



Early Childhood Education Diploma

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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How to navigate this document

This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

This guide contains the following specific PLAR information and tools for this program

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- B. [PLAR eligibility and options](#)
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A. PLAR fees

PLAR fees are 75% of the tuition costs for a course or practicum.

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

To be eligible for PLAR you must consult with the [PLAR contact person](#) and be approved for PLAR assessment.

- Typically, PLAR candidates would have significant experience in a licensed early learning setting as a frontline educator or director/manager/supervisory role.
- Candidates must meet admission and pre-requisite requirements to take a PLAR course or practicum challenge.
- PLAR approval is at the discretion of the [PLAR contact person](#).

C. Dates when PLAR assessment is available

PLAR applications for this program will be accepted from Sept 1 to May 1 of each academic year.

All PLAR course and practicum assessments will be completed based on assessor availability.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR Application Form](#), and additional information upon request. If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. Apply for admission to the program. See [program page](#) for more information.
5. **Register** for PLAR at [Registration/Enrolment Services](#) once you have signed approval on your [PLAR Application Form](#). If applicable, the PLAR fee will be added to your student account.
6. **Finalize** an assessment plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.
 - Please note that practicums have the following *minimum required time frames*:
 - PRAC 104, PRAC 119, PRAC 217 or PRAC 218 –6 weeks
 - PRAC 105, PRAC 244 or 245--8 weeks

E. PLAR contact person

Contact one of the Program Heads below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next section). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

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F. Self-rating course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

COURSE CODE	COURSE NAME	Delivered by another department/program
Semester 1		
ECE 100	Introduction to Early Childhood Education	
ECE 106	Dynamics of Play 1	
ECE 181	Observation and Documentation 1	
HUMD 102	Growth and Development of Young Children	
HUMD 183	Child Guidance 1	
PRAC 104	Practicum 1	
Semester 2		
ECE 107	Effective Relationships in Early Childhood Environments	
ECE 108	Curriculum Design in Early Childhood Education 1	
ECE 109	Curriculum Design in Early Childhood Education 2	
ECE 142	Health, Safety and Nutrition	
PD 100	Professionalism 1	
PRAC 119	Practicum 2	

COURSE CODE	COURSE NAME	Delivered by another department/program
Semester 3		
ECE 202	Responsive Care for Infants and Toddlers	
ECE 203	Inclusion in Early Learning and Childcare Settings	
ECE 205	Curriculum Design in Early Childhood Education 3	
ECE 221	Observation and Documentation 2	
HUMD 200	Child Guidance 2	
PRAC 217	Practicum 3	
Semester 4		
ADMN 208	Introduction to Administration of Early Childhood Education	
ECE 204	Dynamics of Play 2	
ECE 220	Anti-Bias Education in Early Childhood	
ECE 226	Responsive Care for School Age Children	
PD 240	Professionalism 2	
PRAC 218	Practicum 4	

ECE 100 - Introduction to Early Childhood Education

You will study the values, roots, and the practices of early childhood education from historical and global perspectives. You will explore the image of the child and the principles of emergent curriculum from a holistic perspective. The course identifies current practices and models which support quality in early learning and care environments. This course will introduce Indigenous philosophies that guide early childhood education.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): ECE 100CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the importance of early childhood education.			
2. Describe the history of early childhood education.			
3. Examine practices associated with high quality early childhood education programs.			
4. Recognize indigenous philosophies that guide early childhood education.			
5. Examine the principles of emergent curriculum.			
6. Describe early childhood education services and models of early childhood programs.			

ECE 106 - Dynamics of Play 1

You will learn about the essential role play has in supporting the holistic development of children. The course focuses on the role of the early childhood educator in supporting children’s play, exploration and inquiry across all cultures and abilities.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): ECE 106CE, HUMD 182

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the value of play.			
2. Explore the diverse nature of play.			
3. Explore the nature of traditional Indigenous play.			
4. Describe the role of the early childhood educator in supporting play.			
5. Investigate the components of a play-based curriculum.			

ECE 181 - Observation and Documentation 1

You will acquire skills in observing and documenting children’s play and development as a foundation for responsive programming.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): ECD 122, ECE 181CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Identify the purpose of observation in early childhood programming.			
2. Apply narrative observational methods.			
3. Apply techniques of observation.			
4. Record children’s daily experiences.			

HUMD 102 - Growth and Development of Young Children

You will study the developmental milestones from conception through the stages of infancy, toddlerhood to age five. The course provides an introduction to the theories of learning and personality, brain development and methods of studying human behavior, including indigenous world views. You will learn about the effects of heredity and the environment, including culture, on the emotional, social, cognitive and physical development of children and behavior.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): HUMD 100, HUMD 102CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain the major philosophical and theoretical views of human development with a primary focus on child development.			
2. Examine Indigenous worldview related to child development.			
3. Describe prenatal development.			
4. Describe the development of infants and toddlers.			
5. Describe the development of preschool children.			
6. Explain the concept of schemas in relation to early childhood development.			

HUMD 183 - Child Guidance 1

You will examine the strategies of developmentally appropriate child guidance. You will learn about the importance of building relationships and establishing trust prior to guiding behavior. You will practice techniques that support children while encouraging a co-operative attitude, a sense of autonomy and a positive self-image. Your studies will also explore Indigenous traditional practices of modelling and storytelling as a guidance technique.

Credit unit(s): 4.0
Pre and Co Requisites: none
Equivalent course(s): HUMD 183CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the concepts and principles of developmentally appropriate child guidance.			
2. Explain the elements of building meaningful relationships with children.			
3. Demonstrate strategies for direct guidance.			
4. Demonstrate strategies for indirect guidance.			
5. Discuss traditional Indigenous views and practices of the image of the child, modelling and storytelling to facilitate indirect and direct guidance.			

PRAC 104 - Practicum 1

You will use knowledge and skills developed in prerequisite courses to observe and record the behavior of children, to interact with children and adults in a supportive and positive manner, and to guide children’s behavior using positive guidance strategies.

Credit unit(s): 9.0
Pre and Co Requisites: ECE 181, HUMD 183
Equivalent course(s): PRAC 104CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Complete introductory practicum readiness requirements.			
2. Demonstrate positive work behaviors.			
3. Demonstrate initiative in the workplace.			
4. Model respect for diversity.			
5. Practice observation methods.			
6. Apply strategies to guide children’s behavior effectively.			
7. Analyze experiences with children.			

ECE 107 - Effective Relationships in Early Childhood Environments

You will study and practice positive skills to develop effective relationships in ECE environments. This course provides opportunities to identify personal strengths and practice conflict resolution skills. You will build competence in using technology as an effective means of communication in early childhood environments.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): ECE 107CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the process of developing reciprocal relationships in Early Childhood environments.			
2. Establish strategies for effective family/parent engagement.			
3. Discuss the value of honoring diversity within an early childhood setting.			
4. Discuss the necessity for Indigenizing early childhood education environments.			
5. Employ technology to effectively and responsibly communicate with families and other professionals.			
6. Apply skills to support conflict resolution.			

ECE 108 - Curriculum Design in Early Childhood Education 1

You will plan a quality curriculum for children using a holistic approach while responding to their ideas and play. You will apply the main components of developing curriculum and practice preparing developmentally appropriate and open-ended experiences for children.

Credit unit(s): 3.0
Pre and Co Requisites: HUMD 102, ECE 181
Equivalent course(s): ECE 108CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the role of the educator in developing a quality curriculum.			
2. Practice using observation to plan an emergent curriculum.			
3. Apply a holistic approach to developing emergent curriculum.			
4. Select quality materials and resources which support children’s interest and exploration.			
5. Analyze stereotypical storylines and imagery in curriculum materials.			
6. Examine tools and techniques for preparing quality children’s environments.			
7. Practice setting up provocations and invitations for children.			
8. Create provocations and invitations for children.			

ECE 109 - Curriculum Design in Early Childhood Education 2

You will design a responsive and culturally relevant curriculum for young children through the exploration of authentic materials. You will practice implementing a variety of developmentally appropriate experiences.

Credit unit(s): 4.0
Pre and Co Requisites: ECE 108
Equivalent course(s): ECE 109CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the concept of children’s voices.			
2. Examine the inclusion of diverse and Indigenous cultures into curriculum for children.			
3. Explore creative arts.			
4. Explore children’s emerging literacy and language experiences.			
5. Demonstrate the use of puppets to support children’s holistic development.			
6. Demonstrate the use of flannel stories to support children’s holistic development.			
7. Demonstrate the use of science and math to support children’s holistic development.			

ECE 142 - Health, Safety and Nutrition

Your studies will focus on diverse cultural practices that promote the health, safety and nutritional needs of children and which support their holistic development.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): ECE 142CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Model the role of the early childhood educator in addressing health and safety issues.			
2. Examine conditions that promote the holistic health of children.			
3. Examine the concepts of the medicine wheel in promoting mental and physical well-being.			
4. Discuss the impact of trauma on children and families in early childhood settings.			
5. Examine conditions that promote the safety of children.			
6. Demonstrate knowledge of a nutritious diet.			
7. Describe effective infection control measures.			

PD 100 - Professionalism 1

You will explore and build employability skills needed to become an effective early childhood educator. You will reflect on, and practice supportive behaviors required when working in a diverse environment with colleagues, children and their families and outside professionals. You will learn about knowledge, skills and disposition of a well-qualified early childhood educator.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): PD 100CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Identify positive and professional work habits.			
2. Develop skills in teamwork to support a collaborative early childhood education culture.			
3. Explain the occupational standards and essential skills for early childhood educators.			
4. Review applicable Ministry of Education regulations and forms.			
5. Discuss the value of professional organizations as support to early childhood educators.			
6. Practice self-care.			
7. Demonstrate effective job search skills.			

PRAC 119 - Practicum 2

You will demonstrate your ability to build positive and responsive relationships with children and adults. You will use your observation skills to plan and prepare a culturally relevant emergent curriculum based on children’s interests and family engagement.

Credit unit(s): 9.0
Pre and Co Requisites: HUMD 102, ECE 100, ECE 106, ECE 107, ECE 108, ECE 109, ECE 142, PD 100, PRAC 104
Equivalent course(s): PRAC 105, PRAC 119CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Complete introductory practicum readiness requirements.			
2. Apply positive work behaviors.			
3. Demonstrate initiative in the workplace.			
4. Build positive responsive relationships with children and adults.			
5. Model respect for diversity.			
6. Practice observation methods.			
7. Guide children’s behavior effectively.			
8. Implement developmentally appropriate experiences to support children’s holistic development.			
9. Support the safety, health, and nutrition of all children.			
10. Prepare learning environments.			

ECE 202 - Responsive Care for Infants and Toddlers

You will examine the development of infants and toddlers. You will plan a curriculum which includes intercultural experiences and environments that will encourage the holistic development of infants and toddlers.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 202CE, ECE 225

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss research and trends in infant and toddler development.			
2. Examine traditional Indigenous practices with infants and toddlers.			
3. Explore cultural context in rearing infants and toddlers.			
4. Examine the disposition, characteristics, and skills of a responsive infant/toddler educator.			
5. Record the observations of infant and toddler development for curriculum planning.			
6. Plan for the health and safety of infants and toddlers.			
7. Plan responsive curriculum for infants and toddlers.			
8. Plan responsive indoor and outdoor environments.			

ECE 203 - Inclusion in Early Learning and Childcare Settings

Your studies will focus on the concepts and strategies of inclusion. You will discuss historical and current approaches, trends, and issues as they impact the practices of inclusion. You will examine practices related to identification and early intervention.

Credit unit(s): 4.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 203CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine inclusive concepts and terminology associated with children who have diverse abilities.			
2. Examine the issues and trends regarding diverse abilities.			
3. Explain major categories of diverse abilities.			
4. Examine supports for children with diverse abilities.			
5. Discuss the roles of multidimensional teams.			
6. Develop individualized program plans for children with diverse abilities.			
7. Implement developmentally appropriate experiences to support inclusive programming.			

ECE 205 - Curriculum Design in Early Childhood Education 3

You will explore the elements of curriculum design with a focus on the Project Approach. You will acquire knowledge about emergent curriculum using a holistic approach in designing a responsive and culturally relevant program.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 201

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine a curriculum framework when planning emergent/negotiated programs.			
2. Describe the role of the educator in developing an emergent/negotiated curriculum.			
3. Plan curriculum using the Project Approach.			

ECE 221 - Observation and Documentation 2

You will apply a variety of observation methods and tools used to collect an ethical, objective, and holistic view of a child.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 221CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain the value of observation and assessment tools.			
2. Develop observation and reporting skills.			
3. Use assessment tools.			
4. Apply documentation strategies.			

HUMD 200 - Child Guidance 2

You will examine additional approaches for guiding children who present more challenging behaviours.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): HUMD 200CE, MGMT 281

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss the concepts and principles of developmentally appropriate child guidance.			
2. Examine the context of different cultural parenting practices.			
3. Examine strategies for guiding challenging behaviors.			
4. Examine traditional Indigenous practices for guiding challenging behaviors.			
5. Select individualized strategies to guide children who present challenging behaviors.			
6. Apply decision making models in evaluating appropriate guidance strategies.			

PRAC 217 - Practicum 3

You will gain competence in working with children, families and communities in early learning and childcare education programs. You will complete the first of two practicums in one of the following specialized areas: infant, toddler, diverse needs, frontline educator and administrative.

Credit unit(s): 9.0
Pre and Co Requisites: PRAC 119
Equivalent course(s): PRAC 244

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Complete diploma practicum readiness requirements.			
2. Identify first area of practicum specialization.			
3. Demonstrate the capacity for leadership.			
4. Examine policies and procedures of the site.			
5. Apply the practicum site’s Occupational Health and Safety Standards.			
6. Model effective communication skills.			
7. Demonstrate effective interpersonal skills to become a reflective communicator.			
8. Demonstrate cultural responsiveness.			
9. Complete assigned agency tasks.			
10. Reflect critically on personal practice and actions.			
11. Adapt practices based on feedback.			

ADMN 208 - Introduction to Administration of Early Childhood Education

You will be introduced to the administrative knowledge and skills that are useful for early learning and care programs. You will study operating structures, policies, and procedures related to the administration of early learning and childcare programs, including indigenous early learning and childcare programs. You will develop skills in using program evaluation tools.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ADMN 204

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the operating structure of early learning and childcare programs.			
2. Examine indigenous early learning and childcare programs.			
3. Apply childcare regulations that govern provincial early learning and childcare programs.			
4. Complete Ministry of Education government forms.			
5. Apply policies and procedures for early learning and childcare programs.			
6. Discuss evaluation tools for early learning and childcare environments.			
7. Outline the components of financial planning and recordkeeping for early learning and childcare programs.			
8. Examine the Saskatchewan Employment Act.			

ECE 204 - Dynamics of Play 2

You will use play theory to design developmentally appropriate early learning indoor and outdoor play environments. The course content provides an introduction to approaches in design that support Indigenous ways of knowing and diversity.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 200

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine environments that support play-based programs.			
2. Examine approaches to support Indigenous ways of knowing and diversity in children’s environments.			
3. Plan indoor environments that encourage and enhance play.			
4. Plan outdoor environments that encourage and enhance play.			

ECE 220 - Anti-Bias Education in Early Childhood

You will focus on the issues related to providing respectful and relevant early learning and childcare for all children and families. You will have opportunities to examine your personal beliefs and values as they relate to the planning and implementation of an anti-bias curriculum for children. You will acquire the knowledge and develop the skills needed to build partnerships with families while respecting their diverse needs and cultures.

Credit unit(s): 4.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 220CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explore personal world view.			
2. Examine the principles of anti-bias education.			
3. Examine diverse family needs and supports.			
4. Explore meaningful partnerships between families, educators, and communities.			
5. Apply an anti-bias lens to an emergent curriculum.			

ECE 226 - Responsive Care for School Age Children

You will examine the development and characteristics of school age children. This course focuses on the unique role of the educator, childcare issues distinctive to this age and the curriculum that can be designed to accommodate them.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): ECE 226CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss the key concepts for school-age care.			
2. Examine the development of school-age children.			
3. Examine the skills of effective school-age educators.			
4. Discuss societal issues common to school-age children.			
5. Investigate appropriate techniques for guiding behaviors of school-age children.			
6. Plan responsive curriculum for school-age children.			

PD 240 - Professionalism 2

Your studies will focus on the role of the early childhood educator as it relates to current issues, advocacy, leadership and professionalism.

Credit unit(s): 3.0
Pre and Co Requisites: PRAC 119 or PRAC 105 or PRAC 181
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Create a professional development portfolio.			
2. Identify resources for professional development.			
3. Recognize individual roles in a collaborative team.			
4. Examine issues in early childhood education.			
5. Examine mental health for early childhood educators.			
6. Develop advocacy skills.			

PRAC 218 - Practicum 4

You will gain competence in working with children, families and communities in early learning and childcare education programs. You will complete the second of two practicums in one of the following specialized areas: infant, toddler, diverse needs, frontline educator and administrative.

Credit unit(s): 9.0

Pre and Co Requisites: PRAC 217, ADMN 208, HUMD 200, PD 240, ECE 202, ECE 203, ECE 204, ECE 205, ECE 220, ECE 221, ECE 226

Equivalent course(s): PRAC 245

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Complete diploma practicum readiness requirements.			
2. Identify second area of practicum specialization.			
3. Demonstrate the capacity for leadership.			
4. Examine policies and procedures of the site.			
5. Apply the practicum site’s Occupational Health and Safety Standards.			
6. Model effective communication skills.			
7. Demonstrate effective interpersonal skills to become a reflective communicator.			
8. Demonstrate cultural responsiveness.			
9. Complete assigned agency tasks.			
10. Reflect critically on personal practice and actions.			
11. Adapt practices based on feedback.			