nscc

Recognizing Prior Learning

Giving Credit Where Credit is Due

A Student Guide

Early Childhood Education

Diploma

Please note this is a LIVING DOCUMENT and the information is to be taken as general knowledge, some information may not be accurate as updates are being made.

Revised 13 August 2015

Table of Contents

nscc

WHAT IS RECOGNIZING PRIOR LEARNING (RPL)?

Prior Learning Assessment and Recognition is the process of "identifying, assessing and recognizing what a person already knows and can do for the purpose of awarding academic credit."
        - Canadian Labour Force Development Board, 1999

The Recognizing Prior Learning (RPL) process

- Assists you to seek recognition for what you know and can do.
- Is a way of obtaining credit for college-level knowledge and/or skills gained outside the classroom and through other educational/training programs.
- Compares prior learning gained from education, training, work, life experiences and personal study to the learning achieved in college courses.

If you are able to demonstrate that your prior learning is equivalent to what would normally be acquired through formal courses in the chosen area of College study, then credit is granted.

RPL is…

- An alternate pathway to achieving a credit.
- A recognition of learning gained before entry to NSCC.
- A service for students who come with learning they can demonstrate is equivalent to the learning stated in course/program outcomes and outlines.
- A different kind of work, and a similar work load to being in the course.

RPL is not…

- An easier way to achieve a course credit.
- A recognition of experience(s).
- Always a test or exam.

nscc

ARE YOU A GOOD CANDIDATE FOR RECOGNIZING PRIOR LEARNING (RPL) ? *

Take a few minutes to explore your own RPL potential.

1. I have five or more years of solid experience, (gained through work, volunteer and/or leisure activities) in one field □Yes □No	2. I have five or more years' experience in fields related to my core field that collectively demonstrate a Consistency of professional/vocational purpose □Yes □No
3. I have a broad range of experiences related to my core field or related fields □Yes □No	4. I feel in control of my own successes and failures (most of the time) □Yes □No
5. I am willing to assume new roles and responsibilities at work and or in my extracurricular activities (within reason) □Yes □No	6. I maintain currency in my profession or vocation by reading recent publications, by enrolling in credit or noncredit courses, and attending conferences and workshops □Yes □No
7. I make a point of formally and informally networking with others in my profession or field □Yes □No	8. I am currently, or have recently been, involved in community or volunteer activities to gain, enhance and or use my professional skills □Yes □No
9. I would like to consolidate my diverse learning experiences by earning formal educational or professional recognition □Yes □No	

* **Adapted from the Open Learning Agency, BC.**

How did you score?

Add up your score (1 for **No**, 2 for **Yes**)

15-18 Points	Indicates a high probability of success
10-14 Points	Indicates an average probability of success
0-9 Points	Don't be too discouraged. Make an appointment with Career and Transition Services where you may recognize skills and attributes that you have overlooked to profit from your past

nscc

RPL (Recognized Prior Learning) for Work Experience/Practicum

If you are a new or existing student and you have at least 5 years of current work experience in the field of ECE, you may be eligible to receive credit for that experience which can be applied toward the Work Experience component of the ECE diploma.

What does this mean exactly?

If you meet the required criteria, you may be eligible through the NSCC RPL Process to be granted credit for up to 50% of the hours required for the completion of the ECE Diploma. There are 540 total hours spread over 6 different Work Experience Courses.

The first 3 of 6 Work Experience Courses are eligible:

ECSP 1050 Work Experience I (60 hours)
ECSP 1051 Work Experience II (60 hours)   *This would equate to a total of 270 hours*
ECSP 1052 Work Experience III (150 hours)   *of eligible RPL credit.*

How do I get started?

Step 1:   Determine if your individual situation qualifies for RPL submission:

Contact **Glenda Lewis**, ECE RPL Faculty, Glenda.lewis@nscc.ca or 902-597-4424 and she can advise you if you meet the preliminary criteria (see checklist below) and invite you to submit an RPL application package for each course requested for credit. Glenda will review the checklist below with you and answer any questions you may have at this point.

Preliminary Checklist:

Have you worked in a <u>licensed</u> child care setting/center for at least <u>5</u> years?	**Yes / No**
Has this employment been recent- within the past <u>**10**</u> years?	**Yes / No**
Are you a current student in the program and planning to enroll in any of the first three Work Experience courses?	**Yes / No**
Are you able to provide a job description(s) of the work you have done in the field?	**Yes / No**
Are you able to provide a letter from your employer that can verify the period of employment at the center(s)?	**Yes / No**

If you replied YES to all 5 questions then you are likely to be eligible for RPL credit. If you answered NO to any of the 5 questions, you are unlikely to be eligible. All submissions are subject to approval by the administering ECE Faculty.

nscc

Step 2:

    1)Glenda will issue you an RPL Registration package. This includes the application for RPL form, information about how to submit payment of the RPL non- refundable fee, course outline information for the 3 Work Experience courses, & instructions on providing documentation.

    2)Gather the necessary documents and evidence to show that you have met each of the outcomes listed in each course to be considered for credit.

    3)Complete & submit Application, pay fees* to NSCC.

    4)Submit all collected documentation and evidence into one submission. Send to NSCC by mail or electronically Attention: Glenda Lewis – ECE RPL   Email: Glenda.lewis@nscc.ca
        Address: NSCC Cumberland, 1 Main St, Springhill, NS, B0M 1X0.

    5)You are notified by email the result of your submitted application.

What does it cost to Apply for RPL Credit?

The cost of RPL is a non-refundable fee equal to a single course tuition based on part time study. This fee is subject to change according to current tuition costs. Full time students paying full time tuition are not required to pay fees for RPL. For information on current NSCC tuition costs visit www.nscc.ca. Once the fee is paid, it is non-refundable regardless of the result of your RPL application. If denied credit, fees still apply.

Submissions of evidence prior to an application or payment of fees will be returned to the student.

For questions about this new program change please contact:
Glenda Lewis, Faculty- Early Childhood Education, RPL Administration
Email: glenda.lewis@nscc.ca   Phone: 902-597-4424

nscc

Challenging For Credit?

Recognizing Prior Learning (RPL)
Frequently Asked Questions

Who should apply for RPL?
Students who feel they have *significant* learning from work and life, which may be equivalent to NSCC courses, are encouraged to apply.

How many courses can I challenge?
Once admitted, a student can challenge up to two thirds of a program. This includes credit gained through credit transfer and challenges. This excludes Work Experiences- ECSP 2050, ECSP 2051, and ECSP 2052.

What is the difference between challenging for credit and credit transfer?
Challenging for credit focuses on what an individual has learned experientially, through formal and informal (non-credit) courses, etc. It is unique to each individual. The process involves NSCC assessing the individual's learning. Credit transfer compares the learning outcomes and standards of two different credit courses, one offered by the NSCC and one offered by another recognized, post-secondary institution. Once a course has been assessed, and determined to be equivalent and current, any individual who has successfully completed that course will be granted credit for the course. The assessment of the individual has been completed not by the NSCC but by another post-secondary institution.

How do I challenge for credit?
Where the learning to be assessed has been achieved through life and work experience and/or formal/informal courses and workshops, your prior learning may be assessed through one or more of the following methods:

1. Demonstration (you performs tasks, procedures in a clinical setting, use computers and other equipment properly and safely to perform specific tasks, etc.)
2. Written tests/exams (including essays, short answer exams, objective tests such as multiple choice, fill-in-the-blank)
3. Oral presentation (you present concepts, ideas, etc. to demonstrate learning and competency)
4. Interview (you respond to assessor questions in a formal frame by responding to set questions, or informally in a more informal dialogue with the assessor
5. Product or project assessment (you produce a product or project and responds to assessor questions)
6. Simulation (you engage in role plays or case studies to show competency used in real life situations)
7. A combination of any of these or other methods developed by assessors.

nscc

What is a portfolio?

A portfolio is a collection of materials about a learner's past which *demonstrates* and *documents learning* which meets **each** of the stated learning outcomes for the course(s) being challenged.

What is my responsibility in challenging through portfolio?

Your responsibility is to develop a portfolio which clearly and thoroughly *demonstrates* and *documents* how you have met **each** of the stated learning outcomes for the course(s) you are challenging. The learning needs to be presented in a clear and logical manner. The reader should be able to easily identify the learning, the 'match' to the individual learning outcome(s), and the documentation that verifies that the learning has been achieved.

What kind of documentation do I need?

The documentation included in your portfolio can be *primary* or *direct* forms of evidence (products or artifacts you have produced yourself) or *secondary* or *indirect* sources of evidence (what others say or observe about you). Please note that the documentation must be thorough and sufficient so that the person assessing your request can confidently determine that you have met the stated learning outcomes at the required level.

Who will assess my learning?

All RPL challenges are assessed by subject matter experts, usually NSCC faculty.

What is the cost to challenge for credit?

The cost for full time learners is covered in their program tuition. Part time learners pay the equivalent of one 60 hour course and includes all courses challenged.

How can I find out more about RPL?

You can visit a NSCC Centre for Student Success near you or you can contact the nearest NSCC Early Childhood Development Support Centre where the Coordinator can assist you with the RPL process by:

- ☐ Informing you about Full and Part time course offerings within the Early Childhood Education Program
- ☐ Discussing the RPL process
- ☐ Acting as a consultant, and assisting you with ideas for documentation samples to be included in your Portfolio
- ☐ Provide resources and support through networking opportunities with other learners.

www.ecdsc.nscc.ca

Burridge Campus	902-742-7832
Cumberland Campus	902-597-4406
Kingstec Campus	902-690-2531

nscc

Important points About The RPL Process

Before we examine the RPL process at NSCC and how it can work for you, you should consider these important points.

•RPL is your process. In order for NSCC to recognize your prior learning, you need to drive the process. This includes contacting your campus Student Success office, identifying your goals, completing appropriate forms, contacting your former institutions if a transcript is required, and providing evidence of your learning.

•Credit is awarded for learning, not experience. With the exception of the transfer of course credit from one institution to NSCC, each RPL method requires you to demonstrate what you have learned.

•The learning must be at a post-secondary level. Your demonstrated learning needs to meet the learning outcomes of the course or courses for which you want to get credit.

•The maximum credit for prior learning is 67% of an academic program. This includes any combination of transfer credit and challenge.

•RPL cannot be used to upgrade a recognized NSCC grade.

•RPL cannot be used to obtain a pass in a failed NSCC course.

•NSCC records on your transcript successful RPL course(s) as a "P" and a transfer credit from a recognized institution as "CR".

•You have the right to appeal a RPL decision (see NSCC Academic Policies and Procedures).

•RPL is not appropriate for all NSCC programs.

nscc

What is my role in RPL?

The student is responsible for
- Initiating contact with NSCC to begin RPL process
- If in a program, continuing to attend classes until challenge is successful and credit granted
- Ensuring receipt of all relevant information (RPL policy, RPL brochures, course and /or program learning outcomes and outlines, etc.)
- Collecting and organizing all relevant documentation
- Preparing for challenge using assessment methodology (ies) agreed upon
- Participating in challenge process

How will my learning be assessed?

Your prior learning may be accessed through one or more of the following methods:
1. Demonstration (the student presents concepts, ideas, etc. to demonstrate learning and competency)
2. Written tests/exams (including essays, short answer exams, etc, objective tests such as multiple choice, fill-in-the-blank)
3. Oral presentation (the student presents concepts, ideas, etc. to demonstrate learning and competency)
4. Interview (the student answers questions in a formal frame by responding to set questions, or in an informal dialogue with the assessor)
5. Product or project assessment (the student produces a project or product and responds to the assessor's questions)
6. Stimulation (the student engages in role play or case study to show competency used in real life situations)
7. Portfolio: A portfolio is a collection of materials about a learner's past which demonstrates and documents learning which meets each of the stated learning outcomes for the course(s) being challenged
8. A combination of any of the above

How does NSCC recognize prior learning?

The following are ways we give students credit for the demonstrated learning they come to us with:

Credit Transfer

This process gives learners the opportunity to get credit for an NSCC course of which the learning outcomes the student has met, in an equivalent course at another post-secondary institution. It involves the exchange of student transcript information from the post-secondary institution attended to NSCC.

Process
- The learner has his or her transcript sent to the Registrar at the NSCC Campus where the student is registered. For online learners, the request for credit transfer is sent to NSCC Cumberland Campus Registrar.
- If the course has been pre-approved by NSCC, credit is awarded and the Registrar informs the learner.
- If the course has not pre-approved, the Registrar contacts the appropriate Academic Chari who assigns the assessment to appropriate subject matter expert (usually NSCC Faculty).
- The subject matter expert, having received all pertinent documentation, assesses the course for equivalency.
- The subject matter expert sends the result of the assessment through the Academic Chair to the campus Registrar.
- The Registrar informs the learner of the results of the credit transfer assessment.

Challenge For Credit

This process gives learners the opportunity to get credit for an NSCC Course whose learning outcomes the learner has met through learning they've gained from training, work, courses, life experiences and personal study or any combination of the above.

Process
- The learner contacts the Student Success office at the campus you'll be attending. For online learners, the request for credit transfer is sent to the NSCC Cumberland Campus Registrar.
- The Student Success office staff will direct you to the office of the Academic Chair responsible for your program.
- Here you will receive the course(s) outlines and learning outcomes.
- With this material you prepare to demonstrate and document how you're learning matches the stated course learning outcomes.

Advanced Standing

This process gives learners the opportunity to enter the second year of a two year program once they have demonstrated they have met the program learning outcomes for the first year.

Process

- The learner requests advanced standing and sends in documentation with their NSCC application form.
- The Admissions Office then sends each individual request to the Registrar at the campus the applicant will attend. For online learners, the request is sent to NSCC Cumberland Campus Registrar.
- The Registrar contacts the appropriate Academic Chair who assigns the assessment to the relevant content expert.
- The results of assessment goes back through the Academic Chair and Registrar to the Admission Office.
- The Admissions Office informs the learner of the results.

nscc

NSCC Centres for Student Success – Contact Information

Akerley Campus	Dartmouth	902-491-4940
Annapolis Valley Campus	Middleton	902-825-2930
Burridge Campus	Yarmouth	902-742-0760
Cumberland Campus	Springhill	902-597-4101
Dartmouth Waterfront Campus	Dartmouth	902-491-4752
Institute of Technology Campus	Halifax	902-491-4752
Kingstec Campus	Kentville	902-679-7361
Lunenburg Campus	Bridgewater	902-543-2295
Marconi Campus	Sydney	902-563-2464
Pictou Campus	Stellarton	902-755-7299
Shelburne Campus	Shelburne	902-875-8640
Strait Area Campus	Port Hawkesbury	902-625-4017
Truro Campus	Truro	902-893-5346

nscc

Use of Self-Audit Tools

The self audit tools are designed to assist the applicant in determining whether or not RPL for a given course is the correct choice. The applicant assesses his or her knowledge against the learning outcomes (yes, no, or some) and explores how the outcomes might be verified. Suggestions for documentation are provided (i.e. challenge exam; demonstration; portfolio or evidence file). The suggestions come from the Faculty Working Group for the course or program and are developed as part of the RPL – readiness process.

Once the self-audit tools for the selected courses/programs are completed, the applicant meets with the subject matter expert for the RPL assessment.

Program Overview Early Childhood Education

Course Code	Course Name	Pre-requisite(s)	Course weight
ECSP 1012	Administering Early Childhood Services	ECSP 2050(Work Experience IV) as well as 13 ECSP coded courses	60
ECSP 1004	Aesthetics & Creativity	None	60
ECSP 1014	Applying Developmentally Appropriate Practice	ECSP 2050 (Work Experience IV) as well as 16 ECSP coded courses	60
ECSP 1008	Building and Supporting Professional Relationships	COMM 1205 ECSP 1000	60
ECSP 1015	Children with Special Needs	GDEV 1028	60
ECSP 1009	Emerging Literacy in the Early Childhood Years	COMM 1205 or SOCS 1005	60
ECSP 1010	Family Studies	None	60
ECSP 1000	Fundamentals of Early Childhood Education	None	60
ECSP 1006	Health and Safety	None	60
GDEV 1028	Human Growth and Development I	None	60
GDEV 2028	Human Growth and Development II	GDEV 1028	30
ECSP 1113	Infant and Toddler Care	GDEV 1028	45
HUSV 1001	Introduction to Psychology	None	60
HUSV 1000	Introduction to Sociology	None	60
ECSP 1107	Issues in School Age Care	GDEV 1028	45
ECSP 1200	Learning Through Play I	Coreq GDEV 1028 or GDEV1020	45
ECSP 2200	Learning Through Play II	GDEV 1028, ECSP 1200	45
ECSP 1016	Music & Movement	None	60
ECSP 1011	Nutrition for Young Children	None	30
ECSP 1002	Observing and Recording Young Children	Coreq GDEV 1028	60
ECSP 1005	Positive Child Guidance	ECSP 1002 Coreq GDEC 1028	60
ECSP 1125	Preschool Methods	GDEV 1028	30
ECSP 1050	Work Experience I	Successful completion of all course & milestones to date	60
ECSP 1051	Work Experience II	ECSP1050(Work Experience I) and success completion of all course work to date	60
ECSP 1052	Work Experience III	ECSP1051(Work Experience I) and success completion of all course work to date	150
ECSP 2050	Work Experience IV	ECSP1052(Work Experience I) and success completion of all course work to date	60
ECSP 2051	Work Experience V	ECSP2050(Work Experience I) and success completion of all course work to date	60
ECSP 2052	Work Experience VI	ECSP2051(Work Experience I) and success completion of all course work to date	150
SOCS1005	Writing Skills for Social Services Practice 1	None	60
SAFE 1000	Introduction to WHMIS	None	4
SAFE 1001	Introduction to NS OH&S Act	None	4

nscc

Recognizing Prior Learning -Self Audit

Course   ECSP 1000 FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION

Course Weight: 60   Prerequisite(s) None **Corequisite(s)**None

Course Description
This course provides an overview of the historical, societal, and theoretical origins of early childhood education. Learners will be exposed to the process of planning, implementing, and evaluating developmentally appropriate programs for children from birth to age twelve in a variety of early learning and care settings. Issues and current dilemmas in early childhood education will be examined. Emphasis will be placed on the Canadian perspective of early childhood education.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

1. **Identify the historical, societal, and theoretical origins of early childhood education and child care in Canada.**	**Yes**	**No**	**Some**
2. **Compare and contrast the major early childhood education curriculum approaches and their impact on early learning and child care teaching strategies.**	**Yes**	**No**	**Some**
3. **Identify and interpret current early childhood education issues and trends provincially, nationally, and internationally.**	**Yes**	**No**	**Some**
4. **Analyze theoretical and practical aspects of program planning and delivery in relation to the Canadian Child Care Federation Standards of Practice and Code of Ethics**	**Yes**	**No**	**Some**
5. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	**Yes**	**No**	**Some**

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➤Personal ECE philosophy
> ➤Evidence of programming planning and implementation
> ➤Interview or written discussion regarding approaches, issues and trends

nscc

Recognizing Prior Learning -Self Audit

Course   ECSP 1002   OBSERVING AND RECORDING YOUNG CHILDREN

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** GDEV 1028 (Human Growth and Development I)

Course Description
This course will provide the learner the opportunity to develop skills in observation and appropriate recording behaviours, and physical changes of young children. Learners will investigate the formal process of documentation and apply the techniques in a variety of early childhood settings.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

		Yes	No	Some
1.	Identify the ethical and legal responsibilities of observing, sharing and documenting children's development and behaviour according to current accepted standards of practice.	Yes	No	Some
2.	Utilize effectively a variety of observational techniques in order to plan and implement developmentally appropriate programs, activities and strategies for children from birth to twelve years of age.	Yes	No	Some
3.	Utilize a variety of techniques (as listed above) for recording and documenting children's development and behaviour for the purpose of collaborating with parents and other professionals.	Yes	No	Some
4.	Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes

Suggestions for direct and indirect documentation to validate prior learning:
- ➤Work samples of documenting the use of a variety of observation and recording tools and techniques.
- ➤Interview
- ➤Performance evaluations
- ➤Letters of validation

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1004   AESTHETICS AND CREATIVITY

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** None

Course Description
This course is designed to assist the learner in developing an appreciation of the role of aesthetics and creative art in the overall development of children and the early childhood educator. The learner's creative expression and sense of aesthetics will be enhanced through "hands-on" experiences with a wide range of materials, techniques and experiences. The learner will select, employ, evaluate and compile a variety of teaching strategies and materials that will enhance the aesthetic and creative development of the child from birth to age twelve.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

1. **Examine how creativity impacts on the individual's cognitive, social, emotional and physical development.**   Yes   No   Some

2.   **Employ a variety of materials, techniques and resources to enhance the aesthetic and creative development of children.**   Yes   No   Some

3.   **Demonstrate responsiveness to support the development of creativity in children by following current accepted standards of practice.**   Yes   No   Some

4.   **Use resources to design and to create aesthetically pleasing environments for children and adults.**   Yes   No   Some

5.   **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes

Suggestions for direct and indirect documentation to validate prior learning:
➤Work samples or photos of a variety of creative projects that you have been involved in
➤Documentation of an art centre
➤Letter of validation

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1005   POSITIVE CHILD GUIDANCE

Course Weight: 60 Prerequisite(s) ECSP 1002 (Observing/Recording Children)
Corequisite(s) GDEV 1028 (Human Growth and Development I)

Course Description
This course addresses typical characteristics and needs of children as they proceed through chronological and developmental stages and teaches developmentally appropriate guidance strategies. Emphasis will be placed upon strategies that enhance the child's self-esteem and stimulate the development of self-control. The learner will develop strategies which enhance children's self-esteem and assist children in learning about universal values and principles.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

1. **Analyze children's behaviour using observation skills acquired in previous courses.**   Yes   No   Some

2. **Employ a variety of developmentally appropriate positive child guidance strategies aimed at assisting children in the development of self-control while enhancing self-esteem following the Canadian Child Care Federation Standards of Practice and Code of Ethics and Code of Ethics**   Yes   No   Some

3. **Utilize a variety of proactive positive child guidance strategies in the prevention of inappropriate behaviors following the Canadian Child Care Federation Standards of Practice and Code of Ethics.**   Yes   No   Some

4. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes

Suggestions for direct and indirect documentation to validate prior learning:
> ➤Interview
> ➤Performance evaluations
> ➤Letters of validation

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1006   HEALTH AND SAFETY

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** None

Course Description
This course will provide opportunities for learners to explore appropriate means of implementing the Nova Scotia regulations concerning health and safety in child care settings. The learners will plan and implement health promotion and safety strategies when working with children and families. Learners will explore the effect that family violence has on young children and recognize the signs of child abuse and neglect. Learners will also investigate the value of self-care.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

		Yes	No	Some
1.	**Identify the principles of health and safety promotion within their own lives as well as in their work with children and families in accordance with the Canadian Child Care Federation Standards of Practice and Code of Ethics.**	Yes	No	Some
2.	**Collaborate with parents, families and other professionals to enhance the overall health of children in child care settings following the guidelines of Prevention of Communicable Diseases as outlined by the Dept. of Health.**	Yes	No	Some
3.	**Apply and develop educational strategies to promote positive health and safety practices with children and families following the guidelines of Prevention of Communicable Diseases as outlined by the Dept. of Health.**	Yes	No	Some
4.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
➢ Demonstration of an age appropriate health and safety activity for self, children, and families.
➢ Evidence of formal communication to parents or coworkers regarding communicable disease.
➢ Performance evaluations.

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1008   BUILDING AND SUPPORTING PROFESSIONAL RELATIONSHIPS

Course Weight: 60 Prerequisite(s) HCOM 1005 (Writing Skills for Human Service Practice I), ECSP 1000 (Fundamentals of Early Childhood Education) **Corequisite(s)** None

Course Description

This course is designed to enable learners to recognize the importance of and to develop strategies for establishing positive communication between parents, peers, child-related professionals and community members. Learners will learn the importance of communication and ethical behavior in creating an atmosphere of trust, respect and professionalism. They will be exposed to current issues, the importance of advocacy, research and trends in early learning and care and related fields.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

1. **Research and respond to current issues and trends concerning children's families, healthy communities and the Early Learning and Child Care profession.**   Yes   No   Some

2. **Effectively communicate and collaborate with families, peers, child related professionals and community members in matters relating to the Early Learning and Child Care profession in accordance with current standards of practice.**   Yes   No   Some

3. **Appropriately conduct self as a professional within the Early Learning and Child Care sector according to current standards of practice.**   Yes   No   Some

4. **Advocate for children, families and communities in accordance with Partners in Quality guidelines.**   Yes   No   Some

5. **Demonstrate service leadership through service learning and advocacy by participation in a community based activity which contributes to the health and well being of their community.**   Yes   No   Some

6. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➤Workplace and/or community validations of involvement in advocacy and service leadership/
> ➤Assignment regarding current issue in Early Learning and Child Care
> ➤Interview

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1009 EMERGING LITERACY IN THE EARLY CHILDHOOD YEARS

Course Weight: 60 Prerequisite(s) COMM 1205 (Communications - Workplace Foundations) or HCOM 1005 (Writing Skills for Human Service Practice I) **Corequisite(s)** None

Course Description
This course exposes the learner to a variety of language and literacy experiences appropriate for use from infancy through age twelve. Learners will review language development as well as gain a sound theoretical basis for planning. Learners will implement listening and speaking, reading and storytelling, poetry, flannel stories, puppetry, print-script, reading readiness and early literacy experiences. Emphasis will be placed upon the early childhood educators' role in promoting language and literacy in a developmentally appropriate setting. Learners will discover how to choose methodologies and materials which support an anti-bias approach, within an inclusionary atmosphere of diversity.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through <u>evidence collection</u> for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

		Yes	No	Some
1.	**Identify the elements of a developmentally appropriate environment that nurtures and supports the language and literacy development of children.**	Yes	No	Some
2.	**Plan, implement and evaluate developmentally appropriate language and literacy experiences for infants, toddlers, preschool age and school age children.**	Yes	No	Some
3.	**Use developmentally appropriate strategies to model effective language and literacy practices within the early learning and care setting.**	Yes	No	Some
4.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some
5.	**Use self-reflection and documentation to provide evidence of competencies related to developmentally appropriate practice by developing a personal portfolio that meets the requirements of the NSCC and the early childhood education faculty in conjunction with the Occupational Standards for Early Childhood Educators.**	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
  - ➤ Work samples demonstrating your involvement in promoting language and literacy in a developmentally appropriate setting.
  - ➤ Video of circle time presentation
  - ➤ Interview

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1010 FAMILY STUDIES

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** None

Course Description
During the past few decades, family life in Canada has been undergoing many changes. This course deals with a variety of family challenges and family issues that have a direct relevance to the field of early learning and care. The course theory and assignments as well as class activities and discussions will help learners manage future work situations.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

		Yes	No	Some
1.	Identify the various definitions and theories of the family to enhance the education and care of children by applying the Canadian Child Care Federation Standards of Practice and Code of Ethics.	Yes	No	Some
2.	Discuss the impact of diversity and changing family dynamics on a child's development by applying the Canadian Child Care Federation Standards of Practice and Code of Ethics.	Yes	No	Some
3.	Collaborate with the community and Early Childhood sector to support children and families by applying the Canadian Child Care Federation Standards of Practice and Code of Ethics.	Yes	No	Some
4.	Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
 ➢Learning narrative
 ➢Letter of validation
 ➢Interview
 ➢Performance evaluations

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1011 NUTRITION FOR YOUNG CHILDREN

Course Weight: 30 Prerequisite(s) None Corequisite(s) None

Course Description
This course provides the learner the opportunity to explore nutritional needs of children as well as those of the child care educator. Learners will investigate nutritional planning, purchasing and cost control, safe food handling, feeding and eating habits.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

		Yes	No	Some
1.	Describe the nutritional needs, including food safety, of infants, toddlers, preschoolers and school aged children using the Government of Nova Scotia's Manual for Food and Nutrition in Regulated Child Care Settings.	Yes	No	Some
2.	Employ the principles of nutrition promotion within their own lives as well as in their work with children, parents, families and other professionals following the Government of Nova Scotia's Manual for Food and Nutrition in Regulated Child Care Settings.	Yes	No	Some
3.	Prepare a menu which meets the requirements of the Nova Scotia Day Care Licensing Manual and adheres to the Government of Nova Scotia's Manual for Food and Nutrition in Regulated Child Care Settings.	Yes	No	Some
4.	Plan and implement developmentally appropriate activities which promote children's awareness of nutrition.	Yes	No	Some
5.	Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
➢Work sample evidence file that includes monthly menu and demonstration of activities promoting children's awareness of nutrition.

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1012 ADMINISTERING EARLY CHILDHOOD SERVICES

Course Weight: 60 Prerequisite(s) ECSP 2050 (Work Experience IV) and 13 additional ECSP-coded courses
Corequisite(s) None

Course Description
This course is designed to provide learners with the basic information required to open, operate and/or manage an early childhood service. Information regarding licensing procedures and provincial legislation for a variety of early childhood programs will be reviewed. Learners will gain information on setting and stating policies, writing business plans, budgeting, income tax and designing and using a wide range of report forms. In addition, needs assessments and effective marketing and advertising strategies will be taught. Learners will participate in a variety of theoretical and practical experiences in order to facilitate the acquisition of the necessary skills and knowledge.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through underline evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)

		Yes	No	Some
1.	**Identify and develop the skills, knowledge and resources required to open, operate and/or manage an early childhood education service using the Nova Scotia Child Care Facility License Proposal Guide and the current standards of practice.**	Yes	No	Some
2.	**Develop a business plan for an early childhood education service following the Canadian Business Development Corporation's guidelines as well as the Nova Scotia Child Care Facility License Proposal Guide and current standards of practice.**	Yes	No	Some
3.	**Prepare facility records for an early childhood service following the Nova Scotia Daycare Act and Regulations.**	Yes	No	Some
4.	**Produce diverse marketing and advertising strategies for promoting an early childhood education service following the Canadian Business Development Corporation's guidelines.**	Yes	No	Some
5.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you will identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> -Evidence file containing developed policies, procedures, records, marketing strategies, etc
> Interview
> Letters of validation

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1014   APPLYING DEVELOPMENTALLY APPROPRIATE PRACTICE

Course Weight: 60 Prerequisite(s) ECSP 2050 (Work Experience IV) and 16 additional ECSP-coded course **Corequisite(s)** None

Course Description

This course provides the learner with the opportunity to demonstrate and be evaluated on the skills, strategies and knowledge that they have acquired over the course of the Early Childhood Education program. Emphasis is placed on evaluating the learner's ability to effectively plan and implement developmentally appropriate activities, engage in positive, meaningful interactions with children, co-workers and parents and to act as a responsible role model. In addition, learners are required to actively demonstrate professional qualities and knowledge of health and safety practices in all facets of the early childhood setting.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

1. **Apply the developmentally appropriate skills and theories learned in previous early childhood courses to professional practice in early childhood services.**   Yes   No   Some

2. **Use self-reflection and documentation to provide evidence of competencies related to developmentally appropriate practice by developing a personal portfolio that meets the requirements of the NSCC and the early childhood education faculty in conjunction with the Occupational Standards for Early Childhood Educators.**   Yes   No   Some

3. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you will identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
  ➢Work samples showing evidence of planning, implementing, and evaluation of developmentally appropriate programs and activities
  ➢Letters of validation
  ➢Performance evaluations
  ➢Video

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1015 CHILDREN WITH SPECIAL NEEDS

Course Weight: 60 Prerequisite(s) GDEV 1028 (Human Growth and Development I) **Corequisite(s)** None

Course Description

Learners in this course will be introduced to the theoretical constructs and practical considerations underlying the inclusion of young children with special needs into early learning and care programs. Emphasis will be placed upon the development and delivery of developmentally appropriate programs that will enhance the overall growth and development of every child.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

1. **Discuss the various philosophies, practices and legislation that have led to inclusion in early learning and care settings.**   Yes   No   Some

2. **Identify and analyse specific challenges that affect children's typical development while being aware of social and cultural contexts.**   Yes   No   Some

3. **Discuss the process of planning, implementation, documentation and evaluation to meet children's unique needs.**   Yes   No   Some

4. **Using current and relevant research, identify specific challenges affecting children's typical development.**   Yes   No   Some

5. **Document and evaluate progress, and if required, amend planned activities to meet children's unique learning needs.**   Yes   No   Some

6. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.
Suggestions for direct and indirect documentation to validate prior learning:
- ➢Work samples showing evidence of planning, implementing, and evaluation of developmentally appropriate programs and activities that meet the needs of children with special needs.
- ➢Interview
- ➢Performance evaluations
- ➢Video

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1016 MUSIC AND MOVEMENT

Course Weight: 60 Prerequisite(s) None Corequisite(s) None

Course Description

Learners will explore the many aspects of music and movement, which include singing, chanting, playing, moving, creating, with and without the use of props and equipment, and how these aspects can be incorporated into a curriculum for children from birth to age twelve.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

		Yes	No	Some
1.	Explain the importance and benefits of integrating music and movement across the early learning and child care curriculum to promote healthy child development as recommended in the Canadian Child Care Federations Standards of Practice.	Yes	No	Some
2.	Utilize resources and apply developmentally appropriate strategies that will enhance the development of children as recommended in the Canadian Child Care Federations Standards of Practice.	Yes	No	Some
3.	Plan, implement and evaluate developmentally appropriate music and movement activities based on current practices that are respective of diversity.	Yes	No	Some
4.	Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➢Work samples showing evidence of planning, implementing and evaluating music and movement activities.
> ➢Video demonstration of music and movement activity.

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1050 WORK EXPERIENCE

Course Weight: 60 Prerequisite(s) Successful completion of courses and milestones to date
Corequisite(s) None

Course Description

Practicum expectations will be closely tied to classroom subjects and learners will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Learners will be encouraged to engage in reflective practice through work experience journal entries and to develop their own professional style and philosophical views of teaching and learning.

Participation in practicum is dependent upon the learner demonstrating the required skills or attainment of knowledge in order to be placed in a cooperating centre. In some cases, the faculty may feel the learner has not yet attained this level. In those cases, the learner and faculty will meet to determine the best course of action.

Program faculty and cooperating teachers will communicate regularly regarding the learner's progress and each practicum shall include an evaluation process which reflects the classroom learning and practical experience.

 In ECSP1050 (Work Experience I), the focus for learners will be to gain experience in an early childhood setting, to demonstrate professional behaviour and to develop and practice basic skills. In addition, program faculty may require learners to complete various assignments directly related to the semester subjects.

Potential RPL Assessment Tool (ongoing discussions regarding policy in this area)
     -Supervisor Evaluation

Evaluation Methodologies
     -Pass/Fail

Learning Outcome(s)

1.	**Participate in the routine of the early childhood setting.**	Yes	No	Some
2.	**Demonstrate a genuine interest in children.**	Yes	No	Some
3.	**Demonstrate basic interaction strategies.**	Yes	No	Some
4.	**Utilize fundamental observational skills when working with children.**	Yes	No	Some
5.	**Communicate effectively with cooperating teachers.**	Yes	No	Some
6.	**Exhibit professional qualities related to confidentiality, appearance, attendance, punctuality and attitude.**	Yes	No	Some
7.	**Apply child development theory to practice.**	Yes	No	Some
8.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

nscc

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
- Job Description
- Work samples
- Video
- Letters of validation
- Performance evaluations
- Pictures with narratives

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1123 INFANT AND TODDLER CARE

Course Weight: 45 Prerequisite(s) GDEV 1028 (Human Growth & Development I)
Corequisite(s) None

Course Description
This course concentrates on the acquisition of knowledge and skills necessary to care for, develop, and implement appropriate programs and environments for children between the ages of birth and thirty-six months. Curriculum is viewed in a holistic framework with attention to the development of the infant and toddler in the cognitive, physical, social, and emotional domains. The individualistic nature of all children is recognized and supported. The focus of this course is on the specifics of "hands on care" required to nurture the Infant and toddler.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)
1. **Utilize the current and relevant regulations and recommendations by the Department of Public Health and the Nova Scotia Daycare Act, demonstrate developmentally appropriate procedures for feeding, dressing, diapering, toilet learning and naptime.**   Yes   No   Some

2. **Apply knowledge of Infant & Toddler development through the observation and planning of developmentally appropriate activities and materials for children birth to 36 months of age.**   Yes   No   Some

3. **Implement and evaluate planned infant and toddler care and education programs by adhering to the current Nova Scotia Daycare Act and in accordance with current standards of practice.**   Yes   No   Some

4. **Identify strategies to address developmentally typical physical, cognitive, social and emotional events.**   Yes   No   Some

5.   **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

  By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
➢Work sample indicating evidence of planning, implementation and evaluating developmentally appropriate
   programming for infants and toddlers
➢Interview
➢Photos/videos of environments

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1125 PRE-SCHOOL METHODS

Course Weight: 30 Prerequisite(s) GDEV 1028 (Human Growth & Development I)
Corequisite(s) None

Course Description

This course is designed to enable the learner to develop effective programs, environments and strategies for preschool age children based upon a sound knowledge of child development. An emphasis will be placed on cultural and individual diversity, inclusion and anti-bias approaches to programming.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

		Yes	No	Some
1.	**Apply knowledge of preschool age (thirty-six months to five years) development through observation and planning of developmentally appropriate activities.**	Yes	No	Some
2.	**Using ECERS (Early Childhood Environmental Rating Scale) develop implementation strategies and select developmentally appropriate materials.**	Yes	No	Some
3.	**Implement and analyze preschool age care and education programs by adhering to the current Nova Scotia Day Care Act.**	Yes	No	Some
4.	**Identify strategies to address developmentally typical events specific to preschool age children using the recommended course textbook.**	Yes	No	Some
5.	**Evaluate planned activities and implementation strategies in accordance with the Canadian Child Care Federation Standards of Practice and Code of Ethics.**	Yes	No	Some
6.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
>Interview
>Performance evaluations
>Employer reference

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1127 ISSUES IN SCHOOL AGE CARE

Course Weight: 45 Prerequisite(s) GDEV 1028 (Human Growth and Development I)
Corequisite(s) None

Course Description

This course is designed to assist the learner in developing the knowledge and skills necessary in order to effectively plan and implement school-age child care programs. Learners will acquire knowledge of issues related to growth and development of the child from six to twelve such as making and keeping friends, self-esteem, and bullying. Learners will explore developmentally appropriate curricula and environments for school-age children. Emphasis is placed upon meeting the needs of a diverse group of children, incorporating an anti-bias and inclusionary approach. The distinct role of the early childhood educator working with school-aged children is differentiated from the role of the elementary school teacher.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

		Yes	No	Some
1.	**Apply knowledge of school age development (six to 12 years of age) through observation, planning, and evaluation of developmentally appropriate activities and programs.**	Yes	No	Some
2.	**Using the ECERS (Early Childhood Environment Rating Scale), SACERS (School Age Environment Rating Scale), develop implementation strategies and select developmentally appropriate materials.**	Yes	No	Some
3.	**Identify developmentally typical events and issues specific to school age children and develop appropriate supportive strategies.**	Yes	No	Some
4.	**Explore environments and select materials appropriate for a school-age child care program referring to accepted current practices and guidelines.**	Yes	No	Some
5.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

  By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➤Work samples showing evidence of planning, implementation and evaluation of developmentally appropriate programs for school age children.
> ➤Interview
> ➤Performance evaluations
> ➤Video

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1200 LEARNING THROUGH PLAY I

Course Weight: 45 Prerequisite(s) None
Corequisite(s) GDEV 1028 (Human Growth & Development I) or GDEV 1020 (Developmental Psychology I)

Course Description

This course focuses on the importance of play in the holistic development of children. Learners will develop underlying principles and strategies that will guide them in planning and implementing developmentally appropriate learning environments. Learners will investigate the role of the early childhood educator, indoor/outdoor play spaces, materials and equipment in planning and supporting children's diverse learning needs.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

1. **Explain and analyze the principles of play based upon the historical and leading theories of play.**   Yes   No   Some

2. **Identify and explain the types and functions of play as they contribute to the physical, cognitive, social and emotional development of children from birth to age 12.**   Yes   No   Some

3. **Explain the role of the early childhood educator in supporting play using the CCCF 'Standards of Practice'.**   Yes   No   Some

4. **Prepare developmentally appropriate, play-based goals, objectives and teaching strategies for children from birth to age twelve.**   Yes   No   Some

5. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
➢Written documentation regarding your understanding of the importance, principles, types and functions of play.
➢Evidence of your role in supporting play and knowledge goals, objectives and teaching strategies.
➢Performance evaluations

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 2200 LEARNING THROUGH PLAY II

Course Weight: 45 Prerequisite(s) ECSP 1200 (Learning Through Play I), GDEV 1028 (Human Growth and Development I) Corequisite(s) None

Course Description
This course examines the importance of connecting theory to practice when creating developmentally appropriate and effective learning environments for children aged birth to twelve years. Learners will be exposed to math and science concepts through a variety of media.   Attention to supporting children's unique learning needs is an important aspect of this course.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through <u>evidence collection</u> for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Learning Outcome(s)
1. **Using observational data plan and implement comprehensive play environments and experiences for children aged birth to twelve years of age, based on developmentally appropriate practices.**   Yes   No   Some

2. **Demonstrate the role of the early childhood educator in supporting learning through play as per the Canadian Child Care Federation Standards of Practice and Code of Ethics. and recognized theories of play.**   Yes   No   Some

3. **Evaluate the effectiveness of indoor and outdoor play environments and experiences when supporting the unique learning needs of children utilizing evaluation tools such as ECERS, ITERS, and SACERS, and recommended textbooks.**   Yes   No   Some

4. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**   Yes   No   Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➤Interview
> ➤Video
> ➤Documentation of planning and implementing dramatic play, sand and water play, block play etc.

nscc

Recognizing Prior Learning -Self Audit

Course GDEV 1028   HUMAN GROWTH AND DEVELOPMENT I

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** None

Course Description
This course examines the growth and developmental of individuals from conception through the various stages of childhood. The emphasis is on applying theories of child development to facilitate an understanding early childhood, specifically the physical, cognitive, language, personality, moral, social and emotional development of children aged birth to twelve.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through <u>evidence collection</u> for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only.**

Transfer credit be used to obtain credit for this course.

Learning Outcome(s)

		Yes	No	Some
1.	**Discuss the factors that influence our understanding of human development from conception to late childhood.**	Yes	No	Some
2.	**Identify the stages of human development from conception to late childhood.**	Yes	No	Some
3.	**Develop an understanding of how theories of development help early childhood educators explain and predict development in children.**	Yes	No	Some
4.	**Explore contexts which influence development.**	Yes	No	Some
5.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➤Interview
> ➤A test
> ➤An assignment

nscc

Recognizing Prior Learning -Self Audit

Course GDEV 2028 HUMAN GROWTH AND DEVELOPMENT II

Course Weight: 30 Prerequisite(s) GDEV 1028 (Human Growth & Development I)
Corequisite(s) None

Course Description
The primary purpose of this course is to examine physical, cognitive, social, and emotional aspects of development from adolescence through adulthood, including the processes of maturation and aging. Issues related to diversity, special needs, grief and loss are also addressed.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Transfer credit be used to obtain credit for this course.

Learning Outcome(s)

1. **Identify the stages of human development from adolescence through adulthood.**   Yes   No   Some

2. **Describe the dimensions of human development at each stage.**   Yes   No   Some

3. **Demonstrate respectful, appropriate professional behaviour and effective**   Yes   No   Some
    interpersonal interactions with others in the learning environment in accordance with
    their standards of practice as well as the protocol outlined in NSCC Great
    Expectations.

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> Interview
> A test
> An assignment

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1051 WORK EXPERIENCE 11

Course Weight: 60 Prerequisite(s) ECSP 1050 (Work Experience I) and successful completion of program to date
Corequisite(s) None
Course Description
Practicum expectations will be closely tied to classroom subjects and learners will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Learners will be encouraged to engage in reflective practice through work experience journal entries and to develop their own professional style and philosophical views of teaching and learning.

Participation in practicum is dependent upon the learner demonstrating the required skills or attainment of knowledge in order to be placed in a cooperating centre. In some cases, the faculty may feel the learner has not yet attained this level. In those cases the learner and faculty will meet to determine the best course of action.

Program faculty and cooperating teachers will communicate regularly regarding the learner's progress and each practicum shall include an evaluation process which reflects the classroom learning and practical experience.

In ECSP1051, greater emphasis will be placed on utilizing child development knowledge and observation to practice positive communication with children and co-workers. Learners will be expected to attempt to guide children's behaviour with support from their cooperating teachers , to promote a healthy and safe environment and to implement simple activities with guidance. Program faculty may require learners to complete various assignments directly related to the semester subjects.

Potential RPL Assessment Tool (ongoing discussions regarding policy in this area)
   -Supervisor Evaluation
Evaluation Methodologies
 - Pass/Fail

Learning Outcome(s)

1. Participate in the setting routine and demonstrate awareness of program rules.   Yes No Some

2. Demonstrate a willingness to accept direction and suggestions.   Yes No Some

3. Demonstrate initiative.   Yes No Some

4. Practice effective communication strategies with children and co-workers.   Yes No Some

5. Promote health and safety practices.   Yes   No Some

6. Note situations requiring guidance and attempt to solve problems with support.   Yes   No Some

7. Plan and implement small and large group activities with support.   Yes   No Some

8. Identify program philosophies and models.   Yes No Some

9. Apply theory to practice.   Yes No Some

10. Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.   Yes No Some

nscc

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
- Job Description
- Work samples
- Video
- Letters of validation
- Performance evaluations
- Pictures with narratives

nscc

Recognizing Prior Learning -Self Audit

Course ECSP 1052 WORK EXPERIENCE 111

Course Weight: 150 Prerequisite(s) ECSP 1051 (Work Experience II) and successful completion of program to date
Corequisite(s) None

Course Description

Practicum expectations will be closely tied to classroom subjects and learners will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Learners will be encouraged to engage in reflective practice through work experience journal entries and to develop their own professional style and philosophical views of teaching and learning.

Participation in practicum is dependent upon the learner demonstrating the required skills or attainment of knowledge in order to be placed in a cooperating centre. In some cases, the faculty may feel the learner has not yet attained this level. In those cases, the learner and faculty will meet to determine the best course of action.

Program faculty and cooperating teachers will communicate regularly regarding the learner's progress and each practicum shall include an evaluation process which reflects the classroom learning and practical experience.

In ECSP 1052, learners will spend 5 weeks of full days in a child care setting. The focus during this placement will be to practice and demonstrate the skills and behaviour learned throughout their first year of study in the Early Childhood Education program. Emphasis will be placed on the learners' ability to put theory to practice and in demonstrating an understanding of child development. Learners at this level will be expected to demonstrate a genuine interest in working with children and conduct themselves in an appropriate and professional manner.

Potential RPL Assessment Tool (ongoing discussions regarding policy in this area)
  -Supervisor Evaluation
Evaluation Methodologies
 - Pass/Fail

Learning Outcome(s)

1. Perform a wide variety of tasks in the early childhood setting.   Yes No Some

2. Utilize a variety of communication strategies (non-verbal, repetition, thought-provoking and open-ended
   questions, effective listening, etc.)   Yes No Some

3. Apply positive child guidance strategies.   Yes No Some

4. Plan and implement small and large group activities with minimal support.   Yes No Some

5. Encourage self-help and independence in children.   Yes No Some

6. Demonstrate a playful approach to working with children   Yes No Some

7. Apply theory to practice.   Yes No Some

8. Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with Yes No Some
   others in the learning environment in accordance with their standards of practice as well as the protocol
   outlined in NSCC Great Expectations.

nscc

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
  ➢Job Description
  ➢Work samples
  ➢Video
  ➢Letters of validation
  ➢Performance evaluations
  ➢Pictures with narratives

nscc

Recognizing Prior Learning -Self Audit

Course SOCS 1005 WRITING SKILLS FOR SOCIALSERVICE PRACTICE

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** None

Course Description
Effective written communication skills are a necessary component for success in the social services   environment where transparency, accountability and integrity are core values connected to providing service for others. This one semester course is designed to afford the learner the opportunity to develop the skills required to manage information and prepare documents used in the social services field.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

Learning Outcome(s)

		Yes	No	Some
1.	Communicate clearly, concisely, and correctly in written form appropriate for social services practice, including electronic correspondence	Yes	No	Some
2.	Develop information literacy skills through collecting and organizing relevant Information from a variety of sources.	Yes	No	Some
3.	Format a variety of formal and informal papers/documents	Yes	No	Some
4.	Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➢Interview
> ➢Work Samples documenting the use of a variety of observation and recording tools and techniques
> ➢Performance Evaluations

Recognizing Prior Learning -Self Audit

Course HUSV 1000 INTRODUCTION TO SOCIOLOGY

Course Weight: 60 Prerequisite(s) None **Corequisite(s)** None

Course Description
This survey course focuses on the major sociological concepts and theoretical perspectives.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

****It is strongly suggested that transfer credit be used to obtain credit for this course.

Learning Outcome(s)

1. **Identify the major sociological perspectives according to the discipline of sociology.** Yes No Some

2. **Explore and define the impact of sociological concepts and phenomena according to the discipline of sociology.** Yes No Some

3. **Examine the role of research and its practical application according to the discipline of sociology.** Yes No Some

4. **Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.** Yes No Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> ➢Interview
> ➢A test
> ➢An assignment

nscc

Recognizing Prior Learning -Self Audit

Course HUSV 1001 INTRODUCTION TO PSYCHOLOGY

Course Weight: 60 Prerequisite(s) Non **Corequisite(s)** None

Course Description
This survey course focuses on human behaviour and learning. Domains of inquiry will be examined to understand the various theoretical perspectives, the process of research, and how these relate to learning and behaviour.

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you are able to document through evidence collection for the following learning outcomes. Note: You will be assessed on the course learning outcomes only.

****It is strongly suggested that transfer credit be used to obtain credit for this course.

Learning Outcome(s)

		Yes	No	Some
1.	**Describe the basic tenants of the major theorists in the study of Psychology.**	Yes	No	Some
2.	**Explore and define the process of research which is consistent with the discipline of Psychology.**	Yes	No	Some
3.	**Examine the factors that impact on human behaviour and learning according to the discipline of Psychology.**	Yes	No	Some
4.	**Demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the learning environment in accordance with their standards of practice as well as the protocol outlined in NSCC Great Expectations.**	Yes	No	Some

By providing a written learning narrative, direct documentation and letters of validations you may identify the prior learning you've gained from experience in relation to the above learning outcomes.

Suggestions for direct and indirect documentation to validate prior learning:
> Interview
> A test
> An assignment