**Early Childhood Program**

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**Prior Learning Credit**

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**Portfolio**

**Submitted by**

**Date**

**Early Childhood Program:**

 **Associate of Science Degree**

**Early Childhood Studies**

|  |  |
| --- | --- |
| **Student Full Name** |  |
| **Degree Program** | *Early Childhood* |
| **SUNY Canton College ID** |  |
| **Prior Learning Credit Application** |  |
| **Prior Credit Fee, paid on:** **Account #**  |  |

|  |  |
| --- | --- |
| **PLC Faculty Advisor** |  |
| **Content Reviewer 1** |  |
| **Content Reviewer 2** |  |
| **School Dean** |  |

**Early Childhood Program:**

 **Associate of Science Degree: Early Childhood Studies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title** | **Credit****Request** | **Credit****Award** | **Committee Comments** |
| L/L Required | Credits |  |  |
| ECHD 101: Introduction to Early Childhood [GER 3] | 3 |  |  |
| ECHD 121: Wellness in Young Children | 3 |  |  |
| ECHD 125: Curriculum Development | 3 |  |  |
| ECHD 131: Infants and Toddlers | 3 |  |  |
| ECHD 200: Planning Programs for Young Children | 3 |  |  |
| ECHD 105: Orientation to ECHD Field Experience | 1 |  |  |
| ECHD 201: Early Childhood Field Experience | 4 |  |  |
| ECHD 204: Early Childhood Observation | 3 |  |  |
| ECHD 250: Children with Special Needs [GER 3] | 3 |  |  |
| ECHD 285: Issues and Policies in ECE | 3 |  |  |
| Total: |  |  |  |

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Appendix A: SUNY Canton Prior Learning Credit Policy #

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**Resume**

**Introductory Personal Narrative**

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| --- |
| **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** | **Supporting Evidence / Artifact(s)** |
| 1. Understand and apply state regulations and policies regarding health and safety issues in-group childcare settings.
 |  |
| **Narrative** |
| 1. Define and apply the components of wellness and understand the early childhood educator’s role for ensuring the well-being of children.
 |  |
| **Narrative** |
| 1. Understand the importance of health and safety in the Early Childhood Environment, for children, teachers, and families’ well-being.
 |  |
| **Narrative** |
| 1. Gain knowledge of various agencies and resources available for promoting health, safety, and nutrition in the ECE classroom.
 |  |
| **Narrative** |

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| **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** | **Supporting Evidence / Artifact(s)** |
| 1. Identify developmentally appropriate learning activities that integrate age-appropriate learning opportunities, skill development, and align with birth-K standards.
 |  |
| **Narrative** |
| 1. Apply practical knowledge of curriculum development for children ages birth-5 years.
 |  |
| **Narrative** |
| 1. Create, implement, and engage in age-appropriate activities and lessons for use in the ECE classroom.
 |  |
| **Narrative** |
| 1. Construct curriculum plans following a lesson template format.
 |  |
| **Narrative** |
| 1. Plan and develop various learning activities and theme-based curriculum projects for individual, small, and large group instruction in specific subject-content areas.
 |  |
| **Narrative** |  |

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| **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** | **Supporting Evidence / Artifact(s)** |
| 1. 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.
 |  |
| **Narrative** |  |
| 1. Identify and describe the core competencies of an infant/toddler early childhood educator.
 |  |
| **Narrative** |  |
| 1. 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.
 |  |
| **Narrative** |  |
| 1. Design developmentally appropriate curriculum, play activities, and opportunities for children birth to 36 months.
 |  |
| **Narrative** |  |

**Appendix A**

# SUNY Canton PRIOR LEARNING CREDIT POLICY & PROCEDURES

**Link:** [**Application for Prior Learning Credit**](https://www.canton.edu/media/pdf/Prior_Learning_Credit_Form.docx)

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 year of matriculation in the program. 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.**

1. **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.
2. **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.

**Appendix B**