns of childcare providers.	

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, Finalize 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 Licensor; 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*

Early Childhood Courses: *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.*

Business Course Listing: Next page

BBA Required Courses: Business
Course Title and Course Description - Program 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 designator [ACCT, ECON, BSAD] and ###

L/L Business Courses
ACCT 101: Foundations of Financial Accounting, 4 credits
This course builds the underlying framework of financial accounting and serves as an introduction to accounting concepts and financial reporting. Students will learn how to record business transactions in an accounting system, interpret financial statements, and communicate information for economic decision-making. Topics include accounting for sole proprietorships, partnerships, and corporations. A concentrated emphasis placed on the accounting cycle, accruals and deferrals, notes and interest, and internal controls.
BSAD 100: Introduction to Business, 3 credits
This course is a survey of business, introducing the major operations of a business, including management, production, and marketing, finance, and human resources management. The course also examines the economic, social, political and global environment of business. This course will expose students to speakers from varying business disciplines throughout the semester.
BSAD 203: Marketing, 3 credits
This course provides students with an introduction to marketing as a functional area of business. Students build an understanding of the marketing mix (price, product, promotion, and placement) and its role in contributing to successful business operations. Students explore the impact of legal, political, social, ethical, technological, economic, and competitive factors on marketing activities.
BSAD 215: Small Business Management, 3 credits
This course will examine the nature of small business and the people who are successful in starting them. Topics will include the requirements and steps of conducting a comprehensive pre-business feasibility study, the type of decisions faced by managers of small firms, and the application of business disciplines to these situations. The student will be required to formulate his or her own business plan.
ECON 101: Principles of Macroeconomics, 3 credits
This course is the study of the market economy, role of government, income determination, business cycle, inflation, unemployment, banking system, monetary and fiscal policy, population, economic growth, and international trade within a market economy.
U/L Business Courses
BSAD 310: Human Resource Management, 3 credits
This course provides a foundation for the study of human capital management. Topics include job analysis and design, recruiting, training, motivating employees, performance appraisals, current doctrine on employee's rights, responsibilities, and compensation issues.
BSAD 319: Professional Ethics, 3 credits
This course acquaints students with the major frameworks for ethical decision making in the professions based on Kantian, Utilitarian and Aristotelian ethics and the principles of consequence, liberty, opportunity, need and justice. The course examines ethical questions that can arise in the professional practice, the relationship between professionals and clients, as well as, the connection between ordinary and professional morality. Students will analyze and synthesize ethical theories that affect thinking, policy formulation, and professional conduct.
BSAD 340: Management Communications, 3 credits

This course introduces students to the foundations of effective management communication. It focuses on communicating strategically and persuasively in a professional environment. Skills such as advocacy, framing issues clearly and strategically, preparing a team for communicating in a competitive environment, facilitating meetings, and adapting arguments to audiences' needs are developed.

Portfolio Content: Business Courses

Business Related Courses:

If seeking Prior Learning Credit for any Business courses [ACCT, BSAD, ECON] student will need to consult with ECHD Faculty Advisor and Dean, regarding appointment of a Business Department Prior Learning Credit Faculty Advisor.