

# **Recognizing Prior Learning**

***Giving Credit Where Credit is Due***

**A Student Guide**

**NSCC Early Childhood Education**

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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, but an 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.

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

**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.

\* Adapted from the Open Learning Agency, BC.

## **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.

### *What is the difference between challenging for credit and credit transfer?*

Challenging for credit focuses on what has been learned experientially, or through 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 institution. Once a course has been assessed, and determined to be equivalent, 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 some other 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 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.

Where the learning to be assessed has been achieved through formal credit courses at other post-secondary institutions, credit transfer assessment may be more appropriate.

### **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 PLAR 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 Maria Desjardins, Coordinator, PLAR

115 Chain Lake Drive, Suite 37

Halifax, NS, B3S 1B3. Tel: (902) 491-6727

Fax: (902) 491-4835

Email: [maria.desjardins@nsc.ca](mailto:maria.desjardins@nsc.ca)

## 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)

## **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 post-secondary institution attended to NSCC.

### **PROCESS**

- The learner has his or her transcript sent to the Registrar at the NSCC campus where the student is registered. For online learners, the request for credit transfer is sent to 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

# RPL NSCC ECE

**Learners come to Student Success**  
They think they have Prior Learning

## ***Credit Transfer***

For learners with equivalent formal content/level learning

### **Steps**

- Learner contacts Centre for Student Success
- Learner provides official transcript and documentation that proves equivalent learning to NSCC course outcomes from other institution
- Learner completes the Transfer Credit Application and clearly identifies equivalent courses
- Learner submits the Transfer Credit Application form and supporting documentation
- Learner will receive written notification on whether the credit(s) are/are not given after the request has been reviewed by the appropriate Academic Chair and faculty

## ***Challenge for Credit***

For learners with equivalent informal content/level learning

### **Steps**

- Learner contacts Centre for Student Success for RPL information
- Register as a potential student if not already a student
- Learner obtains supporting documentation for equivalent learning to NSCC course(s) - ECE Student Guide with Self Audit.
- Discuss process, complete self audit by matching learning to learning outcomes, identify courses to challenge.
- Learner completes RPL Application and clearly articulates equivalent learning for each course by developing and following an action plan to complete learning narratives, compile evidence and obtain validations
- Learner submits RPL Application and supporting documentation (where applicable interviews are conducted or exams written).
- Following review by the appropriate academic chair and faculty the learner will receive written notification on whether the credit(s) are/are not given or if learning contracts can be arranged for identified gaps.

## ***NSCC Centres for Student Success- Contact information***

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

**Early Childhood Education Students** 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.nsc.ca](http://www.ecdsc.nsc.ca)

Cumberland Campus 902-597-4406  
Kingstec Campus 902-690-2514  
Burridge Campus 902-742-7832

## **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 an advisor to determine next steps in the RPL process. This will likely involve a meeting with the academic chair for the program and a subject matter expert as mentor if an evidence file or portfolio is recommended. A portfolio development workshop may be offered at this time or individual advising sessions that involve preparing the learner for the process where program resources exist.

If a challenge exam is used, as for Computer Applications (COMP 1217, 1218, 1220), a date will be set for the exam.

## Program Outcomes

Upon successful completion of the **Early Childhood Education** Program, students will have demonstrated the ability to:

- Apply a portfolio approach to the personal management of learning
- The learner will demonstrate respectful, appropriate professional behavior 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.
- Demonstrate portfolio learning in relation to:
  - themselves(what they want to be)
  - vocation(what they want to do)and in the context of their role in promoting the health and well being of the communities they serve
- Support the uniqueness of each child through the recognition of patterns of development, as well as family and cultural influences
- Establish and maintain supportive relationships that promote positive self concepts
- Provide and maintain a safe environment that promotes physical, cognitive, social and emotional well being
- Plan, implement and evaluate developmentally appropriate experiences that advance all areas of children's learning
- Create and maintain collaborative and supportive relationships with children's families, colleagues and the public
- Demonstrate ethical professional behavior and a commitment to continuing professionalism
- Demonstrate an understanding of the profession and the historical, economical and sociological influences that have shaped it
- Contribute to the development, implementation and evaluation of policy by advocating for quality early childhood care and education services.
- Communicate clearly and effectively using a variety of communication mediums
- Employ health promotion and safety strategies within their own lives as well as in their work with children
- Demonstrate an awareness of the importance of service leadership through participation in a community based activity which contributes to the health and well being of their community

As set out in the National Guidelines for Training in Early Childhood Care and Education.

## **Professional Conduct Outcome - Rationale**

We want to make certain that all of our students are completely prepared to serve in the Health and Human Service industry; beyond that, the NSCC has a responsibility to its health and human service partners to ensure that students understand and demonstrate appropriate professional behaviour at all times. Therefore, each course in every program will include the following professional conduct outcome, which must be met in order for the student to pass the course. This outcome is **not** supplementable.

## **Professional Conduct Outcome**

- The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in all learning environments in accordance with their standards of practice, as well as the protocol outlined in NSCC Great Expectations.

## **Portfolio Learning Outcomes**

- apply a portfolio approach to the personal management of learning, career planning, and job search.

## **Employability Learning Outcomes**

- apply appropriate thinking skills and strategies that will facilitate decision making and problem solving.
- define business organizations, assess entrepreneurship skills, and resources required to develop a business in this field.
- receive, comprehend, and express ideas and information using effective communication skills.
- use computer technologies to complete tasks, solve problems, perform research, and create projects.
- demonstrate self-management techniques.
- define roles and responsibilities in the workplace, evaluate workplace situations and behaviors, and interact effectively with co-workers, supervisors, and clients.
- apply mathematical concepts and techniques with the degree of accuracy required to solve problems and make decisions.
- discuss the Nova Scotia Occupational Health and Safety Act as it pertains to the internal responsibility system and the rights and responsibilities of employers and workers.

## Program Overview

## Early Childhood Education

<b>Year 1 – Semester 1</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Pre-requisites</b>	<b>Hr</b>
COMM 1205	Mechanics of Writing	Grade 12 or equivalent	60
GDEV 1028	Human Growth and Development I	Grade 12 or equivalent	60
COMP 1217	Computer Applications I	Grade 12 or equivalent	30
ECSP 1000	Fundamentals of Early Childhood Education	Grade 12 or equivalent	60
ECSP 1200	Learning Through Play I	Co-req GDEV 1028	45
ECSP 1002	Observing and Recording Young Children	Co-req GDEV 1028	60
ECSP 1050	Work Experience I	Successful completion of all course work to date	60
<b>Year 1 - Semester 2</b>			
ECSP 2200	Learning Through Play II	GDEV 1028, ECSP 1200	45
COMP 1218	Computer Applications II	COMP 1217	30
ECSP 1121	Preschool Methods	GDEV 1028	60
ECSP 1004	Aesthetics & Creativity	Grade 12 or equivalent	60
ECSP 1005	Positive Child Guidance	ECSP 1002	60
ECSP 1006	Health and Safety	Grade 12 or equivalent	60
ECSP 1051	Work Experience II	ECSP 1050	60
<b>Year 1 – Intercession</b>			
ECSP 1052	Work Experience III	ECSP 1051	120
<b>Year 2 - Semester 1</b>			
HUSV 1001	Introduction to Psychology	Grade 12 or equivalent	60
ECSP 1113	Infant and Toddler Care	GDEV 1028	30
ECSP 1008	Building and Supporting Professional Relationships	COMM 1205	60
ECSP 1009	Emerging Literacy in the Early Childhood Years	Grade 12 or equivalent	60
ECSP 1010	Family Studies	Grade 12 or equivalent	60
ECSP 1011	Nutrition for Young Children	Grade 12 or equivalent	30
ECSP 2050	Work Experience IV	ECSP 1052	60
<b>Year 2 - Semester 2</b>			
GDEV 2028	Human Growth and Development II	GDEV 1028	30
ECSP 1012	Administering Early Childhood Services	successful completion of 3 full-time semesters	60
ECSP 1107	Issues in School Age Care	GDEV 1028	30
ECSP 1014	Applying Developmentally Appropriate Practice	successful completion of 3 full-time semesters	60
ECSP 1015	Children with Special Needs	GDEV 1028	60
ECSP 1016	Music & Movement	Grade 12 or equivalent	60
HUSV 1000	Introduction to Sociology	Grade 12 or equivalent	60
ECSP 2051	Work Experience V	ECSP 2050	60
<b>Year 2 – Intercession</b>			
ECSP 2052	Work Experience VI	ECSP 2051	120
<b>Certifications</b>			
WHMIS/ OHSA			
Food Handler's Course			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

**FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION**

**ECSP 1000          60 Hours          Prerequisite: Grade 12**

**Course Description:**

This course provides an overview of the historical, societal, and theoretical origins of early childhood education. Learners will be exposed to an overview 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.

Learning Outcomes	Yes	No	Some
Identify the historical, societal, and theoretical origins of early childhood education and child care in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare and contrast the major early childhood education curriculum approaches and their impact on early learning and child care teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and interpret current early childhood education issues and trends provincially, nationally, and internationally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Personal ECE philosophy</li> <li>➤ Evidence of program planning and implementation</li> </ul> | <ul style="list-style-type: none"> <li>➤ Interview or written discussion regarding approaches, issues and trends</li> </ul> |
|--|---|

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

HUMAN GROWTH & DEVELOPMENT I GDEV 1020

60 Hour

**Pre-requisite:** Grade 12

**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 understanding early childhood, specifically the physical, cognitive, language, and personality, moral, social and emotional development of children aged birth through 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.

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

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Discuss the factors that influence our understanding of human development from conception to late childhood <ul style="list-style-type: none"> <li>➤ identify and discuss the major theories and theorists in the field of human development</li> <li>➤ define the role of research</li> <li>➤ conduct literature reviews</li> <li>➤ reflect on personal experiences</li> </ul>			
Identify the stages of human development from conception to late childhood			
Develop an understanding of how theories of development help early childhood educators explain and predict development in children. <ul style="list-style-type: none"> <li>➤ describe physical characteristics of each stage</li> <li>➤ explore the cognitive aspects of development at each stage including language development, information processing, intelligence, and creativity</li> <li>➤ identify social and emotional factors including self concept, personality, attachment/separation, social relationships and sexual development</li> </ul>			
Explore contexts which influence development <ul style="list-style-type: none"> <li>➤ critically examine hereditary, environmental and diversity issues</li> </ul>			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

LEARNING THROUGH PLAY I ECSP 1200 45 Hours

**Co-requisite:** GDEV 1028

**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.

Learning Outcomes	Yes	No	Some
Explain and analyze the principles of play based upon the historical and leading theories of play.			
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.			
Explain the role of the early childhood educator in supporting play using the CCCF ‘Standards of Practice’.			
Prepare developmentally appropriate, play-based goals, objectives and teaching strategies for children from birth to age twelve.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Written documentation regarding your understanding of the importance, principles, types of and function of play
- Evidence of your role in supporting play and knowledge goals, objectives and teaching strategies.
- Performance evaluations

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

OBSERVING AND RECORDING YOUNG CHILDREN ECSP 1002 60

Hours **Co-requisite:** GDEV 1028

**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 based on observations made in the lab.

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.

Learning Outcomes	Yes	No	Some
Identify the ethical and legal responsibilities of observing, sharing and documenting children's development and behaviour according to the Canadian Child Care Federation Standards of Practice and Code of Ethics.			
Utilize effectively a variety of observational techniques in order to plan and implement developmentally appropriate programs for children from birth to twelve years of age.			
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.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples documenting the use of a variety of observation and recording tools and techniques
- Interview
- Performance evaluations
- Letters of validation

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

MECHANICS OF WRITING COMM 1205 60 Hours

**Prerequisites:** High School Graduation Diploma, or equivalent

**Course Description:**

Ideas and plans are rarely successful when they are not well communicated. Through this course, students review the fundamentals of English grammar, punctuation, and usage required for effective communications in the workplace.

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.

Learning Outcomes	Yes	No	Some
Explain the purpose, components, and factors influencing communication.			
Develop and analyze active listening skills.			
Write concise, grammatically acceptable sentences through the completion of appropriate projects and/or workplace documents.			
Demonstrate an understanding of the basic elements of the sentence (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection).			
Proofread, edit and revise documents to meet workplace standards.			
Plan and write various projects.			
Prepare the framework of a portfolio			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples documenting professional written communication
- Interview
- Performance evaluations

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

COMPUTER APPLICATIONS I COMP 1217 30 Hours

**Prerequisite** High School Graduation Diploma, or equivalent

**Course Description:**

This course focuses on the computer as a communication device. This course is designed for students without previous computer skills, and covers windows basics, word processing, and E-mail. This course is designed to give students essential computer skills needed to be successful in college studies.

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.

**\*\*\*Transfer of credit or NSCC Computer challenge exam are the only RPL options for this course.**

Learning Outcomes	Yes	No	Some
1. Explain the basics of computer theory. Students will: <ul style="list-style-type: none"> <li>• Identify computer components.</li> <li>• Use basic computer terminology.</li> <li>• Identify ergonomics issues related to computer usage.</li> </ul>			
2. Perform basic functions of Microsoft Windows. Students will: <ul style="list-style-type: none"> <li>• Use a mouse and keyboard.</li> <li>• Use copy, cut, and paste.</li> <li>• Use a mouse to click and drag various objects.</li> <li>• Use windows, including moving, sizing, maximizing, minimizing, restoring.</li> <li>• Use icons.</li> <li>• Use multiple windows.</li> <li>• Scroll through a window.</li> <li>• Use Menus.</li> <li>• Perform file management.</li> </ul>			
3. Access a networked computer. Students will: <ul style="list-style-type: none"> <li>• Log on and off.</li> <li>• Use a networked printer.</li> <li>• Adhere to campus computer policies.</li> </ul>			

<p>4. Use electronic message software for communication purposes. Students will:</p> <ul style="list-style-type: none"> <li>• Read mail.</li> <li>• Create mail messages.</li> <li>• Check spelling.</li> <li>• Use appropriate e-mail etiquette.</li> <li>• Use the address book function.</li> <li>• Send mail.</li> <li>• Forward mail messages.</li> <li>• Reply to mail messages.</li> <li>• Manage attachments including sending, receiving, viewing, saving, and printing.</li> <li>• Manage messages including deleting, saving and sorting into folders.</li> </ul>			
<p>5. Browse the Internet: using a web browser. Students will:</p> <ul style="list-style-type: none"> <li>• Discuss URL's.</li> <li>• Use the forward and back features.</li> <li>• Mark pages using bookmarks/favourites.</li> <li>• Find specific information using search engines and various searching techniques.</li> <li>• Print pages.</li> <li>• Save images or files.</li> <li>• Examine the use of the Internet for continuing education:             <ol style="list-style-type: none"> <li>1. Discuss the emergence of the World Wide Web for education purposes.</li> <li>2. Visit NSCC Online Services.</li> </ol> </li> </ul>			
<p>6. Use a word processor to create basic documents. Students will:</p> <ul style="list-style-type: none"> <li>• Enter text into a word processor document.</li> <li>• Use spell check and grammar check features.</li> <li>• Save files considering appropriate names, folders and drives.</li> <li>• Format text, including but not limited to the use of bold, italics, underlining, font type, and font size.</li> <li>• Format paragraphs, including but not limited to line spacing.</li> <li>• Format pages, including but not limited to paper size, page orientation and margins.</li> <li>• Print documents and portions of documents.</li> </ul>			
<p>7. Apply a portfolio approach to the personal management of learning. Students will:</p> <ul style="list-style-type: none"> <li>• Develop documentation and/or work samples related to their program of study/career goals suitable for their in-progress portfolio.</li> </ul>			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

WORK PRACTICUM I      ECSP 1050      60 hours

**Prerequisite:** Successful completion of courses to date

### **Course Description:**

The Early Childhood Studies Work Practicum provides students with opportunities to participate in a variety of non-paid, supervised and regulated early childhood settings with a variety of age groups. In order to graduate with a diploma in Early Childhood Studies students must have a completed a minimum of 500 hours of practicum experience, 60% of which must take place in licensed child care settings.

Students will gain and expand skills through practical application of early childhood developmental and curriculum theories. In a progressive fashion during the two-year program, skill development will be enhanced and students will demonstrate increasing levels of proficiency.

Practicum expectations will be closely tied to classroom subjects and students will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Students 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 student 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 student has not yet attained this level. In those cases the student and faculty will meet to determine the best course of action.

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

In ECSP1050, the focus for students 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 students to complete various assignments directly related to the semester subjects.

### **Potential RPL Assessment Tool (*ongoing discussions regarding policy in this area*)**

-Supervisor Evaluation

### **Evaluation Methodologies**

-Pass/Fail

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you could demonstrate.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Participate in the routine of the early childhood setting.			
Demonstrate a genuine interest in children.			
Demonstrate basic interaction strategies.			
Utilize fundamental observational skills when working with children.			
Communicate effectively with cooperating teachers.			
Exhibit professional qualities related to confidentiality, appearance, attendance, punctuality and attitude.			
Apply child development theory to practice.			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

AESTHETICS AND CREATIVITY ECSP 1004

60 HOURS Prerequisite: Grade 12

**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.

Learning Outcomes	Yes	No	Some
Examine how creativity impacts on the individual's cognitive, social, emotional and physical development.			
Employ a variety of materials, techniques and resources to enhance the aesthetic and creative development of children.			
Demonstrate responsiveness to support the development of creativity in children by following developmentally appropriate practice guidelines.			
Use resources to design and create aesthetically pleasing environments for children and adults.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples or photos of a variety of creative projects that you have been involved in.
- Letter of validation
- Documentation of an art centre
- Interview

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

POSITIVE CHILD GUIDANCE ECSP 1005 60 Hours

**Prerequisite:** ECSP 1002

**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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Compare and contrast past and present child guidance techniques			
Analyze children’s behaviour using observation skills acquired in previous courses.			
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.			
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.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Interview
- Performance evaluations
- Video
- Letters of validation

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

**HEALTH AND SAFETY ECSP 1006 60 Hours**

**Prerequisite:** Grade 12

**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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
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.			
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 NS Dept. of Health.			
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 NS Dept. of Health.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Demonstration of an age appropriate health and safety activity for self, children and families
- Evidence of formal communication to parents or coworkers regarding communicable disease
- Performance evaluations

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

PRE-SCHOOL METHODS ECSP 1121 60 Hours

**Course Description:**

This course is designed to enable the student 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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Apply knowledge of preschool age (thirty-six months to five years) development through observation and planning of developmentally appropriate activities.			
Using ECERS (Early Childhood Environmental Rating Scale) develop implementation strategies and select developmentally appropriate materials.			
Implement and analyze preschool age care and education programs by adhering to the Current Nova Scotia Day Care Act.			
Identify strategies to address developmentally typical events specific to preschool age children using the recommended course textbook.			
Evaluate planned activities and implementation strategies in accordance with the Canadian Child Care Federation Standards of Practice and Code of Ethics.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples
- Performance evaluations
- Interview
- Employer reference(s)

## Recognizing Prior Learning —Self Audit- Early Childhood Education

### Course:

LEARNING THROUGH PLAY II ECSP 2200 45 HOURS

**Prerequisite:** ECSP 1200

### 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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
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.			
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.			
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 recommended textbooks.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

### **Suggestions for direct and indirect documentation to validate prior learning:**

- Documentation of planning and implementing dramatic play, sand and water play, block play etc
- Interview
- Video

**Recognizing Prior Learning —Self Audit- Early Childhood Education**

**Course:**

COMPUTER APPLICATIONS II COMP 1218 30 HOURS

**Prerequisite:** COMP 1217

**Course Description:**

Computer Applications II focuses on intermediate document creation using a word processor, and includes the use of the World Wide Web as a source of information for research. Students will deliver presentations using presentations software such as PowerPoint

**\*\*\*Transfer of credit or NSCC Computer challenge exam are the only RPL options for this course.**

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Use a word processor to create basic documents of intermediate quality			
Deliver a presentation using Microsoft PowerPoint			
Explore other common computer applications			
Apply a portfolio approach to the personal management of learning			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

WORK PRACTICUM II      ECSP 1051      60 hours

**Prerequisite:** ECSP 1050

### **Course Description:**

The Early Childhood Studies Work Practicum provides students with opportunities to participate in a variety of non-paid, supervised and regulated early childhood settings with a variety of age groups. In order to graduate with a diploma in Early Childhood Studies students must have completed a minimum of 500 hours of practicum experience, 60% of which must take place in licensed child care settings.

Students will gain and expand skills through practical application of early childhood development and curriculum theories. In a progressive fashion during the two-year program, skill development will be enhanced and students will demonstrate increasing levels of proficiency.

Practicum expectations will be closely tied to classroom subjects and students will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well as professional communication strategies with children, parents and colleagues. Students 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 student 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 student has not yet attained this level. In those cases the student and faculty will meet to determine the best course of action.

Program faculty and cooperating teachers will communicate regularly regarding the student'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. Students will be expected to attempt to guide children's behaviour with support from their cooperating teachers, to promote a healthy & safe environment, and to implement simple activities with guidance. Program faculty may require students to complete various assignments directly related to the semester subjects.

**Potential RPL Assessment Tool** (*ongoing discussions regarding policy in this area*)

- Supervisor Evaluation
- Evidence and Demonstration of activities and assignments

**Evaluation Methodologies**

- Pass/Fail

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you could demonstrate.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Participate in the setting routine and demonstrate awareness of program rules			
Demonstrate a willingness to accept direction and suggestions			
Demonstrate initiative			
Practice effective communication strategies with children and co-workers			
Promote health and safety practices			
Note situations requiring guidance and attempt to solve problems with support			
Plan and implement small and large group activities with support			
Identify program philosophies and models			
Apply theory to practice			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

WORK PRACTICUM III ECSP 1052 150 hours

**Prerequisite:** ECSP 1051

### **Course Description:**

The Early Childhood Studies Work Practicum provides students with opportunities to participate in a variety of non-paid, supervised and regulated early childhood settings with a variety of age groups. In order to graduate with a diploma in Early Childhood Studies students must have completed a minimum of 500 hours of practicum experience, 60% of which must take place in licensed child care settings.

Students will gain and expand skills through practical application of early childhood developmental and curriculum theories. In a progressive fashion during the two-year program, skill development will be enhanced and students will demonstrate increasing levels of proficiency.

Practicum expectations will be closely tied to classroom subjects and students will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Students 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 student 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 student has not yet attained this level. In those cases the student and faculty will meet to determine the best course of action.

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

In ECSP 1052, students 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 Studies program. Emphasis will be placed on the students' ability to put theory to practice and in demonstrating an understanding of child development. Students at this level will be expected to demonstrate a genuine interest in working with children and conduct themselves in an appropriate and professional manner.

### **Potential RPL Assessment Tool (*ongoing discussions regarding policy in this area*)**

- Supervisor Evaluation
- Evidence and demonstration of activities
- Learning narrative regarding communication and guidance strategies
- Interview

### **Evaluation Methodologies**

- Pass/Fail

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you could demonstrate.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Participate in the setting routine and demonstrate awareness of program rules			
Demonstrate a willingness to accept direction and suggestions			
Demonstrate initiative			
Practice effective communication strategies with children and co-workers			
Promote health and safety practices			
Note situations requiring guidance and attempt to solve problems with support			
Plan and implement small and large group activities with support			
Identify program philosophies and models			
Apply theory to practice			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

INTRODUCTION TO PSYCHOLOGY      HUSV 1001      60 HOURS

**Prerequisite:** Grade 12

**Course Description:**

This survey course focuses on human behavior 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 behavior.

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.

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

Learning Outcomes	Yes	No	Some
Recognize major psychological theorists <ul style="list-style-type: none"> <li>➤ match the psychological theorist to their approaches</li> <li>➤ Identify and examine contemporary approaches practiced in diverse human service settings</li> </ul>			
Examine the process of research <ul style="list-style-type: none"> <li>➤ Identify the steps of the scientific method</li> <li>➤ Identify various research designs</li> <li>➤ Examine and discuss how research contributes to the study of human behavior</li> </ul>			
Examine the factors that impact on human behavior and learning <ul style="list-style-type: none"> <li>➤ Explore the biological factors that contribute to learning, memory, perception, emotions, cognition, and motivation</li> <li>➤ Explore environmental factors that contribute to memory, perception, emotions, motivation, and cognition</li> <li>➤ Relate the interplay of biological and environmental factors to our understanding of human behaviour</li> </ul>			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit-Early Childhood Education

**Course:**

**BUILDING AND SUPPORTING PROFESSIONAL RELATIONSHIPS**

**ECSP 1008**

60 Hours

**Prerequisite: COMM 1205 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.

Learning Outcomes	Yes	No	Some
Research and respond to current issues and trends concerning children’s families, healthy communities and the early learning and child care profession.			
Communicate with parents, professionals and the community in matters relating to the early learning and child care profession in accordance with the Canadian Child Care Federation Standards of Practice and Code of Ethics.			
Appropriately conduct self within the Early Learning and Child Care sector according to the CCCF Code of Ethics.			
Advocate for children, families and communities in accordance with Canadian Child Care Federation Standards of Practice and Code of Ethics.			
Demonstrate service leadership through participation in a community based activity which contributes to the health and well being of your community.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Workplace and/or community validations of involvement in advocacy and service leadership
- Assignment regarding current issue in ELCC
- Interview

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

INFANT AND TODDLER CARE ECSP 1113 30 Hours

**Pre-requisite:** GDEV 1028

**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.

Learning Outcomes	Yes	No	Some
Using the current and relevant regulations and recommendations by the Dept. of Public Health and the Nova Scotia Daycare Act, demonstrate developmentally appropriate procedures for feeding, dressing, diapering, toilet learning and naptime.			
Apply knowledge of Infant & Toddler development through the observation and planning of developmentally appropriate activities for children birth to 36 months of age.			
Using the Infant & Toddler Environment Rating Scale develop implementation strategies and select developmentally appropriate materials.			
Implement and analyze infant and toddler care and education programs by adhering to the current Nova Scotia Daycare Act.			
Identify strategies to address developmentally typical social and emotional events using the recommended text.			
Evaluate planned activities and implementation strategies in accordance with the Canadian Child Care Federation Standards of Practice and Code of Ethics.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work sample indicating evidence of planning, implementing and evaluating developmentally appropriate programming for infants and toddlers
- Interview
- Photos/ videos of environments

## Recognizing Prior Learning —Self Audit- Early Childhood Education

### Course:

EMERGING LITERACY IN THE EARLY CHILDHOOD YEARS

ECSP 1009

60 Hours

Prerequisite: Grade 12

### 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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Identify the elements of a developmentally appropriate environment that nurtures and supports the language and literacy development of children.			
Plan and implement developmentally appropriate language and literacy experiences for infants, toddlers, preschool age and school age children.			
Use developmentally appropriate strategies to model effective language and literacy practices within the early learning and care setting.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

### **Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples demonstrating your involvement in promoting language and literacy in a developmentally appropriate setting
- Video of circle time presentation
- Interview

## Recognizing Prior Learning —Self Audit-Early Childhood Education

**Course:**

FAMILY STUDIES                      ECSP 1010                      60 Hours

**Prerequisite:** Grade 12

**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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ Learning narrative</li> <li>➤ Performance evaluations</li> </ul> | <ul style="list-style-type: none"> <li>➤ Letter of validation</li> <li>➤ Interview</li> </ul> |
|---|---|

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

NUTRITION FOR YOUNG CHILDREN      ECSP 1011      30 HOUR

**Prerequisite:** Grade 12

**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.

Learning Outcomes	Yes	No	Some
Describe the nutritional needs, including food safety, of infants, toddlers, preschoolers and school aged children using Canada’s Food Guide and the referencing the NS Dept. of Agriculture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ the principles of nutrition promotion within their own lives as well as in their work with children, parents, families and other professionals following Canada’s Food Guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a monthly menu which meets the requirements of the Nova Scotia Day Care Licensing Manual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and implement developmentally appropriate activities which promote children’s awareness of nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work sample evidence file that includes monthly menu and demonstration of activities promoting children’s awareness of nutrition

## Recognizing Prior Learning —Self Audit- Early Childhood Education

WORK PRACTICUM IV ECSP 205060 hours

**Prerequisite:** ECSP 1052

### **Course Description:**

The Early Childhood Studies Work Practicum provides students with opportunities to participate in a variety of non-paid, supervised and regulated early childhood settings with a variety of age groups. In order to graduate with a diploma in Early Childhood Studies students must have completed a minimum of 500 hours of practicum experience, 60% of which must take place in licensed child care settings.

Students will gain and expand skills through practical application of early childhood developmental and curriculum theories. In a progressive fashion during the two-year program, skill development will be enhanced and students will demonstrate increasing levels of proficiency.

Practicum expectations will be closely tied to classroom subjects and students will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well as professional communication strategies with children, parents and colleagues. Students 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 student 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 student has not yet attained this level. In those cases the student and faculty will meet to determine the best course of action.

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

In ECSP2050, students will continue to build upon the skills developed in Year One of the Early Childhood Studies program. A further emphasis will be placed on self-reflective practice in furthering the student's development as a competent, knowledgeable early childhood educator. Students 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 students to complete assignments directly related to the current semester's subjects.

### **Potential RPL Assessment Tool (*ongoing discussions regarding policy in this area*)**

- Supervisor Evaluation
- Evidence and demonstration of activities
- Learning narrative regarding communication and guidance strategies
- Interview

### **Evaluation Methodologies**

- Pass/Fail

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you could demonstrate.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Utilize self-reflection to assess his/her strengths, as well as to identify skills requiring further development			
Demonstrate qualities of flexibility and resourcefulness.			
Practice consistency in setting and maintaining limits.			
Assume responsibility for planning and implementing a variety of activities that incorporate an active rather than a passive learning approach, with minimal assistance.			
Demonstrate an awareness of the health, safety and educational needs of all children (total situation), even when working with one child.			
Apply theory to practice.			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

MUSIC AND MOVEMENT ECSP 1016 60 Hours

**Prerequisite:** None

**Course Description:**

Learners will explore the many aspects of music, which include singing, chanting, playing, moving, creating, and how these aspects can be incorporated into a curriculum for young children.

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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
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 Federation Standards of Practice.			
Utilize resources and apply developmentally appropriate strategies that will enhance the development of children as recommended in the Canadian Child Care Federation Standards of Practice.			
Evaluate music and movement activities for developmental appropriateness and respectiveness of diversity.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples showing evidence of planning, implementing and evaluating music and movement activities
- Video demonstration of music/movement activity

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

ADMINISTERING EARLY CHILDHOOD SERVICES

ECSP 1012 60 hours

**Prerequisite:** Successful completion of three semesters

**Course Description:**

This course is designed to provide students 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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Identify the skills, knowledge and resources required to open, operate and/or manage an early childhood education service using the Nova Scotia Daycare Licensing Manual and the Childcare Human Resources Sector Council Occupational Standards for Childcare Administrators (2006).			
Develop a business plan for an early childhood education service following the Canadian Business Development Corporation's guidelines and the Childcare Human Resources Sector Council, Occupational Standards for Childcare Administrators (2006).			
Prepare facility records for an early childhood service following the Nova Scotia Daycare Act.			
Produce diverse marketing and advertising strategies for promoting an early childhood education service following the Canadian Business Development Corporation's guidelines.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Evidence file containing developed policies and procedures, records, marketing strategies etc
- Interview
- Letters of validation

## Recognizing Prior Learning —Self Audit- Early Childhood Education

**Course:**

**ISSUES IN SCHOOL AGE CARE**

**ECSP 1107**

**30 Hours**

**Prerequisite:** GDEV 1028

**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. 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 school-age care giver/teacher 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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Apply knowledge of school age development (six to 12 years of age) through observation and planning of developmentally appropriate activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the SACERS (School Age Care Environment Rating Scale), develop implementation strategies and select developmentally appropriate materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strategies to address developmentally typical events and issues specific to school age children using the recommended course textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate planned activities and implementation strategies in accordance with the Canadian Child Care Federation Standards of Practice and Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Work samples showing evidence of planning, implementing and evaluation of developmentally appropriate programs for school age children</li> </ul> | <ul style="list-style-type: none"> <li>➤ Interview</li> <li>➤ Performance evaluations</li> <li>➤ Video</li> </ul> |
|--|---|

## Recognizing Prior Learning —Self Audit-Early Childhood Education

**Course:**

CHILDREN WITH SPECIAL NEEDS ECSP 1015 60 Hours

**Prerequisite:** GDEV 1028

**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.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Define the various philosophies and practices of inclusion in early learning and care settings with reference to Building Blocks: Strategies for Inclusion and the Nova Scotia Early Childhood Development Services			
Observe and identify implementation strategies as outlined in Building Blocks: Strategies for Inclusion that support children with special needs in early learning and care settings.			
Plan and implement developmentally appropriate programs and activities that meet the needs of children with special needs in an early learning and care setting.			
Using current and relevant research, identify specific challenges affecting children’s typical development.			
Evaluate planned activities and implementation strategies in accordance with Building Blocks: Strategies for Inclusion and Canadian Child Care Federation Standards of Practice and Code of Ethics.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

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

**Suggestions for direct and indirect documentation to validate prior learning:**

- Work samples showing evidence of planning, implementing and evaluation of developmentally appropriate programs and activities that meet the needs of children with special needs.
- Interview
- Performance evaluations
- Video

**Recognizing Prior Learning —Self Audit- Early Childhood Education**

HUMAN GROWTH AND DEVELOPMENT II    GDEV 2028    30 hours

**Pre-requisite:** GDEV 1028

**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.

**\*\*Transfer credit is recommended for this course**

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Identify the stages of human development from adolescence through adulthood			
Describe the dimensions of human development at each stage			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u>			

**Recognizing Prior Learning —Self Audit- Early Childhood Education**

**Course:**

INTRODUCTION TO SOCIOLOGY HUSV 1000 60 Hours

**Prerequisite:** Grade 12

**Course Description:**

Introduction to Sociology is an introduction to sociological thought: critical thinking, the sociological imagination and theoretical perspectives. Opportunities for the study of the nature of the major sociological concepts including socialization, stratification, diversity and deviance will be provided.

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.

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

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Apply critical thinking to a variety of social issues <ul style="list-style-type: none"> <li>• Define the characteristics of a critical thinker</li> <li>• Recognize the bias of the dominant culture</li> <li>• Identify personal preconceived assumptions</li> </ul>			
Analyze the impact of sociological concepts as they apply to the field of Human Services <ul style="list-style-type: none"> <li>• Explore the impact of sociological forces upon individual choice</li> <li>• Understand the social construction of realities</li> <li>• Examine the influence of class, race, and gender upon opportunities</li> </ul>			
Develop an awareness of a variety of sociological perspectives <ul style="list-style-type: none"> <li>• Understand the various levels and perspectives of sociological analysis</li> <li>• Apply various perspectives to current social issues</li> </ul>			
Examine the role of research and its practical application <ul style="list-style-type: none"> <li>• Identify the role of social research on social change</li> <li>• Explain how sociologists conduct research</li> <li>• Collect sociological data that is presented via the media and other sources</li> </ul>			

## Recognizing Prior Learning —Self Audit-Early Childhood Education

**Course:**

Applying Developmentally Appropriate Practice ECSP 1014 60 hours

**Pre-requisite:** Successful completion of first three semesters

**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 **demonstrate**.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Apply the developmentally appropriate skills and theories learned in previous early childhood courses to professional practice in early childhood services.			
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.			
The learner will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

### Course

Work Practicum V ECSP 2051 60 hours

**Prerequisite:** ECSP 2051

### Course Description:

The Early Childhood Studies Work Practicum provides students with opportunities to participate in a variety of non-paid, supervised and regulated early childhood settings with a variety of age groups. In order to graduate with a diploma in Early Childhood Studies students must have completed a minimum of 500 hours of practicum experience, 60% of which must take place in licensed child care settings.

Students will gain and expand skills through practical application of early childhood developmental and curriculum theories. In a progressive fashion during the two-year program, skill development will be enhanced and students will demonstrate increasing levels of proficiency.

Practicum expectations will be closely tied to classroom subjects and students will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Students 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 student 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 student has not yet attained this level. In those cases the student and faculty will meet to determine the best course of action.

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

In ECSP 2051, student 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. Students 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 students to complete assignments directly related to the current semester's subjects.

### **Potential RPL Assessment Tool (*ongoing discussions regarding policy in this area*)**

- Supervisor Evaluation
- Evidence and demonstration of activities
- Learning narrative regarding communication and guidance strategies
- Interview

### **Evaluation Methodologies**

- Pass/Fail

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you could demonstrate.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
Plan and implement a variety of activities <b>with little or no support.</b>			
Adapt methods and materials to provide developmentally appropriate activities for all children, including those with varying abilities and those served in multi-aged setting			
Promote the health and well-being of all children.			
Effectively guide children's behaviour.			
Apply theory to practice			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Recognizing Prior Learning —Self Audit- Early Childhood Education

### Course

Work Practicum VI      ECSP 2052      150 Hours

**Prerequisite:** ECSP 2051

### Course Description:

The Early Childhood Studies Work Practicum provides students with opportunities to participate in a variety of non-paid, supervised and regulated early childhood settings with a variety of age groups. In order to graduate with a diploma in Early Childhood Studies students must have completed a minimum of 500 hours of practicum experience, 60% of which must take place in licensed child care settings.

Students will gain and expand skills through practical application of early childhood developmental and curriculum theories. In a progressive fashion during the two-year program, skill development will be enhanced and students will demonstrate increasing levels of proficiency.

Practicum expectations will be closely tied to classroom subjects and students will apply techniques of classroom management and positive child guidance, program planning, interaction strategies, as well professional communication strategies with children, parents and colleagues. Students 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 student 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 student has not yet attained this level. In those cases the student and faculty will meet to determine the best course of action.

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

During this final practicum of the ECS program, students 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. Students will be expected to demonstrate a sound knowledge of child development, health & safety issues, developmentally appropriate practices and ethical behaviour.

### **Potential RPL Assessment Tool** (*ongoing discussions regarding policy in this area*)

- Supervisor Evaluation
- Evidence and demonstration of activities
- Learning narrative regarding communication and guidance strategies
- Interview

### **Evaluation Methodologies**

- Pass/Fail

According to the learning you have gained through experience, please indicate with a check mark the knowledge and skills that you could demonstrate.

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Some</b>
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			
Use developmentally appropriate practices when working with all children.			
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.			
Plan programs with proficiency.			
Work as an effective member of a team.			
Apply theory to practice.			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

## Certifications

### Description:

All students must complete the following certifications:

**SAFE 1000/SAFE 1001      WHMIS/Introduction OH&S Act      4 hours**

Students will be required to complete a theoretical component in the classroom that introduces the concepts of WHMIS and provides an overview of the Occupational Health and Safety Act of Nova Scotia. Students will also have to review the current WHMIS practices used in industry placement.

**FDBV 1007      Food Handlers Course      6 hours**

This course is sponsored by the Department of Agriculture. It reviews safe handling of food and investigates best practices in maintaining a safe and secure environment in which to prepare food.

## Elective Course Option

Directed Readings in Intergenerational Care      ECSP 2000      60 hours

### Course Description

This course is intended to extend the students understanding of later life issues, with particular reference to the provision of supports and services that include young children and seniors together. Students will meet twice a week to discuss topics and issues uncovered during their readings.

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.

Learning Outcomes	Yes	No	Some
To explore issues related to the provision of intergenerational care.			
Define intergenerational care			
Compare and contrast the developmental needs of the young and old			
Explore models of intergenerational care			
Compare normal aging with the pathology of aging			
Determine the challenges and benefits of intergenerational care provision			
Determine the benefits family systems approach as a model for practice			
The student will demonstrate respectful, appropriate professional behaviour and effective interpersonal interactions with others in the classroom, labs and practicum areas in accordance with their standards of practice as well as the protocol outlined in NSCC <u>Great Expectations</u> .			

**Text:** There is no text for this course. Readings will come from a variety of sources, including professional journals, library resources, and the internet.