



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.

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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.

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

Take a few minutes to explore your own RPL potential.

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

* 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 or discounted. Don't miss an opportunity to profit from your past.

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 1051, ECSP 1052, 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.

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.

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 902-690-2514

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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 institution(s) 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

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 assessed through one or more of the following methods:

1. Demonstration (the student performs tasks, procedures in a clinical setting, uses 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 (the student presents concepts, ideas, etc. to demonstrate learning and competency)
4. Interview (the student responds 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 (the student produces a product or project and responds to assessor questions)
6. Simulation (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 whose 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 postsecondary 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 the Campus Registrar nearest the home address of the applicant. For out of province online business learners the request is sent to the Registrar at Shelburne campus. For online library Information Technology learners the request is sent to the Registrar at Institute of Technology campus.
- If the course has been pre-approved by NSCC, credit is awarded and the Registrar informs the learner.
- If the course has not been pre-approved, the Registrar contacts the appropriate Academic Chair who assigns the assessment to the 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 result 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 of the campus you'll be attending. For online learners, the request for credit transfer is sent to the Campus Registrar nearest the home address of the applicant. For out of province online business learners the request is sent to the Registrar at Shelburne campus. For online library Information Technology learners the request is sent to the Registrar at Institute of Technology campus.
- 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 your 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 for advanced standing is sent to the Campus Registrar nearest the home address of the learner. For out of province online business learners the request is sent to the Registrar at Shelburne campus. For online library Information Technology learners the request is sent to the Registrar at Institute of Technology campus.
- The Registrar contacts the appropriate Academic Chair who assigns the assessment to the relevant content expert.
- The result of the assessment goes back through the Academic Chair and Registrar to the Admissions Office.
- The Admissions Office informs the learner of the results

NSCC Centres for Student Success - Contact information

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

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; 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 / program are completed, the applicant meets with the subject matter expert for the RPL assessment. If a challenge exam is used, as for Computer Applications (COMP 1217, 1218, 1220), a date will be set for the exam.

Program Course Map

Employability Outcomes:

1. Apply self-management to achieve personal and professional growth.
2. Practice appropriate professional conduct and effective interpersonal skills in all learning environments according to professional standards and NSCC "Great Expectations."
3. Work safely in preparation for the workplace.
4. Contribute productively in a team environment.
5. Apply skills of communication, numeracy, technology and information management at a fundamental level.
6. Integrate technical and fundamental skills to analyze and solve problems.

Program Outcomes for: Early Childhood Education

1. 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.
2. Support the uniqueness of each child through the recognition of patterns of development, as well as family and cultural influences.
3. Establish and maintain supportive relationships that promote positive self concepts.
4. Provide and maintain a safe environment that promotes physical, cognitive, social and emotional well being.
5. Plan, implement and evaluate developmentally appropriate experiences that advance all areas of children's learning.
6. Create and maintain collaborative and supportive relationships with children's families, colleagues and the public.
7. Demonstrate ethical professional behavior and a commitment to continuing professionalism.
8. Demonstrate an understanding of the profession and the historical, economical and sociological influences that have shaped it.
9. Contribute to the development, implementation and evaluation of policy by advocating for quality early childhood care and education services.
10. Communicate clearly and effectively using a variety of communication mediums.
11. Employ health promotion and safety strategies within their own lives as well as in their work with children.

Recognizing Prior Learning -Self Audit

Course

COMP 1217

COMPUTER APPLICATIONS I

Course Weight: 30

Prerequisite(s)

High School Graduation Diploma or equivalent

Corequisite(s)

None

Course Description

This introductory course is designed for learners in need of fundamental computer skills including the use of an operating system and the basics of email, internet, file management and word processing.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Use electronic message software for communication purposes.	Yes	No	Some
<u>Objective(s)</u>				
1.	Access email messages.			
2.	Create email messages including to, cc, subject line, and message format.			
3.	Use the spelling and grammar feature.			
4.	Use appropriate email etiquette.			
5.	Search the address book.			
6.	Send email.			
7.	Print email messages.			
8.	Forward email messages.			
9.	Reply to email messages.			
10.	Manage attachments including attaching, viewing, saving and printing.			
11.	Manage messages including deleting and moving messages to folders.			
12.	Manage contacts.			
2.	Browse the Internet for research information.	Yes	No	Some

Objective(s)

1. Use URLs.
2. Use toolbar.
3. Add pages to favourites.
4. Use print preview.
5. Print pages and selected text.
6. Use search engines.
7. Download images or files.

3. Perform basic functions of an operating system.

Yes

No

Some

Objective(s)

1. Move, size, maximize, minimize and restore windows.
2. Navigate single/multiple windows.
3. Use menus, toolbars, icons and taskbars.
4. Open/close programs.
5. Use printer.
6. Use Help.

4. Organize computer files and folders.

Yes

No

Some

Objective(s)

1. Recognize types of computer files and view their properties.
2. Create folders in specified locations, in an organized manner so that they can be easily accessed.
3. Save appropriately-named files in specified locations, in an organized manner so that they can be easily accessed.
4. Retrieve files from peripherals such as scanners, cameras and removable storage devices.
5. Navigate through the hierarchy of files, folders, and storage devices.
6. Locate files using a search tool.
7. Open, copy, move, delete and restore files and folders.

5. Use a word processor to create basic documents.

Yes

No

Some

Objective(s)

1. Enter text.
2. Use spell check and grammar check features.
3. Edit documents including copy, paste, move etc.
4. Save documents using appropriate names, folders and drives.
5. Format text using bold, italics, underlining, font-type, font size, find and replace etc.

6. Format paragraphs including line spacing, tabs, indents, bullets, borders, shading etc.
7. Format pages including paper size, page orientation, margins, page numbering, inserting headers and footers etc.
8. Print documents and portions of documents.
9. Insert simple graphics and shapes.
10. Create a basic table.

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Identify the historical, societal, and theoretical origins of early childhood education and child care in Canada.	Yes	No	Some
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Objective(s)

1. Explore the history of early childhood education and its effect on the philosophy of early childhood education today.
2. Examine changes in the Canadian society that have shaped the scope of early childhood education in Canada.
3. Examine the many variations in programs for young children as well as the need for such programs.

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
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Objective(s)

1. Review the major approaches to early childhood education.

3.	Identify and interpret current early childhood education issues and trends provincially, nationally, and internationally.	Yes	No	Some
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Objective(s)

1. Identify the essential components of quality care of children from birth to age twelve and differentiate between appropriate and inappropriate practices.

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
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Objective(s)

1. Examine developmental and learning theories and their effect on the choice and use of strategies used with children.
2. Explore the teacher/caregiver's role in the care and education of children from birth to age twelve and assess self against the qualifications necessary to be an early childhood educator.
3. Investigate the need for methods, materials and organization of space to support diverse needs of children from birth to age twelve.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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 of 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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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
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Objective(s)

1. Describe the importance of observation and documentation in relation to the appropriate care and education of children.

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
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Objective(s)

1. Analyze children's growth and development based on the data collected from observations.
2. Apply data to provide appropriate care and education for individual and groups of children.
3. Recognize and utilize a variety of strategies including but not limited to anecdotal and running records, checklists, class list logs, frequency counts, conversations, work samples and children's portfolios.
4. Recognize the importance of observational techniques in evaluating the effects of the early childhood environment on children's development and behaviour.
5. Explore and use relevant observational software (i.e. High/Scope C.O.R.).

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
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Objective(s)

1. Implement strategies for sharing of the observation with parents and other professionals.
2. Develop and use child portfolios in early childhood education.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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

1. Describe the creative process.
2. Define aesthetics.
3. Develop within self and the child a sense of freedom of expression through creative art experiences.

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

1. Identify a child's stage of artistic development.
2. Plan and implement culturally diverse creative art experiences.
3. Utilize the Art Gallery of Nova Scotia's curriculum and Art Kits.

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

1. Use appropriate responses to children's creative expressions.
2. Adapt the environment and materials to support children with special needs in participation with creative experiences.

4.	Use resources to design and to create aesthetically pleasing environments for children and adults.	Yes	No	Some
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Objective(s)

1. Create aesthetically pleasing displays for children and parents.
2. Demonstrate the ability to arrange a conducive environment for art activities.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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

1. Apply knowledge of child development to methods of child guidance.
2. Explain the causes and goals of children's behavior.
3. Explore the impact of the environment on behaviour.

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
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Objective(s)

1. Utilize positive verbal and non-verbal communication with children between the ages of birth and twelve years.
2. Teach and utilize conflict resolution strategies.
3. Use positive child guidance strategies to create an atmosphere of trust, respect, and dignity.
4. Identify causes of problem behavior and employ child guidance strategies that reflect this knowledge base.

5. Utilize positive verbal and non-verbal communication with children between the ages of birth and twelve years.
6. Teach and utilize conflict resolution strategies.

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
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Objective(s)

1. Identify and implement proactive guidance strategies to prevent inappropriate behaviors.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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
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Objective(s)

1. Practice regulations governing the administering of medications including but not limited to Epipen, masks, and inhalers.
2. Recognize and adhere to policies and procedures to control the spread of communicable diseases in child care settings.
3. Utilize principles of playground safety in design of play environments and in the maintenance of these environments.
4. Practice strategies of time management and stress management to enhance wellness for the child care educator.

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
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Objective(s)

1. Recognize signs of child abuse and neglect.
2. Identify their role and responsibility in reporting abuse based on the Family and Children Services Act

3. Attend a 1 day training session on child abuse protocol through the Department of Community Services.

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
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Objective(s)

1. Identify safety issues related to the various age groups of children and incorporate relevant strategies in child care settings.
2. Prepare age appropriate activities related to health promotion and safety.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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
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Objective(s)

1. Read and respond to articles taken from professional literature related to issues, trends and research concerning children, families, healthy communities and the early childhood profession.

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
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Objective(s)

1. Use communication skills to build supportive and cooperative relationships with colleagues, parents, professionals and community members.
2. Use MS Publisher (or equivalent program) to develop newsletters, brochures, or other related projects
3. Generate a list of related and relevant websites of use to families, and early childhood educators.

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

1. Solve problems in a constructive, creative manner.

4.	Advocate for children, families and communities in accordance with Partners in Quality guidelines.	Yes	No	Some
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Objective(s)

1. Explore the role of the early childhood educator as an advocate for children, families, communities and the profession.
2. Use a variety of techniques to enhance public awareness of the importance of quality early learning and care.
3. Utilize internet resources to explore and respond to current issues related to the early learning and child care sector.

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
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Objective(s)

1. Access leadership skills as appropriate.
2. Identify the importance of and participate in a community based service leadership project.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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 evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Identify the elements of a developmentally appropriate environment that nurtures and supports the language and literacy development of children.	Yes	No	Some
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Objective(s)

1. Explain the close relationship between listening, speaking, reading, and writing.
2. Evaluate one's own ability to provide an appropriate language role model.
3. Identify the components of the early childhood language curricula that provide the foundation for an anti-bias approach.

2.	Plan, implement and evaluate developmentally appropriate language and literacy experiences for infants, toddlers, preschool age and school age children.	Yes	No	Some
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Objective(s)

1. Create a developmentally appropriate environment which will nurture a respect and enjoyment of language and literacy in all aspects of the early learning and care program
2. Choose and present high quality language and literacy experiences for infants, toddlers, preschool children, and school-age children.

3. Prepare a variety of teaching props, suitable for use in early learning and care settings, which will enhance language and literacy development of young children.

3.	Use developmentally appropriate strategies to model effective language and literacy practices within the early learning and care setting.	Yes	No	Some
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Objective(s)

1. Reproduce the full print script and cursive alphabet in both uppercase and lowercase.
2. Explore and evaluate children's software and media for promoting literacy development.

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
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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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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
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Objective(s)

1. Discuss the concept of family.
2. Review a variety of definitions and theories of family.
3. Describe the variations in how families are formed.
4. Describe economic, legal and historical aspects of marriage in Canada.

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
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Objective(s)

1. Describe the reasons why couples decide to have or not have children in the family life cycle.
2. Explain the place of socialization in the family life cycle.
3. Discuss the place of single parenthood in the family cycle.
4. Discuss divorce from a historical perspective and the affects of divorce on children.

5. Describe factors leading to success and failure in step-family relationships.
6. Summarize the characteristics of child abuse victims and abusers, and the response of society to child abuse.
7. Discuss the effect of poverty on children.

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
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Objective(s)

1. Explain the role that communication plays in problem solving.
2. Discuss the sources of stress in the interface between work and family life.
3. Identify the additional stressors of families with children with special needs.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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
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Objective(s)

1. Demonstrate safe food handling practices.
2. Identify issues relating to food safety.
3. Describe the proper way to bottle-feed an infant (including feeding the breast-fed infant in a child care setting).
4. Identify the appropriate developmental stage at which to introduce semi-solids to infants.
5. Complete the Food Safety Training Program, Level I through the N.S. Dept. of Agriculture, Food Safety Section.

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
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Objective(s)

1. Discuss health problems that are thought to be related to poor eating habits.

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
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Objective(s)

1. Demonstrate ways to keep food costs within budget.

4.	Plan and implement developmentally appropriate activities which promote children's awareness of nutrition.	Yes	No	Some
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Objective(s)

1. Create activities and games which promote the children's awareness of nutritional food choices.
2. Provide culturally diverse food experiences.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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 evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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
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Objective(s)

1. Assess his/her capacity to open, operate and/or manage an early childhood education service.
2. Explore the appropriate federal, provincial and municipal regulations governing the establishment and operation of a child care service.

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
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Objective(s)

1. Use the steps of business planning to develop a business plan for an early childhood service.

3.	Prepare facility records for an early childhood service following the Nova Scotia Daycare Act and Regulations.	Yes	No	Some
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Objective(s)

1. Understand how to prepare appropriate policies and agreements necessary for the successful operation of an early childhood service.
2. Understand the process for preparing high quality personnel, volunteer, financial, children's, and facility records for an early childhood service.
3. Using a spreadsheet, (or equivalent program) develop an operating budget.
4. Explore child care facility management software.

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
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Objective(s)

1. Use Microsoft Publisher (or equivalent program) to create brochures or other marketing strategies.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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 courses

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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
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Objective(s)

1. Demonstrate developmentally appropriate practice in a supervised child care setting.
2. Utilize self-reflective strategies to identify strengths & weaknesses related to skills and behaviours.

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
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Objective(s)

1. Implement reflective practice through portfolio development to document evidence of competencies related to developmentally appropriate practice.
2. Use technology to document and present various projects in portfolio (i.e. pictures of projects; neatly typed and presented learning narratives, etc.).

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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
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Objective(s)

1. Define and discuss the terms special needs and inclusion.
2. Explain the regulations associated with special needs in Canada and in Nova Scotia, specifically within the Nova Scotia Day Care Licensing Manual.
3. Describe the value of early intervention.
4. Outline appropriate referral procedures for children who may be in need of specialized assessment or intervention.
5. Understand the procedures for working with parents and other professionals to address the needs of children.

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

1. Identify strategies for promoting and supporting inclusive practices and environments for children with special needs.

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

1. Complete the Building Blocks: Strategies for Inclusion program.
2. Understand the development and implementation process of an individualized program plan.
3. Utilize and analyze internet resources to explore a variety of childhood disorders/disabilities and generate a list of related websites useful to early childhood educators and families.
4. Develop plans and evaluate the implementation of developmentally appropriate experiences for children with special needs.

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

1. Understand the importance of exercising caution in the use and interpretation of labels.
2. Explore and present findings on specific, common childhood disorders (i.e. Down's syndrome, Autism Spectrum Disorders, Sensory impairments, etc).

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

1. Identify the needs and concerns of families with children who have special needs.
2. Use the concept of portfolio to develop a personal philosophy and to document experiences pertaining to the inclusion of children with special needs into all aspects of their community.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

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
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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
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Objective(s)

1. Demonstrate the ability to select songs and music activities that will contribute to the total development of all children.
2. Identify, create and utilize a variety of supportive props.
3. Design and implement developmentally appropriate and diverse music and movement activities within the early childhood curriculum for children from birth to age 12.

3.	Plan, implement and evaluate developmentally appropriate music and movement activities based on current practices that are respectful of diversity.	Yes	No	Some
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Objective(s)

1. Critically analyze planned music and movement activities through self-reflection and feedback.

2. Research and critically analyze music & movement activities found on the internet and other media.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

ECSP 1051

WORK EXPERIENCE

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.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

ECSP 1052

WORK EXPERIENCE

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.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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 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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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
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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
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Objective(s)

1. Plan a variety of developmentally appropriate activities.

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
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Objective(s)

1. Refer to the Infant/Toddler Environmental Rating Scale to evaluate infant/toddler programs.

4.	Identify strategies to address developmentally typical physical, cognitive, social and emotional events.	Yes	No	Some
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Objective(s)

1. Explore common issues including but not limited to object permanence, trust, separation & stranger anxiety, language development, toilet-training, autonomy, and sensorimotor exploration.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Apply knowledge of preschool age (thirty-six months to five years) development through observation and planning of developmentally appropriate activities.	Yes	No	Some
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Objective(s)

1. Discuss the specific issues related to preschool age children including; gender, sexual and cultural identity; and the acquisition of pro-social skills.

2.	Using ECERS (Early Childhood Environmental Rating Scale) develop implementation strategies and select developmentally appropriate materials.	Yes	No	Some
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Objective(s)

1. Select materials and devise strategies appropriate for children 3 to 5 years based upon age and individually suitable goals and objectives.
2. Arrange developmentally appropriate pre school environments.

3.	Implement and analyze preschool age care and education programs by adhering to the current Nova Scotia Day Care Act.	Yes	No	Some
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Objective(s)

1. Plan and implement developmentally appropriate activities to support the cognitive, social, emotional, physical and language development of preschool age children.
2. Apply the regulations regarding program design as delineated in the Nova Scotia Day Care Licensing Manual.

4.	Identify strategies to address developmentally typical events specific to preschool age children using the recommended course textbook.	Yes	No	Some
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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
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Objective(s)

1. Evaluate effectiveness of the preschool program.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Objective(s)			
	1. Apply knowledge of school-age developmental characteristics while planning and implementing programs for school-age children.			
	2. Select materials and devise strategies appropriate for school-age children including children with diverse learning needs.			
	3. Describe how to fully utilize community resources to enhance school-age child care.			
2.	Using the ECERS (Early Childhood Environment Rating Scale), SACERS (School Age Environment Rating Scale), develop implementation strategies and select developmentally appropriate materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Identify developmentally typical events and issues specific to school age children and develop appropriate supportive strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Objective(s)			

1. Develop the skills necessary to address specific issues related to the school aged child, including but not limited to: self esteem, peer relationships, puberty and sexuality, bullying, media and peer influences, substance abuse, and internet safety.

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
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5.	Explore environments and select materials appropriate for a school-age child care program referring to accepted current practices and guidelines.	Yes	No	Some
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Objective(s)

1. Implement and analyze school age care and education programs by adhering to the current Nova Scotia Day Care Act and /or Department of Education guidelines.

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Explain and analyze the principles of play based upon the historical and leading theories of play.	Yes	No	Some
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Objective(s)

1. Define play, types of play and the function of play.
2. Explain the history of play research and the contributions of theories of play, including but not limited to the theories of Parten, Piaget, and Smilansky.

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
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Objective(s)

1. Describe how play contributes to the physical, cognitive, social and emotional development of children.
2. Explain the importance of meeting the diverse needs of children through play.

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

1. Evaluate and reflect on one's own effectiveness in supporting play.
2. Identify the role of the teacher in facilitating and supporting learning and development through play.

3. Use the concept of portfolio to document personal strengths and weaknesses as it applies to supporting play in early childhood services.

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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

ECSP 2050

WORK EXPERIENCE

Course Weight: 60

Prerequisite(s)

ECSP 1052 (Work Experience III) 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 ECSP2050, learners will continue to build upon the skills developed in Year One of the Early Childhood Education program. A further emphasis will be placed on self-reflective practice in furthering the learner's development as a competent, knowledgeable early childhood educator. Learners will demonstrate an increased ability to effectively guide children's behaviour - individually and in groups - through the use of a range of positive guidance strategies.

Program faculty may require learners to complete assignments directly related to the current semester's subjects.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Utilize self-reflection to assess his/her strengths, as well as to identify skills requiring further development.	Yes	No	Some
2.	Demonstrate qualities of flexibility and resourcefulness.	Yes	No	Some
3.	Practice consistency in setting and maintaining limits.	Yes	No	Some

4.	Assume responsibility for planning and implementing a variety of activities that incorporate an active rather than a passive learning approach, with minimal assistance.	Yes	No	Some
5.	Demonstrate an awareness of the health, safety and educational needs of all children (total situation), even when working with one child.	Yes	No	Some
6.	Apply theory to practice.	Yes	No	Some
7.	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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

ECSP 2051

WORK EXPERIENCE

Course Weight: 60

Prerequisite(s)

ECSP 2050 (Work Experience IV) and successful completion of program to date

Corequisite(s)

None

Course Description

In ECSP 2051, learner will continue to hone and demonstrate their skills as they take on increasing responsibility in planning and implementing a variety of developmentally appropriate activities with minimal support. Learners will be expected to maintain effective communication and relationships with both children and co-workers and to demonstrate a sound knowledge of developmentally appropriate practices. ECS faculty may require learners to complete assignments directly related to the current semester's subjects.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Plan and implement a variety of activities with little or no support.	Yes	No	Some
2.	Adapt methods and materials to provide developmentally appropriate activities for all children, including those with varying abilities and those served in multi-aged setting.	Yes	No	Some
3.	Promote the health and well-being of all children.	Yes	No	Some
4.	Effectively guide children's behaviour.	Yes	No	Some
5.	Apply theory to practice.	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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

ECSP 2052

WORK EXPERIENCE

Course Weight: 150

Prerequisite(s)

ECSP 2051 (Work Experience V), and successful completion of program to date

Corequisite(s)

None

Course Description

During this final practicum of the ECS program, learners will show proficiency in all areas related to the Early Childhood setting, working independently to guide children's behaviour, plan and implement activities and maintain the daily routine. Learners will be expected to demonstrate a sound knowledge of child development, health & safety issues, developmentally appropriate practices and ethical 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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Act in a professional manner when interacting with children, staff, colleagues, families and community, using the ethical guidelines and standards of the early childhood profession.	Yes	No	Some
2.	Use developmentally appropriate practices when working with all children.	Yes	No	Some
3.	Independently plan, organize, and implement developmentally appropriate activities with young children, using a variety of techniques and materials that encompass aesthetics, creativity, and a sound knowledge of child development.	Yes	No	Some
4.	Plan programs with proficiency.	Yes	No	Some
5.	Work as an effective member of a team.	Yes	No	Some
6.	Apply theory to practice.	Yes	No	Some

7.	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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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 evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only. The objectives are examples of ways to meet the outcomes and are included for information.**

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
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Objective(s)

1. Plan and develop lesson plans as well as identify and/or create learning materials.
2. Plan, implement and evaluate inside as well outside play experiences and activities.
3. Identify and discuss the importance of meeting the diverse needs of children.
4. Become familiar with and utilize a variety of creative learning strategies and activities including, dramatic play, sand and water play, block play, manipulatives, woodworking, food and cooking experiences and media and technology.

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
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Objective(s)

1. Implement and evaluate developmentally appropriate play experiences for children at various age and ability levels.

2. Utilize a variety of creative learning strategies and activities including, dramatic play, sand and water play, block play, manipulatives, woodworking, food and cooking experiences and media and technology.
3. Use the concept of portfolio to document and evaluate significant learning experiences.

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
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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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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 evidence collection for the following learning outcomes. **Note: You will be assessed on the course learning outcomes only. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Discuss the factors that influence our understanding of human development from conception to late childhood.	Yes	No	Some
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Objective(s)

1. Identify and discuss the major theories and theorists in the field of human development.
2. Define the role of research.
3. Conduct literature reviews.
4. Reflect on personal experiences.

2.	Identify the stages of human development from conception to late childhood.	Yes	No	Some
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3.	Develop an understanding of how theories of development help early childhood educators explain and predict development in children.	Yes	No	Some
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Objective(s)

1. Describe physical characteristics of each stage.
2. Explore the cognitive aspects of development at each stage including language development, information processing, intelligence, and creativity.

3. Identify social and emotional factors including self concept, personality, attachment/separation, social relationships and sexual development.

4.	Explore contexts which influence development.	Yes	No	Some
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Objective(s)

1. Critically examine hereditary, environmental and diversity issues.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Identify the stages of human development from adolescence through adulthood.	Yes	No	Some
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2.	Describe the dimensions of human development at each stage.	Yes	No	Some
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Objective(s)

1. Describe physical characteristics and health issues of each stage.
2. Discuss the cognitive aspects, such as language development, information processing, intelligence, and creativity at each stage.
3. Understand the social and emotional factors, such as self concept, personality, social relationships and sexual development that impact development at each stage.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

HCOM 1005

WRITING SKILLS FOR HUMAN SERVICE PRACTICE I

Course Weight: 60

Prerequisite(s)

None

Corequisite(s)

None

Course Description

Effective written communication skills are a necessary component for success in the human service profession. This one semester course is designed to provide the learner the opportunity to develop the skills required to prepare documents used in the learning environment and human 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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Communicate clearly, concisely, and correctly in written form appropriate for human services practice.	Yes	No	Some
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Objective(s)

1. Demonstrate correct grammatical usage.
2. Demonstrate correct punctuation.
3. Develop clear, unified, and coherent sentences and paragraphs.
4. Distinguish between the use of formal and informal language.
5. Demonstrate the use of terminology appropriate to the human services practice.
6. Understand the difference between objective and subjective recording.
7. Demonstrate legible hand writing.

2.	Collect and organize required and relevant information from a variety of sources, including human-service related agencies.	Yes	No	Some
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Objective(s)

1. Identify the nature of the information required.
2. Gather information from appropriate resources using various data collection techniques, including electronic information.
3. Select relevant and reliable information from articles and reports.

4. Employ effective internet search strategies based on NSCC Library Services <http://www.library.nsc.ca>.
5. Evaluate web resources for credibility and authenticity using NSCC Library Services <http://www.library.nsc.ca>.
6. Discuss the importance of citing information and the implications of plagiarism.
7. Explain the purpose of citation styles in writing, including APA.
8. Use appropriate citation styles in writing.

3.	Demonstrate the ability to write personal goals and objectives.	Yes	No	Some
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Objective(s)

1. Define measurable learning outcomes.
2. Identify methods and strategies for evaluating outcomes.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Identify the major sociological perspectives according to the discipline of sociology.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Define characteristics of a critical thinker and thinking.			
	2. Identify the major sociological theorists and their school of thoughts.			
2.	Explore and define the impact of sociological concepts and phenomena according to the discipline of sociology.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Explore the impact of sociological forces upon individual choice.			
	2. Explore the influence of class, race and gender.			
	3. Examine the impact of various sociological perspectives on current social issues.			
3.	Examine the role of research and its practical application according to the discipline of sociology.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Identify the role of social research on social change.			
	2. Explain the principles of research from a sociological perspective.			
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

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

HUSV 1001

INTRODUCTION TO PSYCHOLOGY

Course Weight: 60

Prerequisite(s)

None

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Describe the basic tenants of the major theorists in the study of Psychology.	Yes	No	Some
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Objective(s)

1. Recognize major psychological theorists.
2. Match the psychological theorist to their approaches.
3. Identify and examine contemporary approaches practiced in diverse human service settings.

2.	Explore and define the process of research which is consistent with the discipline of Psychology.	Yes	No	Some
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Objective(s)

1. Examine the process of research.
2. Define research design.
3. Identify the steps of the scientific method.
4. Identify various research designs.
5. Identify current templates for reading and utilizing the scientific method of research.
6. Identify the principles of the research critique process.
7. Examine and discuss how research contributes to the study of human behaviour.

3.	Examine the factors that impact on human behaviour and learning according to the discipline of Psychology.	Yes	No	Some
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Objective(s)

1. Examine the factors that impact on human behaviour and learning.
2. Explore the biological factors that contribute to learning, memory, perception, emotions, cognition, and motivation.
3. Explore environmental motivation, and cognition | factors that contribute to memory, perception, emotions.
4. Relate the interplay of biological and environmental factors to our understanding of human behaviour.

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
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Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

SAFE 1000

INTRODUCTION TO WHMIS

Course Weight: 4

Prerequisite(s)

None

Corequisite(s)

None

Course Description

This course offers the learners the introduction to WHMIS (Workplace Hazardous Materials Information System), which is training required in the workplace by those individuals who are exposed or have the potential to be exposed to controlled products. This is a generic, introductory course that provides basic knowledge in WHMIS for the workplace and is considered to be the basis from which more specific training can be given.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Explain the key elements of the WHMIS program.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Labelling.			
	2. Material Safety Data Sheets (MSDS's).			
	3. Worker education.			
2.	Explain the responsibility structure under the WHMIS program.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Supplier.			
	2. Employer.			
	3. Employee.			
3.	Identify and explain the eight (8) WHMIS hazard symbols and their classification.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Recognize the labels for each hazard type.			
	2. Identify hazards in classes 'A' – 'F'.			
4.	Identify and define the contents and use of labels under the WHMIS regulations.	Yes	No	Some

Objective(s)

1. Supplier label.
2. Worksite label.
3. Laboratory label.

5. Identify and define the nine (9) categories of information required on an MSDS.

Yes

No

Some

Objective(s)

1. Product Identifier.
2. Hazardous Ingredients.
3. Physical Information.
4. Fire or Explosion Hazard.
5. Reactivity Information.
6. Health Hazard Information.
7. Preventive Measures.
8. First Aid Measures.
9. Preparation Information and update.

6. List and describe the major types of chemical hazards.

Yes

No

Some

Objective(s)

1. Flammability.
2. Reactivity.
3. Health.

7. Identify and describe the main preventive measures practices.

Yes

No

Some

Objective(s)

1. Elimination/Substitution.
2. Engineering Controls.
3. Personal Protective Devices.

Suggestions to document prior learning might include:

- Portfolio
- Interview
- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods

Recognizing Prior Learning -Self Audit

Course

SAFE 1001

INTRODUCTION TO NS OH&S ACT

Course Weight: 4

Prerequisite(s)

None

Corequisite(s)

None

Course Description

This course offers learners an introduction to the Occupational Health & Safety (OH&S) Act of Nova Scotia, which is required by any person employed in a Nova Scotia workplace. This is a generic, introductory course that provides basic knowledge of the Act for learners and is considered to be the basis from which more specific training can be given.

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. The objectives are examples of ways to meet the outcomes and are included for information.**

Learning Outcome(s)

1.	Define the purpose of the Nova Scotia Occupational Health and Safety Act.	Yes	No	Some
	<u>Objective(s)</u>			
	1. History.			
	2. Government divisions.			
	3. Federal/Provincial jurisdictions.			
	4. Organization of the Act (5 elements):			
2.	Explain the Internal Responsibility System (IRS) of the Act.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Right to Know.			
	2. Right to Refuse.			
	3. Right to Participate.			
	4. Right to Complain.			
3.	Outline the duties, precautions, roles and responsibilities of each of the major parties under the NS OH&S Act.	Yes	No	Some
	<u>Objective(s)</u>			
	1. Employer.			

2. Employee.
3. Owner.
4. Contractor.
5. Constructor.
6. Other parties.

4.	Identify and explain the OH&S Policy, Programs and Committee's structure of the Act.	Yes	No	Some
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Objective(s)

1. Policy.
2. Program.
3. Joint Occupational Health and Safety Committee (JOHSC).

5.	Explain the function of an Employee Health and Safety Representative.	Yes	No	Some
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6.	Explain the process for communicating information in the workplace.	Yes	No	Some
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Objective(s)

1. Employer.
2. Employee.
3. JOSHC.
4. Nova Scotia Department of Labour and Workforce Development Officer.

7.	Explain the system in place under the NS OH&S Act for workplace monitoring, right to refuse work, and discriminatory action.	Yes	No	Some
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8.	Define the authority of Enforcement Officers.	Yes	No	Some
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Objective(s)

1. Powers of the Officer.
2. Inspections.
3. Stop Work Orders.
4. Orders and Consequences of Orders.
5. Compliance Notices.

9.	Explain the procedures required for reporting accidents.	Yes	No	Some
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Objective(s)

1. Notice of accidents.
2. Disturbance of accident scene.
3. Disclosure of accident information.

10.	Define the appeals procedures under the NS OH&S Act.	Yes	No	Some
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Objective(s)

1. Right to appeal.
2. Consequences of appeal.

11.	Explain the enforcement procedures under the NS OH&S Act.	Yes	No	Some
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Objective(s)

1. Court orders (final decisions).
2. Power of arrest.
3. Offences and penalties.

12.	Explain the purpose of regulations under the NS OH&S Act, and review all regulations pertinent to the chosen occupational area of each program of study for learners.	Yes	No	Some
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Suggestions to document prior learning might include:

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- Video
- Work Samples
- Performance Evaluations
- Employer references
- Letters of validation
- Demonstration
- Oral/written tests and exams
- Product or project assessment
- Case studies
- A combination of the above or other agreed upon methods