



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE - Winter 2018**

**CD 2020 Environments for Young Children - 2(4.5-0-0) 30 HOURS**

**INSTRUCTOR:** Theresa Suderman      **PHONE:** 780 539 2787

**OFFICE:** H210      **E-MAIL:** [tsuderman@gprc.ab.ca](mailto:tsuderman@gprc.ab.ca)

**OFFICE HOURS:** Please make appointment.

**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 or consent of Department.

\*This course must be successfully completed immediately prior to CD2145 Practicum IV.

**REQUIRED TEXT/RESOURCE MATERIALS:**

Curtis, D. & Carter, M. (2015). *Designs for living and learning: Transforming early childhood environments* (2<sup>nd</sup> Ed.). St. Paul, MN: Redleaf Press

**DELIVERY MODE(S):** Classes will be comprised of lecture, independent and small group tasks and class discussions.

**COURSE OBJECTIVES:** This course introduces students to:

- 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 ACTIVITIES:** On completion of this course the student 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.

**EVALUATION:**

Attendance and Participation: 10% (IN CLASS ASSIGNMENTS)

Assignments:

1. 10%
2. 10%
3. 20%
4. Designing Spring Nursery - 50%

**TRANSFERABILITY:**

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

Grande Prairie Regional College uses the ALPHA grading system. This system is described in the table below.

**GRADING CRITERIA:**

A final grade of C- must be obtained to pass this course. Final grades are based on the following 4-point system:

<b>Alpha Grade</b>	<b>4-point Equivalence</b>	<b>Percentage</b>
<b>A+</b>	4.0	90-100
<b>A</b>	4.0	85-89
<b>A-</b>	3.7	80-84
<b>B+</b>	3.3	76-79
<b>B</b>	3.0	73-75
<b>B-</b>	2.7	70-72
<b>C+</b>	2.3	67-69
<b>C</b>	2.0	64-66
<b>C-</b>	1.7	60-63
<b>F</b>	1.3	55-59
<b>F</b>	1.0	50-54
<b>F</b>	0.0	0-49

Please check Distance Student Handbook for course withdrawal dates.

**STUDENT RESPONSIBILITIES:** It is the right of the student and course instructor to experience a favourable learning/teaching experience. It is the responsibility of the student and of the tutor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and respect. The student must be familiar with student rights and responsibilities outlined in the College calendar.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/>

**COURSE SCHEDULE/TENTATIVE TIMELINE**

To be handed out in class.