# GPRC

# DEPARTMENT OF HUMAN SERVICES
# COURSE OUTLINE – WINTER 2021
## CD 2020 ENVIRONMENTS FOR YOUNG CHILDREN – 2(4.5-0-0) 30 HOURS

*"To be recognized for educational excellence in the fields of early learning & child care and educational assistant training."*

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**OFFICE HOURS:** TBA

*Please feel free to contact me by e-mail at any time. Emails are typically answered within 24 hours during the business week. Appointments via zoom are available.*

## CALENDAR DESCRIPTION:
This course focuses on how the child's physical environments support social, cognitive, physical and emotional development during the early childhood years. Students will analyze specific aspects and components of high quality environments for young children and will learn important principles applied to the design of indoor and outdoor environments for preschool children.

## PREREQUISITE(S)/COREQUISITE: Successful completion of first year.

## REQUIRED TEXT/RESOURCE MATERIALS:
Curtis, D. & Carter, M. (2015). *Designs for living and learning: Transforming early childhood environments* (2nd Ed.). St. Paul, MN: Redleaf Press

## ADDITIONAL COSTS:
Costs may also be incurred by the students for the following:
- Photocopying/printing resources.
- Creating an environment for preschool-aged children.

## DELIVERY MODE(S):
**WINTER 2021 DELIVERY:** Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements WITH THE EXCEPTION of the final assignment which will be completed during the student's final practicum. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca
This practicum will be through Offsite Delivery. This course is delivered offsite in the [clinical/practicum/work experience] setting with some face-to-face components. Students must follow

the offsite agencies COVID-19 Guidelines and Protocols as well as the GPRC Campus Access Guidelines and Expectations.

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-leaners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

## OBJECTIVES:
**Students will gain an understanding of:**
  ➢ Physical environments which support social, cognitive, emotional and physical development in children.
  ➢ Optimum outdoor play spaces for children.
  ➢ Design principles and guidelines to create high quality indoor environments.

## LEARNING OUTCOMES:
**Upon successful completion of the course, you will be able to:**
  1. explain how the physical environments experienced in childhood contribute to the social, cognitive, emotional and physical development of young children.
  2. describe the key components of a well-designed outdoor play space for young children.
  3. discuss and apply specific design principles and guidelines that work together to create a high quality indoor play space for children.
  4. demonstrate the ability to design a pre-school environment that gives young children and their families a sense of belonging.
  5. design, establish, maintain and evaluate developmentally appropriate environments that respond to the developmental needs and interests of young children.

## GRADING CRITERIA:

In order to obtain credit for this course, students must achieve a minimum of a "C-"
Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|---|---|---|---|---|---|---|
| A+ | 4.0 | 90-100 | | C+ | 2.3 | 67-69 |
| A | 4.0 | 85-89 | | C | 2.0 | 63-66 |
| A- | 3.7 | 80-84 | | C- | 1.7 | 60-62 |
| B+ | 3.3 | 77-79 | | F | | 59-0 |
| B | 3.0 | 73-76 | | | | |
| B- | 2.7 | 70-72 | | | | |

**EVALUATIONS (How do you get marks):**

| | |
|---|---|
| **In Class Activities** | **10%** |
| **Assignments** | |
| Environments - Autobiography | **15%** |
| Environments - Elements | **25%** |
| *With a partner* | |
| Environments – Outdoor | **20%** |
| *With a partner* | |
| **Designing Environments (during Final Practicum)** | **35%** |

**STUDENT RESPONSIBILITIES:**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. The student must be familiar with student rights and responsibilities outlined in the *College calendar*

## CLASSROOM
## Regular, PUNCTUAL attendance.
- Learning from other students' notes or from myClass is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to myClass or check in with another student. You are responsible for your learning.

## Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).

## Turn off cell phones.
- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

## QUIZZES/EXAMS

### Write in-class quizzes/exams on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

## ASSIGNMENTS

### Hand in assignments via Moodle on the date indicated, by 11:30 pm unless otherwise specified.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

## OUTSIDE OF CLASS

- Complete assigned readings and assignments, participate in group projects, check myClass.
- Notes, handouts etc. are on myClass.  It is your responsibility to print these BEFORE class.
- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at https://www.gprc.ab.ca/about/administration/policies/index.html#POL68

## COURSE SCHEDULE/TENTATIVE TIMELINE:

*Please see attached for course schedule (note, the schedule is tentative and subject to revision).*