



Candidate Guide

The Early Childhood Education diploma program is dedicated to removing barriers and broadening the access to programs at NSCECE. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our program.

Prior Learning Assessment and Recognition (PLAR) is a process that gives adult learners the opportunity to gain credit for formal, non-formal, and/or informal learning. Learners follow a process that allows them to identify, describe and demonstrate past learning that was obtained through a collection of study, life and work experiences. The learner then determines how this prior learning aligns with the learning outcomes and essential employability skills in NSCECE courses.

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NSCECE courses available for PLAR

COM 100	Communications
ECE 137	Nutrition
ECE 147	Behaviour Guidance I
ECE 203	Curriculum II
ECE 204	Infant & Toddler Child Care
ECE 217	Health & Safety
ECE 309	Parents as Partners
ECE 320	Emergent Literacy
ECE 330	Professionalism & Advocacy
ECE 403	School Age Child Care
ECE 425	Administration & Management
ECE 205	Practicum II
ECE 305	Practicum III

Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating candidate's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The ECE program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

Examples of prior learning

Formal

- college courses
- university courses

Non-formal

- non-college courses and training programs
- seminars
- workshops

Informal

- independent study
- personal projects and reading
- community and family activities
- paid or voluntary work
- travel
- military service
- hobbies
- professional associations

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered.

These assessments may include one or a combination of the following assessment tools:

- Challenge tests
- Portfolio development: (providing evidence of learning from life and work experiences and accomplishments)
- Performance evaluations (skill demonstrations, role plays, case studies, etc.)
- Interviews and oral tests

PLAR Evidence File

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan. Check with the PLAR Advisor **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.

It is your responsibility to create, collect and compile relevant evidence – if required.

3. The evidence should demonstrate the skills and knowledge from your experiences.
4. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to the PLAR Advisor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- experience (activity) outlines
- philosophy statement
- observations
- workplace validations
- work samples
- photos of environments
- videotapes
- prop boxes

NSCECE **will not** send/mail the evidence back; it is the candidate's responsibility to contact the PLAR Advisor **within two months** to make arrangements to pick up the evidence.

Which courses are available to PLAR?

ECE Diploma		
Course Code	Course Name	Hours
COM 100	Communications	30
ECE 137	Nutrition	30
ECE 147	Behaviour Guidance I	30
ECE 203	Curriculum II	60
ECE 204	Infant & Toddler Child Care	60
ECE 217	Health & Safety	30
ECE 309	Parents as Partners	30
ECE 320	Emergent Literacy	30
ECE 330	Professionalism & Advocacy	60
ECE 403	School Age Child Care	30
ECE 425	Administration & Management	30
ECE 205	Practicum II	150
ECE 305	Practicum III	150

Who can apply for courses through PLAR?

PLAR candidates must meet all admission requirements for the ECE diploma program (refer to NSCECE website for details of admission requirements <http://www.nscece.ca/future-students/admissions/>).

- ***To be eligible for PLAR for a course (other than practicum), an applicant must have successfully completed two courses from the program of studies at NSCECE. Program of studies listed at: <http://www.nscece.ca/future-students/diploma-program/>.***

Who can apply for practicum through PLAR? (Practicum II and III only)

Practicum through PLAR allows you to demonstrate your prior learning and competence in a licensed child care setting where you are familiar with the children, the families and the program.

- PLAR candidates must meet all admission requirements for the ECE diploma program (refer to NSCECE website for details of admission requirements <http://www.nscece.ca/future-students/admissions/>).
- Students who have five years experience working in a child care setting may apply for credit toward a portion of the program through our Prior Learning Assessment & Recognition program (PLAR).
Students wishing to apply to obtain a credit via PLAR must meet the following criteria:
 - Must have successfully completed two courses from the program of studies at NSCECE prior to registering for PLAR.
 - Must have received a grade of 70% or above in the two courses
- As part of the PLAR process the applicant must provide validation of this work experience (e.g. letter from employer).
- After successful completion of the two workplace PLAR practicums, the student must complete one additional full practicum at a site chosen by NSCECE.
- Prior to applying to PLAR practicum, students must successfully complete a minimum of one full practicum at a site chosen by NSCECE.

- Students using a GWE as part of a practicum PLAR may be eligible to do a PLAR concurrent with their first practicum.
- Students who have successfully completed Guided Workplace Experience 1 and 2 from NSCECE within the past 3 years may apply to use their GWE 1 & 2 recognized for up to two practicum PLARS. Students will be required to provide the original documentation (GWE binders) as well as documentation of additional learning (e.g. additional courses; professional development; work projects; etc.) that was inspired by their GWE experience.
- Students will be provided with an outline of expected content.

PLAR Fees:

- Application Fee: \$25.00 (non-refundable)
- PLAR tuition (non-refundable) to be paid in full upon approval and registration:
 - 30 hour course: \$300.00
 - 60 hour course: \$500.00
 - Practicum: \$500.00
 - Practicum (With GWE 1 or 2) \$250.00

How many courses can be challenged through PLAR?

- With approval you may challenge up to 50% (15 x .5 credits) of diploma courses as long as you are able to prove prior skills and knowledge. See chart on page 3.
- Practicum II and Practicum III may be challenged through the PLAR process.

Please Note: A maximum of 50% (15 x .5 credits) of course work can be obtained through a combination of PLAR and Independent Study.

Can I PLAR more than one course at a time?

PLAR candidates may only challenge one course at a time.

When is PLAR available?

PLAR challenges are currently being offered three times a year.

Fall Session:

Application process must be completed by August 31.

PLAR challenges/evidence completed and submitted by November 15.

PLAR challenges/evidence will be assessed by December 15.

Winter Session:

Application process must be completed by December 15.

PLAR challenges/evidence completed and submitted by March 15.

PLAR challenges/evidence will be assessed by April 15.

Spring Session:

Application process must be completed by April 1.

PLAR challenges/evidence completed and submitted by June 1.

PLAR challenges/evidence will be assessed by June 30.

Is it easier to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have. PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

What happens if I am not successful?

A PLAR challenge can only be attempted once. Should you fail a PLAR challenge, you may not challenge that particular course again. You would need to register and take that course through day classes or continuing education (evening classes).

Are there other methods to gain NSCECE course credits for prior learning?

Transfer Credit

Yes, NSCECE will grant credit for previous formal training that is similar in content, objectives, and evaluation standards to NSCECE training. Transfer of credit is different from the PLAR process.

It is the student’s responsibility to check with the Registrar or the Student Advisor for specific procedures on this policy.

The PLAR Process - Steps to Prior Learning and Recognition (PLAR) Credit

It is important to follow these steps before applying for PLAR and paying the non-refundable PLAR fee.

1. Check the Student Agenda and/or NSCECE website, or page 4 of this document for critical application deadlines.
2. Contact PLAR Advisor to access a copy of the course outline for the course you are investigating for PLAR. Read carefully.
3. Read the “Steps to Complete a Self-Audit” below.
Complete the self-audit PLAR document for the course that you are considering for PLAR. Keep in mind the following questions:
 - Do I have the knowledge, skills, values and attitudes that are equivalent to the learning outcomes listed in the course outline?
 - Would I be able to demonstrate to someone my knowledge, skills, values and attitudes contained in each learning outcome?

If you continue to consider PLAR as a good course credit option for you:

4. Contact the PLAR Advisor to arrange a consultation.
(902) 423-7114 ext. 224 or studentsuccess@nscece.ca.

Student is required to pay a \$25 non-refundable advising fee prior to meeting with PLAR Advisor. It is the student's responsibility to arrange a meeting and to bring the following:

- Receipt showing payment of the advising fee; and
- Letter of intent indicating how your prior learning and experience satisfies the learning outcomes (refer to the self-audit);
- A current resume

Come to the consultation prepared to identify your readiness and ability to use PLAR and to describe how learning from life and work experiences is similar to the course outcomes.

5. After meeting with the student, the PLAR Advisor will make a decision to either grant or deny registration for PLAR. If permission is granted, the advising fee will be applied to the required administration fee when the student submits an application.
6. On receipt of application and fee you will meet again with the PLAR Advisor to:
 - Determine when and how your learning will be assessed
 - Develop a contract identifying date for challenges/evidence completion
7. Complete and submit PLAR challenges on or before due dates.
8. The PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar who will issue an official transcript.

Note:

- PLAR as a credit is not an option for recently failed courses.
- An unsuccessful PLAR challenge cannot be retaken as a PLAR.
- There are specific times when PLAR challenges are available.

The Student Rights and Responsibilities Code of Conduct apply to the candidates using Prior Learning Assessment and Recognition.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning outcome.

Functional: I need some assistance in using the outcome.

Learning: I am developing skills and knowledge for this area.

None: I have no experience with the outcome.

2. Rate your levels of competence

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

3. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

- Consider your level of competence related to the outcome.
- Consider the training that you have had through workshops or courses that relate to the outcome.

- Consider your work experience that relates to the outcome.
4. Be prepared to provide rationale and examples to support your ratings.

Contact us

If more information is required, please contact a PLAR Advisor at (902) 423-7114 extension 224 or studentsuccess@nscece.ca.

Self-Audit Guidelines for Individual Courses

COM 100 COMMUNICATIONS I

This course focuses on becoming proficient in basic communication and writing skills expected at the post-secondary level. The focus is on learning to write clearly and correctly and to read and think critically. Students will become aware of appropriate form, style, and level of analysis/detail, based on message, audience and purpose of communication. Students will develop and practice skills in the following areas: research, writing, editing, and oral presentation. Forms of writing, researching and referencing sources and effective workplace communication are the topics covered. Students will learn the importance of documenting all sources in their academic papers.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

COM 100 Communications	M	C	F	L	N
• Develop and maintain effective written communications.					
• Develop and maintain effective oral communications.					
• Develop and maintain effective electronic communications.					
• Compose an organized, coherent text (i.e. short essay or report) with a distinct introduction, body and conclusion.					
• Revise and edit their own writing to improve organization, sentence structure, grammar, spelling, and style.					
• Design and deliver a successful oral presentation					
• Present information in an interesting, effective, and professional manner.					
• Work collaboratively on research and presentation projects					
• Accurately read and analyze college-level materials and summarize using own words.					
• Maintain confidentiality in all communications.					
• Use a standard documentation style (APA) to create in-text and full references for secondary sources.					

PLAR assessment methods for Communications I

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Written Communication**
2. **Presentation**
3. **Structured research essay**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

- PLAR as a credit option is not an option for recently failed courses.
- Application for PLAR should be completed before classes begin or course enrolment.
- There may be specific times when PLAR challenges are available.
- The Student Rights and Responsibilities Code of Conduct and Procedures (The Code) applies to the candidates using Prior Learning Assessment and Recognition.

Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 137 NUTRITION

This course provides the foundation for promoting healthy nutrition in early childhood environments. The focus of the course is to examine and practice strategies for maintaining health eating behaviours for adults and young children in early childhood settings. Students will be challenged to promote the wellbeing of young children and the wellbeing of professionals working in a child care environments. Students will be introduced to menu and snack planning, label reading and many other nutritional issues while being challenged to prepare healthy snacks and planning for hands on activities for young children in the classroom setting. Students will plan, implement and reflect upon curriculum experiences which promote nutritional healthy choices with young children.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 137 Nutrition	M	C	F	L	N
Recognize the inter-relationship of nutrition in the overall well-being of individuals.					
Establish and maintain healthy menus which meet the requirements of current legislation, regulatory bodies and program policies.					
Plan and monitor safe eating environments for children.					
Demonstrate knowledge of the nutritional requirements of all children through planning and consultation with families and relevant professionals.					
Discuss the role of the early childhood educator in promoting healthy eating habits, healthy eating environments and positive attitudes.					
Plan, implement and evaluate developmentally appropriate nutrition experiences (food preparation and educational) for children.					
Develop a proactive approach to helping children understand the role that good nutrition and health plays.					
Evaluate healthy eating patterns for children and adults utilizing Canada's Food Guide.					
Role model developmentally appropriate, inclusive and healthy attitudes towards the health and well-being of children and families.					
Plan nutritious snacks and meals.					

PLAR assessment methods for Nutrition

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **4 Week Menu Plan**
2. **Test**
3. **Interview**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

- PLAR as a credit option is not an option for recently failed courses.
- Application for PLAR should be completed before classes begin or course enrolment.
- There may be specific times when PLAR challenges are available.
- The Student Rights and Responsibilities Code of Conduct and Procedures (The Code) applies to the candidates using Prior Learning Assessment and Recognition.

Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 147 BEHAVIOUR GUIDANCE I

This course provides a foundation for understanding and guiding children's behaviour. Students will learn the principles of guidance and strategies needed to guide behaviour in positive ways. This course focuses on assisting adults in a child care setting to understand children's behaviour as it is influenced by developmental and environmental factors. Students will learn practical skills for supporting and guiding healthy interactions between children and between adults and child. Discipline principles and techniques will be explored and applied in the context of curriculum, role modelling and appropriate intervention. Respectful guidance strategies are practiced to facilitate trust and positive interactions that promote children's development and learning. Students will gain insight into children's behaviour within a developmental framework. A variety of direct and indirect guidance strategies will be introduced and opportunities to practice will be integrated in all content areas discussed.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 147 Behaviour Guidance I	M	C	F	L	N
Define key terms relating to behaviour guidance					
Describe the role of the adult in guiding behaviour					
Describe the role of the child in guiding behaviour					
Describe the concept of self-concept					
State the developmental principles that directly influence behaviour guidance					
Describe a variety of positive guidance techniques					
Describe how to use positive direct guidance with young children					
Describe the role of the environment in guiding behaviour					
Develop a personal approach to guidance of infants					
Develop a personal approach to guidance of toddlers					
Develop a personal approach to guidance of preschoolers					
Develop a personal approach to guidance of school age					
Describe activities for developing a positive self-concept in infants, toddlers, preschool and school age children.					
Describe challenging behaviour					
Discuss the role of the ECE when dealing with challenging behaviours					
Examine strategies for dealing with challenging behaviours					
Describe methods for involving families					

PLAR assessment methods for Behaviour Guidance I

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Learning Journal**
2. **Interview**
3. **Test**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

- PLAR as a credit option is not an option for recently failed courses.
- Application for PLAR should be completed before classes begin or course enrolment.
- There may be specific times when PLAR challenges are available.
- The Student Rights and Responsibilities Code of Conduct and Procedures (The Code) applies to the candidates using Prior Learning Assessment and Recognition.

Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 203 CURRICULUM II

This course provides an extension to designing, implementing and evaluating developmentally appropriate curriculum experiences for children. Building on information covered in semester one, students will continue to explore the value of play as the foundation to curriculum development and will design, implement and evaluate anti-biased curriculum experiences for infants, toddlers, preschool and school aged children. A special emphasis will be placed on developing positive adult-child interactions while designing positive learning environments. The course introduces students to the skills necessary to foster children’s creative expression through music and movement and examines math and science as a curriculum component in early childhood environments.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 203 Curriculum II	M	C	F	L	N
Recognize the value of studying history of ECE					
Review the history of ECE in Canada					
Identify past and current approaches influencing the delivery of ECE programs					
Describe curriculum approaches of early childhood programs					
Describe emergent curriculum					
Plan curriculum that is developmentally appropriate					
Plan curriculum that incorporates the needs of diverse ages and diverse abilities					
Utilize principles of curriculum development					
Discuss how the environment and schedule reflect and support programs and curriculum development					
Evaluate and revise curriculum to ensure all children’s needs are met and their strengths are acknowledged individually and as a group					
Design and evaluate curriculum that provides for holistic development of individual children and groups of children across a range of ages					
Describe the role of the educator in developing a quality children’s environment					
Discuss how responsive environments support children					
Identify criteria for selecting equipment, materials and supplies					
Discuss and evaluate adult directed experiences					

PLAR assessment methods for Curriculum II

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Research Essay**
2. **Presentation**
3. **Learning Area Portfolio**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

- PLAR as a credit option is not an option for recently failed courses.
- Application for PLAR should be completed before classes begin or course enrolment.
- There may be specific times when PLAR challenges are available.
- The Student Rights and Responsibilities Code of Conduct and Procedures (The Code) applies to the candidates using Prior Learning Assessment and Recognition.

Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 204 INFANT AND TODDLER CHILD CARE

This course offers a framework for developing quality curriculum for infants and toddlers. Using developmental considerations as a foundation, students will be introduced to designing environments, schedules, and learning experiences for infants and toddlers which support the whole child and reflect an anti-bias philosophy. Special emphasis will be placed on weaving routines throughout the curriculum, providing a positive balance between care and education in supporting infants and toddlers and nurturing positive teacher, child relationships. Theories of child development and growth and appropriate behaviour guidance principles will be covered.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 204 Infant & Toddler Child Care	M	C	F	L	N
Examine the reasons for studying the specialized area of infant and toddler care					
Plan developmentally appropriate experiences for infants and toddlers based on the results of observations					
Monitor and document the progress of infants and toddlers					
Design and monitor safe environments for infants and toddlers					
Plan curriculum for young infants (birth to 9 months)					
Plan curriculum for mobile infants (9 to 18 months)					
Plan curriculum for toddlers (18 to 36 months)					
Utilize a variety of positive guidance techniques appropriate for infants and toddlers					
Examine adult interactions with infants and toddlers					
Discuss the value of partnering with families of infants and toddlers					
Discuss the importance of responsive care-giving and being in tune with infants and toddlers					

PLAR assessment methods for Infant & Toddler Child Care

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Project**
2. **Interview**
3. **Test**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

- PLAR as a credit option is not an option for recently failed courses.
- Application for PLAR should be completed before classes begin or course enrolment.
- There may be specific times when PLAR challenges are available.
- The Student Rights and Responsibilities Code of Conduct and Procedures (The Code) applies to the candidates using Prior Learning Assessment and Recognition.

Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 217 HEALTH AND SAFETY

This course focuses on the practical considerations utilized in promoting a healthy and safe environment for young children. Students will be challenged to promote the wellbeing of young children and the wellbeing of professionals working in a child care environment. Topics such as communicable diseases, indoor and outdoor safety and hygiene practices will be discussed. Students will plan, implement and reflect upon curriculum experiences which promote health and safety with young children.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 217 Health & Safety	M	C	F	L	N
Define the concepts of health, safety and security					
Establish and maintain safe and healthy environments which meet the requirements of current legislation, regulatory bodies and program policies.					
Identify specific health needs of children according to individual needs and developmental stages					
Describe effective infection control measures					
Plan and monitor safe environments for children					
Respond appropriately to unsafe and emergency situations					
Identify common safety precautions for infants					
Identify common safety precautions for toddlers					
Identify common safety precautions for preschoolers					
Identify common safety precautions for school age					
Discuss the role of the early childhood educator in addressing health and safety issues					

PLAR assessment methods for Health and Safety

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

- 1. Pamphlet**
- 2. Presentation**
- 3. Test**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

- PLAR as a credit option is not an option for recently failed courses.
- Application for PLAR should be completed before classes begin or course enrolment.
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- The Student Rights and Responsibilities Code of Conduct and Procedures (The Code) applies to the candidates using Prior Learning Assessment and Recognition.

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ECE 309 PARENTS AS PARTNERS

This course provides students with an opportunity to build on their exploration of families as an extension to children. Students will explore and research various strategies and barriers to communicating effectively with parents. Specifically, students will be introduced to both theoretical and practical strategies involved in partnering with parents to support families.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 309 Parents as Partners	M	C	F	L	N
Describe what is a family					
Describe the changing Canadian family					
Explain how the changing family impacts the role of the early childhood educator					
Identify family stressors					
Identify family needs and methods of supporting all families					
Identify the key features of successful relationships with families					
Discuss the benefits of and barriers to partnerships for families, children, and educators					
Identify effective communication practices which educators can use with families					
Discuss the skills and abilities required by the ECE for establishing and maintaining cooperative relationships with families					
Describe strategies for involving families					
Review methods of written communication that help create partnerships with families					

PLAR assessment methods for Parents as Partners

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Portfolio**
2. **Resource Binder**
3. **Essay**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

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Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 320 EMERGENT LITERACY

Building on child development and curriculum knowledge, students will explore the theoretical and practical issues regarding language and literacy. Through active participation, students will be given practical methods to support the development of language as it emerges. Students will be introduced to methods of selecting children’s books, writing children’s books and using books to support language and literacy throughout the curriculum. As well, students will consider the importance of anti-biased literature and the use of literature to create and support an anti-biased program. You will examine the development of language and receive instruction and practice in planning curriculum to meet the language needs of children. You will explore language play, language games, creative, drama, puppetry, poetry, story reading and storytelling. Your studies will help you recognize quality in children's literature. You will examine the use of the Emergent Curriculum Approach in facilitating language and literacy development.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 320 Emergent Literacy	M	C	F	L	N
Describe components of language development					
Discuss prelinguistic development					
Identify phonological and semantic development					
Describe grammatical development					
Describe how to develop environments that engage children in symbolic representation, and literacy					
Design curricula that supports literacy skill development in children ages 0 to 12					
Implement activities and programs that enhance early literacy skills					
Recognize the elements of fiction and the visual elements of children’s literature					
Describe and select books for young children based on their level of development, interest and program goals					
Demonstrate an ability to evaluate, select and read anti-biased and developmentally appropriate literature to infants, toddlers, pre-school and school aged children					
Design curriculum web through children’s literature					
Create a literacy-rich environment					

PLAR assessment methods for Emergent Literacy

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Project**
2. **Essay**
3. **Interview**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

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Resources

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ECE 330 PROFESSIONALISM & ADVOCACY

This course will provide students with information which will assist them in working as professionals and advocates for children, families and the ECE profession. Students will identify criteria of a profession and the role of the professional in the ECE field. They will be introduced to current issues facing the early childhood profession, develop a professional portfolio, articulate their teaching philosophy and explore advocacy methods to advance the perception of early childhood services and personnel in society.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 330 Professionalism & Advocacy	M	C	F	L	N
Identify current trends and issues influencing early childhood education					
Define quality in ECE					
Discuss the evolving character of quality in Canada					
Discuss the implications of increased professionalization of the ECE field					
Describe professional development and its value					
Examine tools that support and direct professional development					
Analyse resource that link professional development and high quality care					
Use resources for on-going professional development to effect personal and professional change					
Describe the history of government policies and programs that influence ECE in Nova Scotia					
Identify the skills required to establish and maintain relationships with colleagues within the ECE field					
Examine ethical practice in ECE and discuss using a code of ethics as a foundation for practice					
Act in accordance with ethical and professional standards as developed by recognized professional organizations					
Examine how to effectively work with colleagues and other professionals					
Define Advocacy					
Examine the value of advocating for child care for families					
Describe positive and productive ways to advocate for the ECE field					
Develop professional responses to professional concerns					
Articulate their teaching philosophy and demonstrate congruency between ones' personal philosophy of ECE and curriculum design and implementation					

PLAR assessment methods for Professionalism and Advocacy

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Professional Portfolio**
2. **Interview**
3. **Advocacy Paper**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

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Resources

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ECE 403 SCHOOL AGE CHILD CARE

This course offers a framework for developing quality curriculum for school age children. Using active learning as a foundation, students will be introduced to designing environments, schedules, and learning experiences for school age children which support the whole child and reflect an anti-bias philosophy. Special emphasis will be placed on child development of the school age child and behaviour guidance principles which support prosocial development.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 403 School Age Child Care	M	C	F	L	N
Discuss the key concepts for school age care					
Describe the standards that apply to quality school age care					
Describe the development of school age children <ul style="list-style-type: none"> • Physical development • Cognitive development • Psychosocial development • Social Competence 					
Describe the characteristics of an effective school age educator					
Examine the philosophy of program planning for school age children					
Describe indoor and outdoor play environments for school age children					
Examine games in which children can participate and the potential for developmental gains for school age children					
Plan appropriate activities to support the holistic development of school age children					
Plan experiences that help school age children learn about their community and the world around them					

PLAR assessment methods for School Age Child Care

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

1. **Project**
2. **Interview**
3. **Paper**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

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Resources

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ECE 425 ADMINISTRATION & MANAGEMENT

This course provides students with information about the administration practices applicable to the child care organization. Topics of special consideration will include leadership, public relations, human resource management, financial management, regulations, marketing and organizational development.

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 325 Administration and Management	M	C	F	L	N
Identify the impact of legislative and regulatory bodies, social policy, funding, and administrative practices on the quality of programs for young children					
Apply relevant legislation, policies, procedures and regulations to ECE programs and settings in a changing social context					
Describe tasks and responsibilities of early childhood personnel in relation to legislation, regulations, policies, and procedures					
Describe Nova Scotia's licensing standards					
Identify positive communication strategies for working with Child Care Boards/Owners, staff, colleagues, and parents					
Examine the basic concepts of developing, equipping, staffing, and marketing a child care program					
Outline the practices for selecting and hiring employees, explore common human resource management issues and planning for on-going professional development					
Demonstrate a knowledge of financial matters including budgeting					
Discuss leadership theory and the relationship of leadership styles to organizational culture					
Identify the characteristics necessary for effective leadership of the ECE program					

PLAR assessment methods for Administration and Management

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Further information and criteria will be provided to the PLAR candidate following the consultation meeting.

All written submissions to be produced using word processing software

The PLAR candidate will complete all of the following:

- 1. Case Study – Budgeting**
- 2. Case Study – Regulations**
- 3. Paper – recruitment and retention**

On completion of your PLAR challenges the PLAR Advisor will provide you with feedback and forward the grade (Pass or Fail) to the Registrar for release of an official transcript.

Note:

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- Application for PLAR should be completed before classes begin or course enrolment.
- There may be specific times when PLAR challenges are available.
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Resources

A PLAR candidate may find it beneficial to review the text in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

ECE 205 PRACTICUM II

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 205 Practicum III	M	C	F	L	N
Identify practicum expectations					
Demonstrate positive work behaviours					
Demonstrate care and compassion for children and families					
Respect diversity					
Interact positively with children					
Demonstrate supportive play interactions with children					
Interact positively with adults					
Use a variety of observation and documentation techniques					
Facilitate play through planned and spontaneous experiences					
Reflect on experiences with children					
Positively guide children's behaviour					
Foster social and emotional development					
Prepare learning environments					
Interact positively with families					
Use a planning cycle to develop & implement a variety of learning activities and experiences based on observation of children's needs and interests					
Plan routines that are developmentally appropriate for children					
Engage in reflective practice					
Use a variety of intentional strategies to support learning during play and small group activities					
Identify and expand on spontaneous learning opportunities					
Actively supervise children					
Meet children's health, safety and well-being needs					
Provide an inclusive environment					

PLAR assessment methods for Practicum II

PLAR practicum allows you to demonstrate your prior learning and competence in a licensed setting where you are familiar with the children and families and knowledgeable about the operations of the program.

Assessment of the PLAR practicum is based on the Occupational Standards for Early Childhood Educators which includes employability and professional skills, interactions with children, colleagues and families, observation, documentation, utilization of a planning cycle, etc.

Each practicum PLAR has four components

1. Consultation

To discuss specific expectations and criteria

2. Submission of Portfolio

To include current work samples and reflections on practice

You have a maximum of twelve weeks from the time you have paid your PLAR fee to submit your portfolio for assessment

3. Demonstration of skills

Your demonstration of skills will take place after you submit your portfolio

It is the student's responsibility to make arrangements for their demonstration visit with their centre administration

A two to three hour demonstration and validation of practice (at your workplace, or at an assigned demonstration site for applicants who are not currently working in a licensed setting)

4. Follow-up conference

ECE 305 PRACTICUM III

M	Mastery	I am able to demonstrate it well enough to teach it to someone else.
C	Competent	I can work independently to apply the outcome.
F	Functional	I need some assistance in using the outcome.
L	Learning	I am developing skills and knowledge for this area.
N	None	I have no experience with the outcome.

ECE 305 Practicum III	M	C	F	L	N
Identify practicum expectations					
Demonstrate positive work behaviours					
Demonstrate care and compassion for children and families					
Respect diversity					
Interact positively with children					
Demonstrate supportive play interactions with children					
Interact positively with adults					
Use a variety of observation and documentation techniques					
Facilitate play through planned and spontaneous experiences					
Reflect on experiences with children					
Positively guide children's behaviour					
Foster social and emotional development					
Prepare learning environments					
Interact positively with families					
Use a planning cycle to develop & implement a variety of learning activities and experiences based on observation of children's needs and interests					
Plan routines that are developmentally appropriate for children					
Engage in reflective practice					
Use a variety of intentional strategies to support learning during play and small group activities					
Identify and expand on spontaneous learning opportunities					
Actively supervise children					
Meet children's health, safety and well-being needs					
Provide an inclusive environment					

PLAR assessment methods for Practicum III

PLAR practicum allows you to demonstrate your prior learning and competence in a licensed setting where you are familiar with the children and families and knowledgeable about the operations of the program.

Assessment of the PLAR practicum is based on the Occupational Standards for Early Childhood Educators which includes employability and professional skills, interactions with children, colleagues and families, observation, documentation, utilization of a planning cycle, etc.

Each practicum PLAR has four components

1. Consultation

To discuss specific expectations and criteria

2. Submission of Portfolio

To include current work samples and reflections on practice

You have a maximum of twelve weeks from the time you have paid your PLAR fee to submit your portfolio for assessment

3. Demonstration of skills

Your demonstration of skills will take place after you submit your portfolio

It is the student's responsibility to make arrangements for their demonstration visit with their centre administration

A two to three hour demonstration and validation of practice (at your workplace, or at an assigned demonstration site for applicants who are not currently working in a licensed setting)

4. Follow-up conference