Course Outline

ELCC 333
Environments & Programming

3 credits, 45 hours lecture

This course is designed to enable students to increase their understanding of child-centered developmentally appropriate programming. Methods of curriculum planning and record keeping will be examined with an emphasis on play based emergent curriculum. Students will explore ways of using space and materials creatively in their own centres to make children's individual and group play experiences developmentally appropriate. The impact of environment and programming with reference to developmentally appropriate practices and the AB curriculum framework will be a key issue. Being able to fulfill planning assignments in a program setting is required.

Prerequisite: ELCC certificate or permission of the Program Chair

Instructor

Karla Green
CC 202-C
karla.green@keyano.ca

Virtual Office Hours:

If you require confidential assistance outside of weekly office hours, please email to schedule a time.
Your email will be returned within 24 hours.
Emails sent on weekends will be answered on the next business day.
Any casual course-related questions are encouraged to be posted on the course forum within Moodle.

Delivery Method and/or Hours of Instruction:

Online.

Required Resources:

Curtis, D. & Carter, M. (2014). *Designs for living and learning: Transforming environments for young children. 2nd Ed.* St. Paul, MN: Redleaf Press.

Stacey, S. (2018*). Emergent curriculum in early childhood settings: From theory to practice.* St. Paul, MN: Redleaf Press.

Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Play, participation, and possibilities: An early learning and child care curriculum framework for Alberta.* Retrieved from www.childcareframework.com

Flight: Alberta's Early Learning and Child Care Framework. (2014). Retrieved from
 https://flightframework.ca/

AND (depending on your practicum setting) EITHER

> Harms, T., Cryer, D., & Clifford, R. (2006). *Infant/Toddler environment rating scale* (revised edition). New York, NY: Teachers College Press*.*

OR Harms, T., Cryer, D. (2014). *Early childhood environment rating scale* (revised edition). New York, NY: Teachers College Press.

OR Harms, T., Jacobs, E., & White, D. (2013). *School age care environment rating scale.* New York, NY: Teachers College Press.

OR   Harms, T., Jacobs, E., & White, D. (2013). *Family Child Care environment rating scale.* New York, NY: Teachers College Press.

Course Outcomes:

Upon completion of this course students will be able to:

1. Observe program settings for children in the community, and analyze components using class readings about developmentally appropriate environments for children.
2. Assess the environment that they personally provide for young children using the criteria discussed in class and in readings.
3. Describe the environmental needs of young children by designing, implementing changes and evaluating the results in aspects of the environment in their own work/practicum settings.
4. Examine and compare/contrast approaches for planning and evaluating developmentally appropriate programs: theme-based, developmental-based, project-based, High/Scope, Aboriginal Head Start, Montessori, Reggio Emilia, RIE (Resources for Infant Educarers), emergent curriculum, AB curriculum Framework.
5. Enhance and refine observation skills to assess the children's progress and as a basis for planning.
6. Explore and adapt recommended record-keeping methods for planning, documenting and evaluating early childhood curriculum.
7. Plan, provide and implement an emergent program for children for an extended period of time by utilizing the planning cycle outlined in the AB curriculum framework.
8. Formulate a personal philosophy and approach to early childhood programming.

EVALUATION: *detailed assignment instructions and rubrics are available on Moodle*

Assignment	Value
Assessing Environments and Making Environmental Changes: You will observe the environments in your own program with a critical eye. You will use tools in Carter & Curtis as well as ITERS/ECERS/SACERS and your own sensory responses to inform your critique. A report of findings will be submitted. You will then make at least three significant environmental changes to the program you offer children. You might decide to work on offering more natural materials in an ongoing way to children, or to focus on room arrangement, or connections & belonging, or exploring a sense of wonder and curiosity, or using ECERS/ITERS/SACERS as a guide, make changes to the environment of your program focusing on one of the gaps you identify from the items within the environment rating scales.	**30%**
Curricular Approaches and your Personal Philosophy: As you move into the Early Childhood field, you may find yourself in programs that use a different approach to planning curriculum for young children than what you have learned here. It is important that you recognize and understand the philosophies and elements of the various approaches that constitute our profession to know whether your beliefs and the program's philosophies are a good fit. Research and report your findings about your chosen approach, and present them to your classmates, for their increased understanding. Include your own philosophy of early learning and child care and include the elements that constitute your beliefs about how young children learn and the role that adults should take in their care and education. How does this approach support your philosophy?	**30%**

Assignment	Value
Integrated Planning Project: Your understanding and use of a specific planning format is key to you adopting this skill into your daily/weekly work with young children as an early childhood educator. The purpose of this assignment is to have you document your own journey into emergent curriculum and develop the tools that will support you in this process – so that it will become your way of planning for all aspects of young children's living and learning in your classroom well beyond this course. Using Susan Stacey's book, Emergent Curriculum, and other articles and book chapters on emergent curriculum as inspiration, you will record how you follow and provide for children's interests – by observing, reflecting, documenting, discussing, reflecting, providing, observing, reflecting, discussing, documenting, and so on and so forth… over the course of at least four weeks.	**40%**

Proposed Topics:
1. Laying a foundation
2. Connecting and belonging
3. Observation of Children/ Record keeping
4. Emergent Curriculum Planning Cycle from Play, Participation, and Possibilities.
5. Space and Materials
6. Natural Environments
7. Developmentally Appropriate Environments
8. Developmentally Appropriate Programs – different approaches
9. Wonder, Curiosity & Intellectual Engagement
10. Symbols, Literacy, Visual Arts
11. Enhancing Children's use of environment

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
Progression	C-	1.7	60 – 63.9	
Poor	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support,or is poorly written or did not use proper format.
Minimum Pass	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

In accordance with Keyano College policy, the minimum progression grade for this course is a C⁻.

Performance Requirements:

Student Responsibilities
It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar. The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance
Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

Academic Misconduct
Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own;
- The use of unauthorized aids in assignments or examinations (cheating);
- Collusion or the unauthorized collaboration with others in preparing work;
- The deliberate misrepresentation of qualifications;
- The willful distortion of results or data;
- Substitution in an examination by another person;
- Handing in the same unchanged work as submitted for another assignment; and
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Specialized Supports
The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.
The Library has evening and weekend hours. Please check keyano.ca/library for current hours.

Accessibility Services: provides accommodations for students with disabilities. Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing accessibility.services@keyano.ca

Academic Success Coaching: offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. Academic.success@keyano.ca is the best way to access resources during virtual service delivery.

Wellness Services: offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Services welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person during the fall semester. For library service supports and inquiries, please email askthelibrary@keyano.ca.

Individual support with the Information Librarian will be provided virtually. Appointments can be requested by email or by placing a Book a Librarian request using the online form found here.

Research and Subject Guides are helpful resources when conducting research or addressing your information needs. To view a subject or course specific guide, use the following Subject Guides link

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the Research Help Library page.

Skill Centre: provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, writing support groups, facilitated study groups, workshops and study space. Tutoring services are **free** to Keyano students. Tutoring is available for Math, Writing, English, and Science subject areas.

While most courses are being offered online, the Skill Center will be offering mostly virtual tutoring services and in-person sessions as requested. Please email Skill.centre@keyano.ca to get in contact with our tutoring staff.

For the most up to date information on how to book a tutoring session, please view the [Keyano Skill Centre homepage.](#)

E-Learning
Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

Internet Speed
Minimum Internet speeds of 5 Mbps.
Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with Fast.com.

System requirements:

Microsoft Windows	Apple
Minimum Requirements: A Windows 10 **computer/laptop** - Minimum 4GB of RAM. - 10GB+ available hard drive storage. - Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. - Microphone, webcam and speakers. A headset with a microphone is recommended. - System updates must be regularly installed. - Anti-Virus / Anti-Malware software	**Minimum Requirements:** A Macintosh (V10.14 and above) **computer/laptop** - Minimum 4GB of RAM. - 10GB+ available hard drive storage. - Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. - Microphone, webcam and speakers. A headset with a microphone is recommended. - System updates must be regularly installed. - Anti-Virus / Anti-Malware software.
Recommended Requirements - 8GB of RAM - A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email	**Recommended Requirements** - 8GB of RAM - A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email
Chromebooks are **not** recommended as they are not compatible with testing lockdown browsers. A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.	

Specific department requirements:
Business and OA programs require Windows 10.
Other programs may utilize Windows based tools as well.

Computer Software
Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

Recording of lectures and Intellectual Property
Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to publish or sell instructor notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

ITS Helpdesk
If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.