Early Childhood Education Certificate & Diploma

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Early Childhood Education certificate and diploma programs are dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.
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</table>
The old PLAR challenges for the old ECE Diploma were only offered until the end of the June 2010 assessment period. As of September 2010 any candidates in the old ECE diploma with unfinished courses will be required to transfer to the new program and complete all their courses including those that don’t have an equivalency to the old ECE program.

Check this candidate guide for equivalencies (pages 10 – 12).
Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people’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.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Individual course challenge

If you have 2 years successful full-time experience within the last 5 years in the early childhood field, and have learned the skills and knowledge for one or more of the ECE program courses, you may apply to be assessed for each applicable course. It is preferable that your experience be in a licensed early learning and care centre or home. For 2 years’ experience in a full time preschool, a nanny’s position or an unlicensed centre or home, proof of time and success will be necessary.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the PLAR database or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the ECE program at: 1-866-467-4278.

For students enrolled in Programme de Formation en Petite Enfance through SEFFA, please contact the Director at 1-800-663-5436 for advisement about the availability of PLAR services in French. www.seffa.sk.ca

How many courses can be challenged through PLAR in the Early Childhood Education certificate and diploma programs?

Credit for all ECE certificate and diploma courses may be obtained through prior learning assessment and recognition (PLAR). You may challenge any number of certificate or diploma courses as long as you are able to prove prior skills and knowledge.
## Which courses are PLAR-ready?

*please refer to the equivalency chart for matching to the OLD ECE Certificate program*

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 291</td>
<td>Interpersonal Skills</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 100</td>
<td>Introduction to Early Childhood Education</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 101</td>
<td>Roles and Values of the Early Childhood Educator</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 102</td>
<td>Programming for Creative Arts Development</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 103</td>
<td>Programming for Language Development</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 104</td>
<td>Programming for Cognitive Development</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 105</td>
<td>Programming for Social and Emotional Development</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 106</td>
<td>Role of Play in Early Childhood Education</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 142</td>
<td>Health, Safety and Nutrition</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ECE 181</td>
<td>Observation of Children</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>EMPL 180</td>
<td>Employability Skills</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HUMD 100</td>
<td>Child and Adolescent Development</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HUMD 183</td>
<td>Child Guidance 1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>PRAC 104</td>
<td>Practicum 1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>PRAC 105</td>
<td>Practicum 2</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
## Early Childhood Education – Diploma program profile

*please refer to the equivalency chart for matching to the OLD ECE Diploma program*

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 204</td>
<td>Administrative Skills for Early Childhood Educators</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>COMM 294</td>
<td>Teamwork Skills</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE 220</td>
<td>Anti-Bias Education for Early Childhood</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE 221</td>
<td>Observation and Assessment</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE 222</td>
<td>Programming for Infants and Toddlers</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE 226</td>
<td>Programming for School Age Children</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>HUMD 200</td>
<td>Child Guidance 2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>PD 240</td>
<td>Professionalism in Early Childhood Education</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>SPSY 279</td>
<td>Children with Diverse Abilities 1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>SPSY 289</td>
<td>Children with Diverse Abilities 2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE 200</td>
<td>Play Environments</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE 201</td>
<td>Program Planning for ECE Programs</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>PRAC 244</td>
<td>Practicum 3</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>PRAC 245</td>
<td>Practicum 4</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Early Childhood Education Certificate and Diploma programs at: 1-866-467-4278.

### Is PLAR available at any time of the year?

PLAR challenges are currently being offered twice a year.

**Session One:**

1. Meet with **Student Development Counsellor**.
2. Phone Kathy Peli, Admin. Assistant at 306-775-7420 between December 1-December 21 to apply for PLAR; a completed PLAR application form will be emailed to candidate.
3. Submit PLAR application form and tuition to Registration Services.
   Phone Kathy Peli to arrange a phone meeting with Shauna Coons, ECE Program Head between January 5- January 31 to arrange a self-audit meeting at Saskatchewan Polytechnic Regina Campus.
4. Submit evidence by April 15.
5. PLAR challenge/evidence will be assessed throughout April – June.
Session Two

1. Meet with Student Development Counsellor.
2. Phone Kathy Peli, Admin. Assistant at 306-775-7420 between April 1 – April 30 to apply for PLAR; a completed PLAR application form will be emailed to candidate.
3. Submit PLAR application form and tuition to Registration
4. Phone Kathy Peli to arrange a phone meeting with Shauna Coons, ECE Program Head between May 1 – June 1 to arrange a self-audit meeting. Submit evidence by September 15.
5. PLAR challenge/evidence will be assessed throughout September, October and November.

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.

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 continuing education (evening classes or distance education).

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:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)
If I live out of town, do I have to travel to a main campus to do PLAR?

All PLAR challenges in the Early Childhood certificate and diploma programs are accommodated through distance. Travel will not be required.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: http://saskpolytech.ca/student-services/support/disability-services.aspx

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

Transfer Credit
Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student’s responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

Equivalency Credit
Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Refer to the table below for equivalencies between the new ECE certificate and the old.

<table>
<thead>
<tr>
<th>Courses from NEW certificate program</th>
<th>Equivalent courses in OLD certificate program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 100 Introduction to Early Childhood Education</td>
<td>No equivalent course</td>
</tr>
<tr>
<td>ECE 101 Roles and Values of the Early Childhood Educator</td>
<td>No equivalent course</td>
</tr>
<tr>
<td>ECE 102 Programming for Creative Arts Development</td>
<td>ECE 182 Programming 1 &amp; ECE 184 Programming 3 (must have both)</td>
</tr>
<tr>
<td>ECE 103 Programming for Language Development</td>
<td>ECE 183 Programming 2</td>
</tr>
<tr>
<td>ECE 104 Programming for Cognitive Development</td>
<td>ECE 185 Programming 4</td>
</tr>
<tr>
<td>ECE 105 Programming for Social and Emotional Development</td>
<td>No equivalent course</td>
</tr>
</tbody>
</table>
### ECE Certificate equivalencies

<table>
<thead>
<tr>
<th>Courses from NEW certificate program</th>
<th>Equivalent courses in OLD certificate program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 106 Role of Play in Early Childhood Education</td>
<td>HUMD 182 Play and Play Environments</td>
</tr>
<tr>
<td>ECE 142 Health, Safety and Nutrition</td>
<td>ECE 142 Health, Safety and Nutrition</td>
</tr>
<tr>
<td>ECE 181 Observation of Children</td>
<td>ECE 181 Observed Behaviour of Children</td>
</tr>
<tr>
<td>HUMD 100 Child and Adolescent Development</td>
<td>HUMD 181 Lifespan Development A</td>
</tr>
<tr>
<td>HUMD 183 Child Guidance 1</td>
<td>HUMD 183 Child Guidance</td>
</tr>
<tr>
<td>PRAC 104 Practicum 1</td>
<td>PRAC 178 Practicum 1 &amp; PRAC 180 Practicum 3 (must have both)</td>
</tr>
<tr>
<td>PRAC 105 Practicum 2</td>
<td>PRAC 179 Practicum 2 &amp; PRAC 181 Practicum 4 (must have both) Cont.</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>SOCI 142 Family and Community Relations</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>HUMR 181 Professionalism 1 (deleted)</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>(Optional) PRAC 181 Comprehensive PLAR challenge</td>
</tr>
</tbody>
</table>

### ECE Diploma Equivalencies

<table>
<thead>
<tr>
<th>Courses from NEW Diploma program</th>
<th>Equivalent Courses in OLD Diploma program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 204 Administrative Skills for Early Childhood Educators</td>
<td>ADMN 249 Administration for Early Childhood Educators</td>
</tr>
<tr>
<td>COMM 294 Teamwork Skills</td>
<td>COMM 294 Verbal Communications</td>
</tr>
<tr>
<td>ECE 220 Anti-Bias Education for Early Childhood</td>
<td>ECE 220 Anti-Bias Curriculum</td>
</tr>
<tr>
<td>ECE 221 Observation and Assessment</td>
<td>ECE 221 Observation and Assessment</td>
</tr>
<tr>
<td>ECE 202 Programming for Infants and Toddler</td>
<td>ECE 225 Infant and Toddler Care</td>
</tr>
<tr>
<td>ECE 226 Programming for School Age Children</td>
<td>ECE 226 Programming for School Age Children</td>
</tr>
<tr>
<td>HUMD 200 Child Guidance 2</td>
<td>MGMT 281 Behavioural Principles and Practices</td>
</tr>
<tr>
<td>PD 240 Professionalism in Early Childhood Education</td>
<td>PD 240 Professionalism 2</td>
</tr>
<tr>
<td>Courses from NEW Diploma program</td>
<td>Equivalent Courses in OLD Diploma program</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>SPSY 279 Children With Diverse Abilities 1</td>
<td>SPSY 279 Children With Diverse Abilities 1</td>
</tr>
<tr>
<td>SPSY 289 Children With Diverse Abilities 2</td>
<td>SPSY 289 Children With Diverse Abilities 2</td>
</tr>
<tr>
<td>ECE 200 Play Environments</td>
<td>No equivalent course</td>
</tr>
<tr>
<td>ECE 201 Program Planning for ECE Programs</td>
<td>No equivalent course</td>
</tr>
<tr>
<td>PRAC 244 Practicum 3</td>
<td>PRAC 244 Practicum 1</td>
</tr>
<tr>
<td>PRAC 245 Practicum 4</td>
<td>PRAC 245 Practicum 2</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>ECE 281 Agency Visitation</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>HUMD 280 Lifespan Development B</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>PRPL 282 Foundations of Early Childhood Education</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>ADMN 281 Administrative Functions</td>
</tr>
<tr>
<td>No equivalent course</td>
<td>BKPG 240 Record Keeping for Child Care Facilities</td>
</tr>
</tbody>
</table>

The ECE program recognizes some courses from other Saskatchewan Polytechnic programs. Please consult with registration services for the current equivalency courses.
The PLAR process

The first step for you as an ECE PLAR candidate is to identify your **career goal**. This goal is important, as it will determine the PLAR process that you will follow. There are two types of potential ECE PLAR candidates:

- **Candidates whose immediate goal is to complete an ECE certificate and/or ECE diploma**
  - You must first **apply** to the ECE program. PLAR candidates must meet all admission requirements for the targeted ECE program (refer to a current Saskatchewan Polytechnic calendar for admission requirements for both the certificate and diploma programs).
  - Once you are accepted and registered in the ECE program you are ready to begin the PLAR process.

- **Candidates who do not plan to complete an ECE certificate/diploma**
  - You must first **apply** to the ECE program. PLAR candidates must meet all admission requirements for the targeted ECE program (refer to a current Saskatchewan Polytechnic calendar for admission requirements for both the certificate and diploma programs).
  - Once you are accepted and registered in the ECE program you are ready to begin the PLAR process.

Candidates may wish to obtain Level One, Level Two, or Level Three Certification from the Ministry of Education – Early Learning and Child Care Branch, through prior equivalent education.

- **Level One** – The following three Saskatchewan Polytechnic ECE courses:
  - ECE 142 Health, Safety and Nutrition
  - ECE 106 Role of Play in Early Childhood Education
  - HUMD 183 Child Guidance 1
  - Or any Saskatchewan Polytechnic certificate course designated by the Ministry of Education as a Programming course, a Development course or a Relationship course totalling 9 credits.

- **Level Two** – The Saskatchewan Polytechnic ECE certificate equivalent.

- **Level Three** – The Saskatchewan Polytechnic ECE diploma equivalent.

**Please contact the Early Years Branch for clarification**

Early Years
Saskatchewan Ministry of Education
Attention: ECE Certification
2nd floor – 2220 College Ave.
REGINA SK S4P 4V9
Ph: (306) 787-7467
Fax: (306) 787-1003
E-mail: ececertification@gov.sk.ca
Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
moosejawcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
princealbert.counselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
reginacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
saskatooncounselling@saskpolytech.ca
Prior Learning Assessment and Recognition process for ECE

1. **Consult** with PLAR designated contact
   - call 1-866-467-4278 & speak with an education counsellor
   - identify goals
   - discuss process & forms
   - determine eligibility
   - identify courses for challenge

2. **Review** PLAR options
   - complete self-audit
   - decide on possible courses to PLAR

3. **Phone** to apply for PLAR:
   - Regina ECE Admin Assistant (306-775-7420) OR 1-866-467-4278 & request connection to this number
   - share contact information as requested
   - request course PLAR challenges
   - candidates will be emailed a summary of meeting procedures and a PLAR application form
   - obtain approval to pursue PLAR challenge

4. **Pay** assessment fees & **submit** PLAR application

5. **Upon receipt** of notification from Registration, requested course challenges will be emailed; phone Kathy to set up an appointment with program head.
   - discuss and review assessment methods and procedures
   - follow an action plan
   - review your skills & knowledge
   - collect, create & compile evidence
   - obtain validations
   - meet timelines

6. **Contact** program head at (306) 775-7725 OR 1-866-467-4278 for scheduled PLAR audit meeting

7. **Prepare** for prior learning assessment

8. **Challenge evaluated** by assessor

9. **Results submitted** to Saskatchewan Polytechnic registration services

10. **Candidate notified** of results

   - Successful:
     - see academic transcript

   - Not successful:
     - letter sent
     - consult with program head
     - register for course
     - grade appeal process available
**Guiding principles for developing a PLAR evidence file**

1. As you begin the PLAR process you will be advised if any evidence is required. Check with the PLAR designated contact **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. Learning must be current within the last 5 years.

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. 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.

Ensure that you provide full evidence to your ECE faculty assessor 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

Saskatchewan Polytechnic **will not** send/mail the evidence back; it is the candidate’s responsibility to contact the ECE program assistant at (306) 775-7420 **within two months** to make arrangements to pick up the evidence at the Saskatchewan Polytechnic campus nearest them OR include self-addressed envelope and postage with evidence submission for its return.
How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary. Please note all assessments/challenges MUST be completed within the assessment period they were initiated.

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.

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

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. 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.

   Be prepared to explain the reason you chose this level if asked by an assessor.
Early Childhood Education Certificate program

Self-Audit Guides
COMM 291 – Interpersonal Communications

You will develop employability skills through the study of interpersonal communication theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and non-verbal messages, listening skills, creating positive communication climates, and resolving interpersonal conflict.

Credit unit(s): 2.0
Equivalent courses: COMM 112, COMM 160, HUMR 182

### COMM 291 – Interpersonal Skills

<table>
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<tr>
<th>Outcome</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
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<tbody>
<tr>
<td>1. Describe interpersonal communication.</td>
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<td>▪ Explain principles of communication</td>
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<td>▪ Identify parts of a communication model</td>
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<td>▪ Describe characteristics of effective communicators</td>
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<td>2. Describe how self-concept and perception affect communication.</td>
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<td>▪ Explain how self-concept affects communication</td>
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<td>▪ Discuss factors which shape the self-concept</td>
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<td>▪ List ways to improve self-concept</td>
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<td>▪ Explain how perception affects communication</td>
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<td>▪ Identify common perceptual errors</td>
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<td>3. Discuss verbal and nonverbal messages.</td>
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<td>▪ Describe kinds of ineffective language</td>
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<td>▪ Describe effective verbal alternatives</td>
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<td>▪ List channels of nonverbal communication</td>
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<td>▪ Explain principles of nonverbal communication</td>
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<td>4. Discuss factors affecting communication climates.</td>
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<td>▪ Describe elements of effective and ineffective listening</td>
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<td>▪ Identify confirming and disconfirming messages</td>
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<td>▪ List common defensive responses</td>
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<tr>
<td>▪ Identify attitudes and language which may provoke defensiveness</td>
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COMM 291 – Interpersonal Skills

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</table>

- Explain conflict and conflict styles

5. Apply skills to improve communications.

- Use feedback to check messages
- Use perception-checking to build empathy
- Apply effective listening skills
- Substitute confirming messages for disconfirming ones
- Respond non-defensively to criticism
- Use "I" messages to counteract defensiveness
- Apply the clear-message format to communicate assertively
- Use conflict management skills

PLAR assessment methods

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.

1. Evidence File – LO 5 – employer validation of workplace communication skills
2. Case Study
3. Challenge Exam – LO1 to 4 – 60% pass mark required.

Resources

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

Please refer to Appendix A: ECE program booklist.
ECE 100 – Introduction to Early Childhood Education

You will study the values, roots and the practice of Early Childhood Education from an historical and global perspective. A holistic view of the child (including emotional, social, cognitive, creative, spiritual and physical development) will be emphasized. The course provides an introduction to a variety of Early Childhood Education models that are seen in Canada and in Saskatchewan. Building on this foundation, you will be introduced to the Project Approach and Emergent/Negotiated Curriculum as a basis of planning curriculum and the various ways they are implemented.

Credit unit(s): 3.0

<table>
<thead>
<tr>
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</table>

1. Describe the importance of early childhood education for children.
2. Describe the history of early childhood education.
3. Identify factors associated with high quality early childhood education programs.
4. Identify current trends and issues influencing early childhood education.
5. Describe early childhood education services and models of early childhood programs.

PLAR assessment methods

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.

1. Evidence file
   - Essay: The importance of quality early learning and child care (25%)
     In an essay of 6-8 pages (1500-2000 words), discuss the importance of Quality Early Learning and Child Care following the outlined requirements. Candidates will use required vocabulary and terms which will reflect an understanding of quality early learning and child care. Candidates will be able to make connections from their experience and knowledge to reflect a clear understanding of what constitutes quality in terms of the child, educators and curriculum development.
   - Written work: Demonstration of knowledge: Identify standards which influence quality in early childhood education (20%)
     Candidates will share through written work, their knowledge of the Occupational Standards for Early Childhood Educators and Developmentally Appropriate Practice (NAEYC) by answering directed questions.
   - Documentation OR written work: Demonstration of knowledge of the Project Approach (25%)
Candidates will either submit documentation of a project they have implemented with children using the Project Approach or through written work will answer directed questions to demonstrate their knowledge.

- Research paper: Demonstration of knowledge of Early Childhood Education services and models (10%)
  Candidates will submit information about services and models of early learning and child care which are used in Saskatchewan and Canada to implement services and programs for young children and families.

2. **Structured interview**

   Quality early learning and child care (20%)
   The interview will be conducted over the telephone by the PLAR assessor and the PLAR candidate. The program designate will make arrangements for the time of the interview during the assessment period.
   For your interview:
   Be prepared to answer the following questions and give examples from your work. Prepare some jot notes of main ideas you want to include in the interview (you do not need to hand them in).
   The telephone interview (45 minutes) will focus on your practices that ensure quality early learning and child care. The following areas of quality are taken from the National Statement on Quality Child Care provided by the Canadian Child Care Federation. Within each of the areas listed in the criteria, explain how you ensure that you are providing quality early learning and child care. Be prepared to discuss how the code of ethics influences your work.

**Resources**

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

Please refer to Appendix A: ECE program booklist.

**Websites:**  
www.projectapproach.org  
Illinois Projects in Practice  http://illinoispip.org
**ECE 101 – Roles and Values of the Early Childhood Educator**

The course focuses on the supporting values of the early childhood educator. You will examine the common values that include respect for human dignity and diversity. You will demonstrate through classroom and practical experience, responsibility, caring, compassion and teamwork. These are qualities that form the basis for personal and professional ethics of an early childhood educator.

**Credit unit(s):** 3.0

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**ECE 101 – Roles and Values of the Early Childhood Educator**

<table>
<thead>
<tr>
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| 1. | Respect human dignity and diversity. |
| 2. | Demonstrate responsibility and reliability. |
| 3. | Demonstrates caring and compassion. |
| 4. | Foster personal health and well-being. |
| 5. | Examine behaviours that support partnerships with families. |
| 6. | Demonstrate personal and professional ethics. |
| 7. | Work as a partner of an early learning and child care team. |

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**PLAR assessment methods**

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.

**1. Evidence file**

- Validation of essential skills (35%)
  - The Essential Skills Evaluation Checklist: completed by both the candidate and their supervisor and both will be submitted to assessor.
  - Written work: The candidate will record each skill category and subsequently record a recent example of a time when they have demonstrated that skill and their ability effectively.
- Demonstrate personal and professional ethics: Code of Ethics (20%)
  - Using the principles of the Code of Ethics to guide practice, record two stories which describe times when you have experienced a conflict, a different point of view and/or a disagreement about work procedure with a person in your workplace and discuss how using the Code of Ethics did or could have influenced your resolution.
- Respond to scenarios: Demonstrate respect for human dignity and diversity and caring and compassion (15%)
Read the five workplace scenarios and explain how you would respond. Responses will indicate an understanding of respect and a demonstration of caring and compassion.

- **Letters of reference (three) (15%)**
  The candidate will provide reference letters from each of the following:
  - A supervisor (director, floor supervisor, consultant, board member)
  - A colleague (must be someone with whom you have worked for 6 months or more)
  - A family member whose child has been in your care

- **Essay on personal health and wellness (15%)**
  In a 500-700 word essay:
  - Describe what you do to keep yourself personally well and healthy
  - Outline the importance of the health of educators when working with children, families, colleagues and other professionals
  - Explain how personal health and well-being influence quality in the workplace
  - Discuss how personal wellness can influence and affect attitudes and professional behavior in the workplace
  - Give examples from your workplace experience

**Resources**

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

Please refer to Appendix A: ECE program booklist.
ECE 102 – Programming for Creative Arts Development
(OLD ECE equivalents: ECE 182 Programming 1 & ECE 184 Programming 3)
The course focuses on the expressive media of visual arts, music, and creative movement. You will examine the role of the creative arts in an early childhood education program. You will receive instruction and practice in the arts and in planning curriculum that is responsive to children’s interests in artistic expression. Your studies will examine how programming for creative arts is accommodated through the Project Approach.

Credit unit(s): 4.0
Prerequisite(s): ECE 100 minimum grade of 60% and (HUMD 100 minimum grade of 60% or HUMD 181 minimum grade of 60%) and ECE 181 minimum grade of 60%

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<tr>
<th>ECE 102 – Programming for Creative Arts Development</th>
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<tr>
<td>1. Explain the goals and purpose of creative arts in early childhood education.</td>
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<td>2. Describe the stages and milestones in the development of art, music and movement skills.</td>
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<td>3. Explore art experiences.</td>
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<td>4. Explore music experiences.</td>
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<td>5. Explore movement experiences.</td>
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<td>6. Create resources that facilitate the implementation of creative arts programming.</td>
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<td>7. Plan environments to support creative arts development.</td>
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<td>8. Examine opportunities for artistic expression in children’s projects.</td>
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<td>9. Implement experiences that are responsive to children’s interests in artistic expression.</td>
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<td>10. Implement experiences to develop artistic expression.</td>
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PLAR assessment methods
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.
1. **Evidence file**
   An interview with the program head/faculty may be required to clarify evidence.
   - Written responses which:
     - Explain the goals and purpose of creative arts in early childhood education;
     - Describe the stages and milestones in the development of arts, music and movement skills; and
     - Examine the role of the early childhood educator in facilitating artistic expression.
   - A video display which shows environments to support creative arts development.
   - An art portfolio including photographs of children’s art which demonstrate art experiences.
   - Music resources used to explore music experiences.

   *All written submissions to be produced using word processing software*

2. **Practical demonstration**
   The PLAR candidate will submit a video and description, using DVD, CD-Rom or VHS, of:
   - a creative movement experience
   - a visual art experience
   - a music experience

3. **Structured interview**
   The interview will address learning outcome 9, specifically:
   - Early Childhood Educators are seeing a value in using the project approach in working with children. Please explain the project approach and discuss the value of using this approach with children
     - Discuss how the creative arts (art, music and movement) can be incorporated into projects that follow the children’s interests; and
       - Use observation tools to determine programming
       - Analyze a project to determine how the goals for creative arts are supported by project work
   - Assessor will ask candidate to explain how and why particular practices promote the development of children
   - Define the types of music and movement activities that encourage a child’s musical development
   - Compare appropriate and inappropriate practice as it applies to the creative arts
   - Discuss safety issues in art
   - Give examples of guided discovery that you have used in your movement program

**Resources**

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

Please refer to Appendix A: ECE program booklist.
ECE 103 – Programming for Language Development
(OLD ECE equivalent: ECE 183 Programming 2)

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 Project Approach in facilitating language and literacy development.

Credit unit(s): 3.0
Prerequisite(s): ECE 100 minimum grade of 60% and (HUMD 100 minimum grade of 60% or HUMD 181 minimum grade of 60%) and ECE 181 minimum grade of 60%

| Mastery: I am able to demonstrate it well enough to teach it to someone else. |
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1. Explain the goals and purpose of language and literacy in early childhood education.

2. Describe the stages and milestones in the development of language and literacy.

3. Examine the role of the early childhood educator in facilitating language and literacy experiences.

4. Explore language and literacy experiences.

5. Plan environments to support language and literacy development.


7. Implement experiences to develop language and literacy skills.

PLAR assessment methods
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.

1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - Written assignment explaining the relationship between language and literacy and play as well as the benefits and values of early literacy activities for young children
   - Submit anecdotal records of language and literacy development for 3 children – an infant, a toddler and a preschooler - and plans to support each child’s language and literacy development
   - Documentation of your language arts centre
- A video of story-time with a group of children

_All written submissions to be produced using word processing software_

2. **Structured interview**

Be prepared to discuss the following:

- How your language arts centre enhances language and literacy development in listening and speaking, and emerging literacy (reading and writing) skills
- Developmentally appropriate language and literacy activities for infant, toddler, preschooler and school aged children
- The role and practices of the early childhood educator to facilitate language and literacy development
- How to select quality children’s books
- Utilizing dictation as a support for language and literacy development
- Integrating the goals for language and literacy development with a theme or project

**Resources**

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

Please refer to **Appendix A: ECE program booklist**.
**ECE 104 – Programming for Cognitive Development**

(OLD ECE equivalent: ECE 185 Programming 4)

You will study the cognitive development of children and acquire skills in planning curriculum to meet the cognitive needs of children. Utilizing a holistic approach, you will be introduced to the cognitive processes of young children. You will plan curriculum that is developmentally appropriate and design effective learning environments. The curriculum strategies include creating invitations to learning, experiences with sensory materials such as sand, water and blocks and the incorporation of mathematical and scientific concepts into daily activities. Your studies will examine how programming for cognitive development is accommodated through the Project Approach.

**Credit unit(s):** 3.0  
**Prerequisite(s):** ECE 100 minimum grade of 60% and (HUMD 100 minimum grade of 60% or HUMD 181 minimum grade of 60%) and ECE 181 minimum grade of 60%

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1. Explain the goals and purpose of cognitive activities in early childhood education.
2. Describe the stages and milestones in cognitive development.
3. Explore cognitive experiences.
4. Plan environments to support cognitive development.
5. Implement experiences to develop cognitive skills.

**PLAR assessment methods**

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.

1. **Evidence file**
   
   An interview with the program head/faculty may be required to clarify evidence.
   
   - Written assignment explaining the relationship between cognitive development and play and a discussion of the role of the early childhood educator to facilitate cognitive development
   - Documentation of sand, water, block, and woodworking centres
   - Written descriptions of the planning, development and analysis of a project using the three phases of the project

   *All written submissions to be produced using word processing software*
2. **Structured interview**

   Be prepared to discuss the following:
   
   - How the evidence presented in the Practical Demonstration documents a child’s cognitive milestones and progress
   - Preschool cognitive developmental stages in: sand, water and block play, fine motor control as well as the concepts and components of math and science development
   - The role of observation in supporting cognitive development of young children

3. **Practical demonstration**

   Submit a portfolio documenting one young child’s cognitive milestones over a period of three or four weeks. The portfolio will include a collection of photographs, video footage (videotape, DVD, or CD), work samples, checklists, observation sheets and/or anecdotal records that demonstrate the child’s cognitive development.

**Resources**

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

Please refer to Appendix A: ECE program booklist.

Video/DVD: Classification, Seriation, and Number, High/Scope Preschool Key Experiences Space and Time, High/Scope Preschool Key Experiences.
ECE 105 – Programming for Social and Emotional Development
The course will examine the development of social and emotional skills in early childhood. You will receive instruction and practice in planning curriculum to meet the social and emotional needs of children. You will explore how children respond to different social and emotional situations and the role of the early childhood educator in facilitating healthy social and emotional development.

Credit unit(s): 3.0
Prerequisite(s): ECE 100 minimum grade of 60% and (HUMD 100 minimum grade of 60% or HUMD 181 minimum grade of 60%) and ECE 181 minimum grade of 60%

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<tr>
<th>ECE 105 – Programming for Social and Emotional Development</th>
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<td>1. Explain the goals and purpose of social and emotional development in early childhood education.</td>
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<td>2. Describe the stages and milestones in the development of social and emotional skills.</td>
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<td>4. Plan environments to support social and emotional development.</td>
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<td>5. Examine opportunities for social and emotional development in children’s projects.</td>
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<td>6. Implement experiences to develop social and emotional skills.</td>
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PLAR assessment methods
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.

1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - Written responses which:
     - explain the goals and purposes of social and emotional development in early childhood education;
     - identify the social and emotional skills that you will help to develop in children;
     - describe the stages and milestones in the development of social and emotional skills; and
     - examine the role of the early childhood educator in facilitating social and emotional development
   - Examples from your work with children that
     - describe practices to build and ensure positive self-esteem;
     - describe the language you use to support problem-solving situations with children;
- describe practices to promote self-control among children
- Written description of the planning, development and analysis of a project using the three phases of the project approach

*All written submissions to be produced using word processing software*

2. **Structured interview**
   
   Be prepared to discuss the following:
   
   - Outline five things educators can provide in the Dramatic Play areas to assist children in learning about other cultures and about individuals with diverse abilities
   - Give examples of particular techniques that you have used when working with traumatized children

3. **Practical demonstration**
   
   - A video which shows indoor and outdoor environments that you have created to support social and emotional development. For each environment, include notes which outline how these are effective in supporting social and emotional development of children.
   - Video a play experience that you have used with children. Describe the experience by using the experience outline provided in your PLAR materials. Explain how the situation promotes the social and emotional development of the children.

**Resources**

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

Please refer to Appendix A: ECE program booklist.
ECE 106 – Role of Play in Early Childhood Education
(OLD ECE equivalent: HUMD 182 Play and Play Environments)

You will learn about the role of play in the development of skills and abilities of young children. You will focus on the value of play in early childhood development programming and the role of the early childhood educator in expanding the play opportunities for children.

Credit unit(s): 3.0

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<tr>
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1. Describe the importance of play in the lives of children.
2. Examine the value of play in the early childhood program.
3. Describe the role of the Early Childhood Educator in supporting play.
4. Investigate the components of a play-based curriculum.

PLAR assessment methods
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.

1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - Essay on the value of play
     
     All written submissions to be produced using word processing software

2. Practical demonstration
   Submit an oral report using DVD, CD Rom or VHS
   - Video depicting facilitation of a play experience
   - Video depicting adult engagement in play
   - Video depicting a responsive environment

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

Please refer to Appendix A: ECE program booklist.

Queen’s Printer. (2002) *The Child Care Regulations* (Chapter C-73 Reg. 2). Regina, SK: The Queen’s Printer. To access this document, use the following link:
ECE 142 – Health, Safety and Nutrition

Your studies will focus on creating environments and practices that contribute to the health, safety, and nutritional needs of children. You will study the physical development of children. You will also receive information that will assist you in identifying and addressing health and safety issues including abuse and neglect.

Credit unit(s): 3.0

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1. Examine conditions that promote the health of children.

2. Establish a safe physical environment for children.

3. Describe effective infection control measures.

4. Respond to the health needs of individual children.

5. Examine the components of a nutritious diet.


7. Plan physical activities for children.

8. Examine health and safety issues for children.

9. Discuss the role of the early childhood educator in addressing health and safety issues.

PLAR assessment methods

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.

1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - A written assignment in which candidate describes what is needed to prepare for an emergency in a child care centre
   - A signed and dated criteria sheet provided by a qualified health care professional who observed the candidate demonstrating correct hand washing technique
   - A written assignment in which the candidate describes the importance that physical safety, appropriate activities and emotional security have on the health of children
   - A written assignment in which the candidate plans physical activities for children
   - A written assignment in which the candidate applies concepts for responding to situations

All written submissions to be produced using word processing software
2. Challenge exam

3. Interview

**Resources**

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

Please refer to Appendix A: ECE program booklist.

ECE 181 – Observation of Children

The course combines theory and practical application to assist you in developing skills in observing and recording the behaviour of children. You will learn how to organize observations and document children’s interests, learning and development.

Credit unit(s): 3.0

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<th>ECE 181 – Observation of Children</th>
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1. Identify the uses of observation in early childhood programming.

2. Apply narrative observational methods.

3. Use developmental profiles to interpret data.

4. Apply general techniques of observation.


PLAR assessment methods

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.

1. Evidence file

   An interview with the program head/faculty may be required to clarify evidence.

   - Written examples and descriptions in which you identify the use of observation in early childhood programming
   - Written documentation of use of observation methods
   - A written description of how you use developmental profiles to interpret data
   - Written examples of your documentation of children’s experiences
   - A display or handmade book that you have created for a child or family

   *All written submissions to be produced using word processing software*
2. **Structured interview**
   Be prepared to discuss the following:
   - Based on quote provided: What do you think Herb Kohl means by the concept of children having stories to tell? How do you think this relates to observing children?
   - Discuss the educator as a researcher
   - Describe using observations to plan
   - Examine organizing and displaying documentation
   - Explore portfolios

_Candidates will expand upon or clarify any of the materials that they have submitted._

**Resources**

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

Please refer to _Appendix A: ECE program booklist._

Other reliable materials may also be used for reference.
EMPL 180 – Employability Skills

You will receive instruction and practice in written communication skills needed for the workplace. You will develop effective job search strategies. Emphasis will be placed on communicating a professional image.

Credit unit(s): 3.0
Equivalent course(s): COMM 292

### EMPL 180 – Employability Skills

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1. Create business correspondence.
2. Use professional email practices.
3. Write an incident report.
4. Assess personal marketable skills.
5. Write a resume.
6. Describe portfolio development.
7. Apply job interview skills.

### PLAR assessment methods

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.

1. **Evidence file**
   - LO 1 & 2 – Portfolio of workplace correspondence
   - LO 3 – Sample of completed incident report OR take-home assignment
   - LO 4 & 5 – Current resume
   - LO 2 & 6 – Letter of application to PLAR in recognized letter format with persuasive skills sell
   - LO 7 – Letter from HR indicating positive interview skills OR exam

### Resources

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

Please refer to **Appendix A: ECE program booklist**.
HUMD 100 – Child and Adolescent Development
(OLD ECE equivalent: HUMD 181 Lifespan Development A)

Your studies will focus on the period of development from conception to adolescence. You will receive information about the effects of heredity and the environment on the emotional, social, cognitive and physical development of children and adolescents. The course also provides an introduction to the theories of learning and personality and methods of studying human behaviour.

Credit unit(s): 3.0

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1. Identify the characteristics of the major philosophical and theoretical views of human development.

2. Discuss prenatal development.

3. Describe infant early learning, motor skill and perceptual capacities.

4. Describe physical development from infancy to adolescence.

5. Describe cognitive development from infancy to adolescence.

6. Describe language development from infancy to adolescence.

7. Describe emotional development from infancy to adolescence.

8. Describe social development from infancy to adolescence.

PLAR assessment methods

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.

1. Challenge exam
   Two (2) challenge exams (60% pass)
   - The first exam will support the completion of learning outcomes 1 - 4
   - The second exam will support the completion of learning outcomes 5 - 8

Both exams are a combination of multiple choice and true/false questions. For each exam, you will be allocated a maximum of 2 hours to complete. The time and place for the exams will be arranged by the Saskatchewan Polytechnic ECE program.

Resources

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

Please refer to Appendix A: ECE program booklist.
HUMD 183 – Child Guidance 1

You will examine the strategies of developmentally appropriate child guidance. The role of the adult in anticipating and encouraging appropriate behaviour is emphasized. You will practice techniques for intervening with children while encouraging a co-operative attitude, a sense of autonomy and a positive self-image.

Credit unit(s): 3.0

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<th>HUMD 183 – Child Guidance 1</th>
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1. Examine the concepts and principles of developmentally appropriate child guidance.
2. Demonstrate strategies for direct guidance.
3. Demonstrate strategies for indirect guidance.
4. Examine challenging behaviours.

PLAR assessment methods

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.

1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - Written assignment defining and stating the goals of child guidance and outlining the role of the adult in guiding the young child’s behaviour.
   - A self-concept checklist of at least 10 factors designed by the candidate and completed while observing a specific child on 3 separate occasions. Includes a written summary of the child’s self-concept. Proposes one aspect of the child’s self-concept that might be strengthened along with a recommended guidance strategy to enhance the selected aspect.
   - A written assignment identifying and describing 4 situations where you as the caregiver/educator needed to intervene so that the children in each situation could effectively express their feelings. Includes a record of the candidate’s words and actions for each situation.
   - A written assignment explaining how the environment can provide positive indirect guidance for young children. (The physical environment, other people, situations, schedules and time limits, and the mass media should all be discussed).
   - A schedule of a typical day at a child care centre and a written explanation of how that schedule provides positive indirect guidance.
   - A written assignment recording 10 behaviours of a child observed over a 5 day period and analyzed according to whether each behaviour is appropriate or inappropriate. Includes recommendations of guidance strategies to maintain appropriate behaviours or to encourage an appropriate behaviour in place of an inappropriate one.
2. **Structured interview**
Be prepared to discuss the following:
- Behaviours that indicate particular feelings
- Difference between guidance and punishment; meaning of “discipline”
- "Developmentally appropriate practice" as it affects guiding children’s behaviour
- Caregiver qualities and positive child guidance
- Qualities of an environment designed to support the development of positive self-concept; effects of environment on behavior
- Natural consequences versus logical consequences

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

- Please refer to Appendix A: ECE program booklist.
PRAC 104 – Practicum 1
(OLD ECE equivalents: PRAC 178 Practicum 1 & PRAC 180 Practicum 3)

Building on the skills, knowledge and attitudes that you have developed through your courses, you will be introduced to the role of the early childhood educator in a practical setting. You will use knowledge and skills developed in previous courses to observe and record the behaviour of children, to interact with children and adults in a supportive and positive manner, and to guide children’s behaviour using positive guidance strategies.

Credit unit(s): 9.0
Prerequisite(s): ECE 100, ECE 181, HUMD 183, (HUMD 100 or HUMD 181)

### PRAC 104 – Practicum 1

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1. Identify practicum expectations.
2. Demonstrate positive work behaviours.
3. Demonstrate care and compassion for children and families.
4. Respect diversity.
5. Interact positively with children.
6. Demonstrate supportive play interactions with children.
7. Interact positively with adults.
8. Use observation methods.
9. Reflect on experiences with children.

PLAR assessment methods

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 on the assessment methods to the PLAR candidate following the consultation meeting.

1. Evidence File
   The PLAR candidate will submit the following evidence:
   All written submissions are to be produced using word processing software.
   - Written record of 5 observations of children that provide a foundation for designing environments and experiences for and with the children
   Candidate will use an Extended Anecdotal Record to complete 5 observations of children, take photos during the observation, include a supportive quote from a scholarly resource and create a Topic Web.
This item will support the completion of learning outcome #8.

- Five examples from experience that demonstrate skills and strategies used to influence behaviour change in children

Candidate will document 5 examples of times they have used effective guidance strategies with children. Their employer will complete an authentication form which validates the consistent use of these techniques.

This item will support the completion of learning outcome #9&10.

- Validation of skill
  - Two completed forms from parents/family members outlining candidate’s ability to build relationships (10%)

This item will support the completion of learning outcomes #2,3,4,5&7.

2. Lab demonstration and/or industry validation

- Employer validation of candidate’s achievement of learning outcomes 2,3,4,5,6, and 7

This item will support the completion of learning outcome #2,3,4,5,6, & 7

3. Structured interview

The interview will be conducted over the telephone by the PLAR assessor and the PLAR candidate. The program designate will make arrangements for the time of the interview during the assessment period.

For your interview:
- Be prepared to answer the following questions and give examples from your work. Prepare some jot notes of main ideas you want to include in the interview (you do not need to hand them in).

Outline your work as an early childhood educator.

This item will support the completion of learning outcome #2,3,4,5,6,7,9.

Questions you will be asked to address in the structured interview:

- How do you demonstrate initiative?
- What is your process for developing curriculum?
- How do you develop relationships and partnerships with children? Families? Members of your ECE team?
- Discuss the SECA/CCCF’s Code of Ethics; how does it guide your practice?
PRAC 105 – Practicum 2
(OLD ECE equivalents: PRAC 179 Practicum 2 & PRAC 181 Practicum 4)

Building on the skills and knowledge that you have developed through your courses, you will demonstrate your ability to interact positively with children and adults. You will use your observation skills to develop developmentally appropriate curriculum. You will implement the curriculum and guide children's behaviour effectively.

Credit unit(s): 13.0
Prerequisite(s): All certificate courses

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1. Identify practicum expectations.
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3. Demonstrate care and compassion for children and families.
4. Respect diversity.
5. Interact positively with children.
6. Interact positively with adults.
7. Use observation methods.
9. Implement developmentally appropriate experience for children.
10. Foster social and emotional development.
11. Facilitate play through planned and spontaneous play experiences.
12. Prepare learning environments.
13. Document a project developed with children.
15. Interact positively with families.
PLAR assessment methods

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 on the assessment methods to the PLAR candidate following the consultation meeting.

1. Evidence file (Portfolio) — You will submit the following evidence. Please ensure that all written submissions are completed with word processing software.

   - Written and visual documentation of an emergent curriculum project developed and explored with children using the Project Approach. This item will support the completion of learning outcomes 2 to 13 as outlined in the above self-audit.

   A. The foundation of your work (15%)
      - 500 (minimum) word paper outlining your role as an educator, your responsibilities and how planning your program follows an emergent curriculum approach

   B. The project (Project Approach) (40%)
      - Documentation of Phase 1, 2 and 3
      - 20-40 photos included
      - 10 samples of children’s work
      - 5 video-taped segments from Phase 2
      - Written reflection

   C. The environment (15%)
      - Candidate will prepare an invitation or activity centre which supports the project
      - 9-10 photos documenting development and implementation
      - 300-400 word paper discussing goals, organization and support of children’s learning

   D. The Guidance Strategies (10%)
      - Candidate will document 3 examples of times they have used effective guidance strategies with children. Their employer will complete an authentication form which validates the consistent use of these techniques.

      - Employer validation of candidate’s achievement of learning outcomes 2 to 12 as outlined in the above self-audit.

2. Interview — You may be asked to participate in a telephone interview to clarify any submitted evidence.

Resources:

Professional resources on curriculum planning using an emergent curriculum philosophy through the Project Approach.
Early Childhood Education
NEW diploma program

Self-Audit Guides
ADMN 204 – Administrative Skills for Early Childhood Educators
(OLD equivalent: ADMN 249 Administration for Early Childhood Educators)

You will be introduced to the administrative knowledge and skills that are useful as an early
childhood educator. You will study the operating structure of early childhood programs, policies
and procedures and Saskatchewan Child Care Regulations. You will become familiar with
regulations that govern First Nations early childhood programs. You will develop skills in using
program evaluation tools. You will be introduced to concepts involved with managing money
and recordkeeping. You will become familiar with the rights and responsibilities of employees
within the Saskatchewan Employment Act

Credit unit(s): 3.0
Prerequisites: PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

ADMN 204 – Administrative Skills for Early Childhood Educators

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1. Describe the operating structure of the early learning and care programs.

2. Apply child care regulations that govern provincial early childhood programs and First Nations early child care programs.

3. Apply policies and procedures for child care programs.

4. Use evaluation tools for child care facilities.

5. Outline the components of financial planning and recordkeeping for early childhood programs.

6. Examine the labour standards. (Now known as Saskatchewan Employment Standards)

PLAR assessment methods
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.

The candidate will complete all of the following:

1. Evidence file
   The PLAR candidate will submit the following evidence:
   - Written or visual summaries of operating structures within early learning and care programs.
     The candidate’s evidence file will support the completion of learning outcome 1.
   - Written examples of applications of child care regulations that govern provincial early childhood programs or First Nations early child care program.
     The candidate’s evidence file will support the completion of learning outcome 2.
- Written work using an updated policy and procedure manual and an updated parent/family handbook.
  The candidate’s evidence file will support the completion of learning outcome 3.
- Summary of results of Early Childhood Environment Rating Scale (ECERS) Employer validation of candidate’s work with ECERS.
  The candidate’s evidence file will support the completion of learning outcome 4.
- Evidence of candidate’s knowledge of financial planning and recordkeeping for early childhood programs and Employer validation.
  The candidate’s evidence file will support the completion of learning outcome 4.
- Evidence of candidate’s knowledge of employment (labour) standards as they apply to employment in an early childhood education centre and Employer validation.
  The candidate’s evidence file will support the completion of learning outcome 5.

*All written submissions to be produced using word processing software*

2. **Interview**
   The PLAR candidate may be asked for a telephone interview to clarify content.

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

Please refer to Appendix A: ECE program booklist.

*Child Day Care Licensee’s Manual, Government of Saskatchewan*

The Saskatchewan Child Care Regulation, 2001

The First Nations Head Start Standards Guide

The Saskatchewan Rights and Responsibilities – A Guide to Employment Standards in Saskatchewan

Minimum wage and minimum call (Ceridian)
**COMM 294 – Teamwork Skills**  
(Old equivalent: COMM 294 Verbal Communications)

You will learn how to become an effective member of an early childhood educator team. The course content focuses on determining individual interaction styles and personality styles, assertion skills, conflict management and group problem solving. You will practice communicating in an effective and professional manner.

**Credit unit(s):** 2.0  
**Equivalent course(s):** COMM 246  
**Prerequisite(s):** PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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1. Analyze your own and others’ learning styles and personality styles.
2. Demonstrate professional communication skills.
3. Demonstrate assertiveness skills.
4. Apply conflict resolution strategies.
5. Demonstrate teamwork behaviours.

**PLAR assessment methods**

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.

The candidate will complete all of the following:

**Evidence file**

The PLAR candidate will submit the following evidence:
All written submissions to be produced using word processing software.

- Analysis of your own and others’ learning styles and personality styles  
  Complete a personality style or learning style inventory to discover your personality and learning styles. Analyze challenging interactions that you have had with a co-worker in the past or present using professional language in all descriptions. This item will support the completion of learning outcome 1

- Written analysis of interactions to determine assertive, aggressive or passive behaviours  
  Describe assertive, aggressive and passive behaviours. Write about two situations where you used assertive behaviour in your work with a co-worker or with a parent. Describe each situation and explain the difficulties that were a problem for you and for
the other person and why you felt you needed to be assertive and analyze the interactions.
Summarize these analyses by discussing how our interactions with others in our work (colleagues, families and other professionals) as early childhood educators and the approaches we use affect the relationship.
This item will support the completion of learning outcome 3

☐ Written analysis of teamwork skills and behaviours 20%
Describe your team and the goals of the team; discuss your particular role on the team.
Describe how the different members of the team functioned in pursuit of the goals.
Discuss:
  a. the team development process,
  b. individual teamwork skills,
  c. group process skills,
  d. typical team roles, and
  e. the difficulties or ease the team experienced in working together.
Give examples from your experience
This item will support the completion of learning outcome 5

Structured interview:
The interview will be conducted over the telephone by the PLAR assessor and PLAR candidate. The assessor will determine the date and time for the interview.

☐ PART 1: Analysis of effective communication and problem solving with a parent/family member of a child in your care 20%
For this oral evidence, you are expected to research the questions before hand and present the information using notes that you have prepared.

Discuss a situation where you communicated effectively with a parent on a difficult topic.
Review the aspects of your end of the communication which were very important in establishing a collaborative approach.
Explain specific communication and problem solving techniques that you used.
This item will support the completion of learning outcome 2

PART 2:
Analysis of effective conflict resolution strategies 20%
For this oral evidence, you are expected to research the questions before hand and present the information using notes that you have prepared.
Analyze and prepare to discuss two situations where you have effectively used conflict resolution strategies.
Provide detailed information about the conflicts
This item will support the completion of learning outcome 4

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

Current professional resources on communication, conflict resolution, and team work skills.
Please refer to: Appendix A: ECE program booklist.
ECE 220 – Anti-Bias Curriculum

Your studies will focus on the issues related to providing respectful and relevant early learning and child care 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.

Credit unit(s): 4.0
Prerequisite(s): PRAC 181 or PRAC 105

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1. Explore personal beliefs and values.
2. Examine the principles of anti-bias education.
3. Investigate diverse family needs and supports.
4. Explore meaningful partnerships between families and educators.
5. Apply the principles to an anti-bias curriculum and environment.

PLAR assessment methods

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.

The candidate will complete all of the following:

1. Reflection Paper on Anti-Bias Education and Practices 20%
   This item will support the completion of learning outcomes # 1-5.

2. Discussion Paper: The Four Core Goals of Anti-Bias Education 10%
   This item will support completion of learning outcomes 2 and 3.

3. Performance/Practical Demonstration: Respond to scenarios using the Four-Step Method 15%
   This item will support completion of learning outcomes 1 and 4.

4. Research and Analysis Papers: Investigate Diverse family Needs and Supports 10%
   This item will support the completion of learning outcome # 3-5.

5. Practical Exercise: Professional display of ongoing written family information which demonstrates an understanding of inclusion and an anti-bias approach 10%
   This item will support the completion of learning outcome # 4.
8. Checklist and Analysis: Assess the Program Materials and Environment 15%
   This item will support the completion of learning outcome #2, 3, 5.

9. Develop an Anti-Bias Curriculum Plan 20%
   This item will support the completion of learning outcome #1-5

Resources

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

Please refer to Appendix A: ECE program booklist.
ECE 221 – Observation and Assessment  
(OLD equivalent: ECE 221 Observation and Assessment)

You will learn advanced observation techniques and be introduced to common assessment tools. Using information from observation and assessment tools, you will develop individualized programs for children.

Credit unit(s): 3.0  
Prerequisite(s): PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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1. Describe the use of observation and assessment tools in programming for children.  
2. Develop observation and reporting skills.  
3. Examine assessment tools.  
4. Design individual program plans based on observation and assessment data.  
5. Examine issues in using assessment tools with young children.

PLAR assessment methods

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.

The candidate will complete all of the following:

Evidence file

All written submissions to be produced using word processing software.

- Documentation of 3 different methods of observation of two children’s social, physical, cognitive, language and emotional development. 20%

**PART 1: Observations**
Submit three observations using a different type of observation tool for each that provide an overview of the child’s social, physical, language, cognitive and emotional development.

**PART 2: Discussion Paper**
- For each child’s three observations, summarize the child’s interests, strengths and areas where experiences might be provided.
- Include your plans for sharing the information to colleagues or family.
- Write three goals that are important to the child’s development and/or interests based on your observations.
- Discuss the ethics and responsibilities that guide an educator’s observations of children. This item will support the completion of learning outcomes 1, 2 and 5.
Examination of 2 formal assessment tools. 20%

Choose two formal assessment tools to analyze:
- For each tool chosen, write a one - two page summary of what it includes and how it could be used with young children.
  - Describe the purpose of the tool and how development is tracked. Discuss how goals are determined.
  - Explain the developmental aspects that are assessed, how the test works, who would use the test, how the results would be used and shared.
- Comment about the ethical implications of using formal assessments as an early childhood educator.
This item will support the completion of learning outcome 3.

Individual program plan for a child. 30%

- Complete a Ministry of Education PPP form for one of the observed children based on the observations and assessment data completed in the first assignment of the evidence file.
- Identify goals and objectives for the child.
- Determine 10 developmentally experiences or activities that you will make available for the child.
- Discuss how the plan incorporates input from the family.
This item will support the completion of learning outcome 4 & 5.

Professional portfolio for a child. 30%

PART 1:
- Create a portfolio for the child you have observed providing evidence of the child’s growth and development.

PART 2: (included separately from the portfolio)
Submit a 1 – 2 page paper discussing:
- How using observations supports the development of a child
- The value of the personal program plan and when and with whom it is most effective
- How a portfolio supports the educator and family and other professionals at a family meeting as a discussion and planning tool
This item will support the completion of learning outcome 4 & 5.

Resources

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

Please refer to Appendix A: ECE program booklist.
ECE 202 – Programming for Infants & Toddlers
(OLD equivalent: ECE 225 Infant & Toddler Care)

You will examine the development of infants and toddlers in more specific detail. Using that information you will plan programs including activities and environments that will encourage the holistic development of infants and toddlers.

Credit unit(s): 3.0
Prerequisite(s): PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

PLAR assessment methods
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.

The candidate will complete all of the following:

1. Evidence file
   The PLAR candidate will submit the following evidence:
   - Written observation of an infant and a toddler
     This item supports the completion of learning outcome 2
   - Written documentation of discussions with parent or guardian of an infant and toddler
     This item supports the completion of learning outcomes 2 and 4
   - Curriculum plan for infant and toddler
     This item supports the completion of learning outcomes 3, 5, and 6

   All written submissions are to be produced using word processing software
Resources

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

Professional resources on child development
### ECE 226 – Programming for School Age Children

(OLD equivalent: ECE 226 Program for School Age Children)

You will examine the characteristics of school age children and the program activities that may be designed to accommodate them. You will also discuss the role of the care giver and the child care issues distinctive to this age.

**Credit unit(s):** 3.0  
**Prerequisite(s):** PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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1. Discuss the key concepts for school age care.
2. Describe the development of school age children.
3. Examine the skills of effective school age professionals.
4. Plan developmentally appropriate programs for school age children.
5. Outline appropriate techniques for guiding behaviour of school age children.

### PLAR assessment methods

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.

The candidate will complete all of the following:

**1. Evidence file**

The PLAR candidate will submit the following evidence:

- Written documentation of a situation involving the child educator, the school age children and the community in a successful partnership  
  This item supports the completion of learning outcomes #1, 2, 3, 4
- Documentation of a project that has been planned and implemented by the children and the educator. The project may involve experiences in the areas of physical activity, art, music, drama, or science.  
  This item supports the completion of learning outcomes #1, 2, 3, 4
- Documentation of a field trip which has been planned and experienced with school- age children and the educator  
  This item supports the completion of learning outcome #4
- Written descriptions of two challenging situations in which the educator has influenced two children to change inappropriate behaviours  
  This item supports the completion of learning outcome #5
2. Interview

The PLAR candidate may be asked for a telephone interview to clarify content.
HUMD 200 – Child Guidance 2
(OLD equivalent: MGMT 281 Behavioural Principles & Practices)

The course is a continuation of Child Guidance 1. You will learn advanced techniques of guiding children that can be applied to more challenging behaviours.

Credit unit(s): 3.0
Prerequisite(s): PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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1. Review the concepts and principles of developmentally appropriate child guidance.
2. Examine behavioural change strategies suitable for challenging behaviours.
4. Apply a decision making model in evaluating appropriate behaviour change strategies.
5. Describe the process of behaviour change.
6. Examine situations where professional and expert referral are appropriate.

PLAR assessment methods

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.

The candidate will complete all of the following:

Evidence file

All written submissions to be produced using word processing software.

1. □ Essay on the philosophy of child guidance which follows best practice 30%
   This item will support the completion of learning outcomes 1, 2

   Write a brief description of the philosophy on child guidance for each of the provided theorists and discuss how their work influences your practice.

   Part 2: In an essay, 4 - 5 pages (1000 words), discuss the importance of Positive Child Guidance following outlined requirements. Candidates will use vocabulary which will reflect an understanding of quality early learning and child care. Candidates will be able to make connections from their experience and knowledge to reflect a clear
understanding of what constitutes positive child guidance in terms of the environment, the children, the families and early childhood educators.

2. ☐ Discussion paper: Discuss inappropriate guidance strategies and possible alternatives; use the Code of Ethics as a guide for best practice 20%
   This item will support the completion of learning outcome 2, 3
   Inappropriate choices for guiding children’s behaviour include a variety of actions from “Time-Out” to using the phrase “No Thank you!” to request a child changes their behaviour. The candidate will write a discussion paper outlining reasons these are inappropriate and alternate positive options; use the Code of Ethics to analyze guiding principles using personal examples from experience as support; relate and discuss a time(s) when they have used inappropriate guidance.

3. ☐ Demonstrate skill in using the Decision Making Model with “Difficult Behaviour” and in “Everyday Discipline Encounters” to develop a written guidance plan 25%
   This item will support the completion of learning outcome 4
   Candidate will respond to scenarios using the four step Decision Making Model to develop a written guidance plan. Candidates will present a scenario from personal experience and also use the Decision Making Model to analyze it.

Structured interview

The interview will be conducted over the telephone by the PLAR assessor and PLAR candidate. 25%
This item will support the completion of learning outcome 1, 2, 3, 5 & 6.

☐ Discuss a provided diagram and explain how it relates to the guidance of young children in an early learning and child care setting; discuss the critical aspect of using effective observations when deciding on positive, respectful, appropriate guidance strategies; respond to a scenario; read an article and answer questions; define and discuss “Challenging Behaviours” as they relate to guiding children’s behaviour; think of a situation when you have had to discuss a child’s challenging behaviour with the parent or family member and discuss making a referral to another agency. Candidate will able to indicate clear understanding and answers will indicate reflection and solid research.

Resources

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

Please refer to Appendix A: ECE program booklist.
Professional resources on child guidance within early childhood settings
PD 240 – Professionalism in Early Childhood Education

(OLD equivalent: PD 240 Professionalism 2)

Your studies will focus on the role of the early childhood educator and professionalism as it relates to issues, advocacy, leadership, and professional development. The course provides an introduction to your role as an advocate in the field of early childhood education. The course content includes instruction and practice in identifying issues, advocating, seeking professional development, and preparing for a career as a professional in the early childhood field.

Credit unit(s): 3.0
Prerequisite(s): PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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1. Complete a professional development portfolio.

2. Use resources for professional development.

3. Examine issues in early childhood education.

4. Develop strategies to network with the early childhood education community.

5. Develop advocacy skills.

PLAR assessment methods

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.

The candidate will complete all of the following:

1. Evidence file
   The PLAR candidate will submit the following evidence:
   - A personal professional portfolio
     This item supports the completion of learning outcome 1
   - Research paper describing professional development opportunities
     This item supports the completion of learning outcome 2
   - An essay describing an issue which you have pursued or intend on pursuing
     This item supports the completion of learning outcomes 3, 4
   - An example of advocacy on behalf of early learning and child care
     This item supports the completion of learning outcome 5

   All written submissions are to be produced using word processing software
SPSY 279 – Children with Diverse Abilities 1
(OLD equivalent: SPSY 279 Children with Diverse Abilities 1)

The course provides an introduction to the study of children with diverse abilities and needs. You will examine practices related to identification, intervention and prevention of specific diverse abilities. You will also discuss historical and current approaches, trends, and issues.

**Credit unit(s):** 3.0  
**Equivalent course(s):** SPSY 281  
**Prerequisite(s):** PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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<th>None: I have no experience with the outcome.</th>
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<tbody>
<tr>
<td>1. Examine the concepts and terminology associated with children with diverse abilities.</td>
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<td>2. Examine the historical and present day practices regarding diverse abilities.</td>
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<td>3. Describe the characteristics of emotional and behavioural disorders and challenges.</td>
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<td>4. Describe the characteristics of learning impairments.</td>
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<td>5. Describe the characteristics of communication and language differences.</td>
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<tr>
<td>6. Describe the characteristics of cognitive and developmental disabilities and delays.</td>
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<td>7. Describe the characteristics of advanced cognitive development.</td>
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<td>8. Describe the characteristics of health impairments.</td>
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<td>9. Describe the characteristics of orthopaedic impairments.</td>
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<td>10. Describe the characteristics of sensory impairments.</td>
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<tr>
<td>11. Identify community agencies and services which support children with diverse abilities and their families.</td>
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<tr>
<td>12. Identify strategies to support children with diverse abilities and their families.</td>
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</table>
**PLAR assessment methods**

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.

1. **Evidence file**
   The PLAR candidate will submit the following evidence:
   - Written notes outlining causes and characteristics of impairments and delays as well as care that is required
   - List of agencies and services for children with disabilities and their families
   
   The candidate’s evidence file will support the completion of learning outcomes 1 – 12

   *All written submissions to be produced using word processing software*

2. **Practical demonstration**
   - Presentation to colleagues on a medical condition causing impairment and/or developmental delays or disabilities
   
   The candidate’s practical demonstration may support the completion of learning outcomes 1 - 10 & 12

**Resources**

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

Please refer to Appendix A: ECE program booklist.

Reliable resources describing characteristics of medical condition causing impairments and/or developmental delays or disabilities.
The course continues the study of children with diverse abilities by addressing developmentally appropriate programming for young children with diverse abilities. You will study assessment, individualized planning and program planning in inclusive settings.

Credit unit(s): 3.0
Prerequisite(s): SPSY 279 minimum grade of 60%

### SPSY 289 – Children with Diverse Abilities 2

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<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
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<th>None</th>
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<td>I am able to demonstrate it well enough to teach it to someone else.</td>
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<td>I need some assistance in using the outcome.</td>
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1. Analyze issues and trends affecting children with diverse abilities.
2. Identify the importance of assessment when planning developmentally appropriate curriculum for children with diverse abilities.
3. Describe the steps involved in individualized planning for children with diverse abilities.
4. Examine inclusive program planning.
5. Plan developmentally appropriate curriculum activities for children with diverse abilities.

### PLAR assessment methods

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.

The candidate will complete all of the following:

1. **Evidence file**
   The PLAR candidate will submit the following evidence:
   - An applied research paper on the pros and cons of inclusion
   - Curriculum and environmental preparations and adaptations for children with diverse abilities
   - A written summary of an effective parent conference regarding a child with diverse abilities

   The candidate's evidence file will support the completion of learning outcomes 1 - 5

   *All written submissions to be produced using word processing software*

2. **Interview**
   The PLAR candidate may be asked for a telephone interview to clarify content.
Resources

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

Professional resources describing curriculum and environmental adaptations for children with diverse abilities (journals, reference books, websites, etc.)

Please refer to Appendix A: ECE program booklist.
ECE 200 – Play Environments

The course is a continuation of ECE 106 – Role of Play in Early Childhood Education. You will use play theory to plan developmentally appropriate programs, plan indoor play environments, and to examine outdoor play environments.

Credit unit(s): 2.0
Prerequisite(s): PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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<th>ECE 200 – Play Environments</th>
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</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
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</table>

| 1. Examine environments that support play based programs. |
| 2. Plan indoor environments that encourage and enhance play. |
| 3. Evaluate outdoor environments that encourage and enhance play. |

PLAR assessment methods

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.

The candidate will complete all of the following:

1. Evidence file
   The PLAR candidate will submit the following evidence:
   - Photographs and written descriptions of 4 play environments that you have created to encourage and enhance play
   - Signed forms from the children’s parent or guardian giving permission to video the children for this educational purpose
   This item supports the completion of learning outcome 1, 2, 3

   All written submissions to be produced using word processing software

2. Practical demonstration
   - Video of children responding to an invitation to play and explore within one of the areas you have created
   This item supports the completion of learning outcome 1, 2, 3

3. Interview
   The interview will be conducted over the telephone by the PLAR assessor and the PLAR candidate.
   - Discuss the engagement of children in play as evidenced in the video
   The candidate’s interview will support the completion of learning outcome 1, 2, 3
ECE 201 – Program Planning for ECE programs

The course is a culmination of the diploma program. You will use information on developmentally appropriate practice, child development, and holistic planning to plan curriculum for young children. You will incorporate information on children with diverse needs, multi-age groups, and diverse cultures to plan both individual and group programs.

Credit unit(s): 3.0
Prerequisite(s): PRAC 181 minimum grade of P or PRAC 105 minimum grade of P

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PLAR assessment methods

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.

The candidate will complete all of the following:

Evidence file

The PLAR candidate will submit the following evidence:
All written submissions to be produced using word processing software

- Written and visual documentation of experiences explored with children using the project approach to curriculum/Demonstration of an in-depth understanding of the Project Approach 30%

Two Options: Candidates will choose one of the following-

1. Candidate may submit evidence of a project they previously implemented with children using the Project Approach: All three phases will be clearly indicated; photographs will be included which clearly indicate the project topic, and evidence of experiences the children participated in to represent their knowledge and/or learning and their field work or expert visitor. Educator will have fully recorded what happened in all three phases to give a clear picture of the project as it unfolded. Evidence will be presented in a clear, organized and professional manner.

---and a Discussion Paper:
Candidate will write a paper outlining how this project met specific, outlined requirements.
Candidate will have their supervisor/director/Consultant/board member sign and authenticate that they were the lead educator in implementing this project.

OR

2. Candidate will answer a series of directed questions in order to demonstrate their knowledge of the Project Approach: for example- how to choose an appropriate topic, using observation, webbing, coaching to see more deeply, the three phases, benefits of the Project Approach and the connection to emergent curriculum, meeting the diverse needs of children through an anti-bias approach (to be used if a candidate does not have a sample using the project approach which they have completed with children they can submit to be assessed)

The candidate’s evidence file will support the completion of learning outcome #1

☐ Written and visual evidence of emergent/negotiated curriculum plans that have been implemented with a group of children 40%
Plan and implement 10 experiences with a group of children; include videotape of you leading five experiences; demonstrate ability to schedule a typical day which supports an emergent/negotiated curriculum; include a reflection paper outlining 10 guiding principles, beliefs and values related to curriculum development.

The candidate’s evidence file will support the completion of learning outcome #1, 2, 3

☐ Written and visual documentation of a group time experience with children 30%
Candidate will be videoed implementing a planned group time with a group of no fewer than 5 children; group time will include music, literature, and physical movement experiences and a planned transition out; candidate will demonstrate skill in leading the group time and managing positive guidance.

The candidate’s evidence file will support the completion of learning outcome #4
PRAC 244 – Practicum 3

This course provides you with an opportunity to gain competence in working with children, families and communities in centres and programs. You may choose to focus infant and toddler, diverse needs, or early childhood educator.

Credit unit(s): 13.0

Infant Practicum: ECE 221 and ECE 202
Toddler Practicum: ECE 221 and ECE 202
Children with Diverse Needs: ECE 221 and SPSY 289
Early Childhood Educator: ECE 221 and ECE 201

<table>
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<tr>
<th>PRAC 244 – Practicum 3</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
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<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
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<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td>Mastery</td>
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<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
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<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
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1. Demonstrate positive work behaviours.
2. Interact positively with children.
3. Interact positively with adults.
4. Use observation methods to gather information on children.
5. Guide children’s behaviour effectively.
6. Implement developmentally appropriate experiences for children.
7. Prepare learning environments for children.
8. Interact positively with families.

PLAR assessment methods

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 on the assessment methods and process will be provided to the PLAR candidate following the consultation meeting.

You may choose one of the following four options (infant, toddler, diverse abilities, or early childhood educator) to complete your evidence file.

- **Diverse Abilities**
  1. **Evidence File:**
     - **Reflective journal** documenting thoughts and actions of your work as an early childhood educator, which shows your professional growth. This item will support the outcomes #1 to 8 found in the above self-audit. Percentage of PLAR Assessment – 20%.
• **Portfolio for a child with Diverse Needs: Child Development and Individualized Planning.** You will submit a developmental portfolio of a child by observing the child for three weeks. Each week will be focused on a given area and will exist in sections in your portfolio. Each section will be comprised of all the observations and experiences you do that week. You will include the child’s developmental artefacts where they best fit. Percentage of PLAR Assessment – 50%.

Portfolio will include the following segments.

- Table of contents
- Completed permission form
- Observations according to week # and developmental area of focus
- Samples of the child’s work
- PPP Chart
- Three documentation panels or clear photographs of the panels

• Employer validation of candidate’s achievement of learning outcomes 1 to 8 as outlined in the above self-audits.

2. **Interview** – You may be asked to participate in a telephone interview to clarify any submitted evidence.

❖ **Infant**

1. **Evidence File:**

   - **Reflective journal** documenting thoughts and actions of your work as an early childhood educator, which shows your professional growth. This item will support the outcomes 1 to 8 outlined in the above course self-audit. Percentage of PLAR Assessment – 15%.

   - **Webbing based on observations of two infants.** You will create a web of developmental areas and experience to support and enhance each area of development (physical, cognitive, social, emotional, and language) based on your observations. You may choose to use the “Flower Web” introduced in the Saskatchewan Polytechnic ECE course “ECE 202 Programming for Infants and Toddlers” or use a traditional curriculum-type web with headings. Percentage of PLAR assessment – 15%. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.

   - **Written and Visual documentation** of 6 experiences implemented from web. Percentage of PLAR assessment – 25%. From the web you created for the infants, you will choose 3 experiences for each infant and implement them with the infants. You will use the provided experience outline, on which to plan and record the experiences. You will include pictures of you and the infant involved in these experiences. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.
• **Preparation of documentation of infant experiences.** Percentage of PLAR assessment – 15%. You will choose one infant, primarily in your care, and create a minimum 8-page accordion or rubber-band book documentation. You will include photographs and record observations which show daily learning, exploring and routines and make connections to an infant’s typical development. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.

• **Written and Visual evidence of effective communication** tools used to promote partnerships with parents. You will provide 2 different examples of how you ensure positive, meaningful exchange of ideas and information with the families of children in your care. Some examples might include newsletters, bulletin board displays, communication logs or how families have been included in events or celebrations. Percentage of PLAR assessment – 10%. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.

• **Employer validation** of candidate’s achievement of learning outcomes 1 to 8 as outlined in the above self-audits. You will be provided with the Employer’s Validation Checklist in your consultation meeting with program faculty. Percentage of PLAR assessment – 20%.

2. **Interview** – You may be asked to participate in a telephone interview to clarify any submitted evidence.

❖ **Toddler**

1. **Evidence File:**

• **Reflective journal** documenting thoughts and actions of your work as an early childhood educator, which shows your professional growth. This item will support the outcomes 1 to 8 outlined in the above course self-audit. Percentage of PLAR Assessment – 15%.

• **Webbing based on observations of two toddlers.** You will create a web of developmental areas and experience to support and enhance each area of development (physical, cognitive, social, emotional, and language) based on your observations. You may choose to use the “Flower Web” introduced in the Saskatchewan Polytechnic ECE course “ECE 202 Programming for Infants and Toddlers” or use a traditional curriculum-type web Percentage of PLAR assessment – 15%. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.

• **Written and Visual documentation** of 6 experiences implemented from web. Percentage of PLAR assessment – 25%. From the web you created for the toddlers, you will choose 3 experiences for each toddler and implement them with the toddlers. You will be provided an experience outline to plan and record the experiences. You will include pictures of you and the toddlers involved in these experiences. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.
• **Preparation of documentation of toddler experiences.** Percentage of PLAR assessment – 15%. You will choose one toddler, primarily in your care, and create a minimum 8-page accordion or rubber-band book documentation. You will include photographs and record observations which show daily learning, exploring and routines and make connections to a toddler’s typical development. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.

• **Written and Visual evidence of effective communication** tools used to promote partnerships with parents. You will provide 2 different examples of how you ensure positive, meaningful exchange of ideas and information with the families of children in your care. Some examples might include newsletters, bulletin board displays, communication logs or how families have been included in events or celebrations. Percentage of PLAR assessment – 10%. This evidence will support completion of learning outcomes 1 to 8 as outlined in the above course self-audit.

• **Employer validation** of candidate’s achievement of learning outcomes 1 to 8 as outlined in the above self-audits. You will be provided with the Employer’s Validation Checklist in your consultation meeting with program faculty. Percentage of PLAR assessment – 20%.

2. **Interview** – You may be asked to participate in a telephone interview to clarify any submitted evidence.

❖ **Early Childhood Educator**

1. **Evidence File**

• **Reflective journal documenting** thoughts and actions of your work as an early childhood educator, which shows your professional growth. This evidence will support the outcomes 1 to 8 outlined in the above course self-audit. Percentage of PLAR Assessment – 15%.

• **Written and visual documentation of an emergent curriculum project** developed and explored with children using the Project Approach. This item will support the completion of learning outcomes 1 to 8 as outlined in the above self-audit. Percentage of PLAR Assessment – 35%.

• **Coaching children to learn about learning.** You will choose an object to explore with a child or children. You will provide written and visual information of the coaching process you used. If possible, use an object that relates to the emergent curriculum project that you have completed for this challenge. This evidence will support the outcomes 1 to 8 outlined in the above course self-audit. Percentage of PLAR Assessment – 10%.

• **Guidance strategies that are successfully used with children.** You will provide 4 examples that demonstrate successful techniques that you have used in guiding children’s behaviour. This evidence will support the outcomes 1 to 8 outlined in the above course self-audit. Percentage of PLAR Assessment – 15%.
• **Written and visual evidence of effective communication tools used to promote partnerships with parents.** You will provide 3 different examples of how you ensure positive, meaningful exchange of ideas and information with the families of children in your care. Some examples might include newsletters, bulletin board displays, communication logs or how families have been included in events or celebrations. This evidence will support the outcomes 1 to 8 outlined in the above course self-audit. Percentage of PLAR Assessment – 10%.

• **Employer’s validation** of your achievement of Learning Outcomes 1 to 8. You will be provided with the Employer’s Validation Checklist in your consultation meeting with program faculty. Percentage of PLAR Assessment – 15%.
**PRAC 245 – Practicum 4**

The course provides you with an opportunity to gain competence in working with children, families and communities in centres and programs. You may choose to focus on infant and toddler, diverse needs, or early childhood educator. Your choice for Practicum 2 must be different than your choice for PRAC 244 (Practicum 3).

**Credit unit(s):** 13.0  
**Prerequisite(s):** All 12 theory diploma courses & PRAC 244

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<tr>
<th>PRAC 245 – Practicum 4</th>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
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<td>2.</td>
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<td>8.</td>
<td>Interact positively with families.</td>
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**PLAR assessment methods**

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.**

Please refer to PRAC 244 PLAR Assessment Methods which outline the assessment methods for PRAC 244 and 245. You will need to pick one option for PRAC 244 and one different option for PRAC 245.
Appendix A

Early Childhood Education Program Resource List

Go to the Saskatchewan Polytechnic Bookstore Link [http://saskpolytech.ca/student-services/academic/bookstores.aspx](http://saskpolytech.ca/student-services/academic/bookstores.aspx) to determine textbooks and learning manuals with current prices used in this course.

**Directions:**

- Go to [saskpolytech.ca/bookstore](http://saskpolytech.ca/bookstore)
- Select your Campus
- Scroll down to the bottom of the page and select Textbooks Buy
- Select Full Time Programs from pull down list
- Select program
- Select the course(s) you are challenging

**Ordering Course Material:**

Once you are enrolled in the program and have a Saskatchewan Polytechnic Student ID#, you can order course materials online or by phoning the bookstore order processing centre. To order course material before you are enrolled, contact the Regina Campus Bookstore in Regina directly.

Online: [http://saskpolytech.ca/student-services/academic/bookstores.aspx](http://saskpolytech.ca/student-services/academic/bookstores.aspx)

Bookstore Order Processing Centre: 1-866-569-8398 (1-866-5myTEXT)

*(Call ahead to confirm bookstore hours and to ensure material is available.)*