Learning Environment 2

Human Services

<table>
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<tr>
<th>Course Number:</th>
<th>Equivalencies:</th>
<th>Pre-Requisites:</th>
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<tbody>
<tr>
<td>EDUC EC215</td>
<td>EDUC 10016</td>
<td>EDUC EC115</td>
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</tbody>
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Applicable Program(s):
- 213 - Early Childhood Education  
- 263 - Early Childhood Ed (Intensive)  

Core/Elective:  
- Core

Prepared by: Shirley Bainbridge, Professor
Approved by:  
Approval Date: 2016-2017
Normative Hours: 42.00
Course Level: Foundational

Course Description

Keeping in mind the importance of play and recognizing that children's interests and abilities are key components of effective learning environments, develop advanced skills in planning curriculum for children. Plan developmentally appropriate circles and group time activities to meet the interests and abilities of children.

Relationship to Vocational Learning Outcomes

This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:
213 - Early Childhood Education

VLO 1  Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children’s holistic development and are responsive to individual children’s and groups of children’s observed abilities, interests and ideas. (T,A)

VLO 2  Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. (T,A)

VLO 3  Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children’s learning across the continuum of early childhood development. (R)

VLO 4  Establish and maintain responsive relationships with individual children, groups of children and families. (R)

VLO 5  Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. (T,A)

VLO 6  Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. (T,A)

VLO 7  Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment. (R)

VLO 8  Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice. (R)

VLO 9  Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings. (R)

VLO 10  Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields. (R)

VLO 11  Plan, implement and evaluate Aboriginal early learning curriculum, programs and environments that promote children’s, families and communities knowledge of and respect for Aboriginal peoples and their cultures. (R)

263 - Early Childhood Ed (Intensive)

VLO 1  Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas. (T,A)

VLO 2  Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. (T,A)

VLO 3  Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development. (R)

VLO 4  Establish and maintain responsive relationships with individual children, groups of children and families. (R)

VLO 5  Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. (T,A)

VLO 6  Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. (T,A)

VLO 7  Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment. (R)
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### Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

<table>
<thead>
<tr>
<th>EES 1</th>
<th>Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T,A)</th>
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<tbody>
<tr>
<td>EES 2</td>
<td>Respond to written, spoken or visual messages in a manner that ensures effective communication. (T,A)</td>
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<tr>
<td>EES 4</td>
<td>Apply a systematic approach to solve problems. (R)</td>
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<td>EES 5</td>
<td>Use a variety of thinking skills to anticipate and solve problems. (R)</td>
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<td>EES 6</td>
<td>Locate, select, organize and document information using appropriate technology and information systems. (T,A)</td>
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<tr>
<td>EES 7</td>
<td>Analyze, evaluate and apply relevant information from a variety of sources. (T,A)</td>
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<td>EES 8</td>
<td>Show respect for diverse opinions, values, belief systems and contributions of others. (T,A)</td>
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<td>EES 9</td>
<td>Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T,A)</td>
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<td>EES 10</td>
<td>Manage the use of time and other resources to complete projects. (T,A)</td>
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<tr>
<td>EES 11</td>
<td>Take responsibility for one’s own actions, decisions and consequences. (T,A)</td>
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### Course Learning Outcomes/Elements of Performance and Relationship to Vocational Learning Outcomes

When you have earned credit for this course, you will have demonstrated the ability to:
1.) Design a developmentally appropriate program that utilizes identified learning centres.
   1.1.) Describe characteristics of the block, science, woodworking, writing and technology learning areas.
   1.2.) Based on children's identified interests and emerging skills, select materials and activities to create learning areas.
   1.3.) Complete a weekly planning chart.
   1.4.) Design a floor plan including all learning areas.

2.) Design developmentally appropriate group activities that support children's identified interests and emerging skills.
   2.1.) Plan a circle or large group gathering.
   2.2.) Plan small group activities.
   2.3.) Incorporate songs/fingerplays into planned activities.

3.) Evaluate learning experiences.
   3.1.) Articulate and write personal reflections.
   3.2.) Reflect and describe the role of self regarding team collaboration.

4.) Create a learning community among peers.
   4.1.) In small groups, plan and take a field trip of mutual interest.
   4.2.) Collaborate to create interest and planning webs.
   4.3.) Facilitate a circle or large group gathering.

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**Evaluation/Earning Credit**

The following list provides evidence of this course's learning achievements and the outcomes they validate:
Group Presentation(s) (20%)

Validates Outcomes:
CLO 1, CLO 2, CLO 4
EES 1, EES 4, EES 5, EES 6, EES 7, EES 8, EES 9, EES 10, EES 11
213 VLO 1, 263 VLO 1, 213 VLO 2, 263 VLO 2, 213 VLO 5, 263 VLO 5, 213 VLO 10, 263 VLO 10, 213 VLO 11, 263 VLO 11

Practical Project(s) (40%)

Validates Outcomes:
CLO 1, CLO 2, CLO 3, CLO 4
EES 1, EES 2, EES 4, EES 5, EES 6, EES 7, EES 8, EES 9, EES 10, EES 11
213 VLO 1, 263 VLO 1, 213 VLO 2, 263 VLO 2, 213 VLO 3, 263 VLO 3, 213 VLO 4, 263 VLO 4, 213 VLO 5, 263 VLO 5, 213 VLO 6, 263 VLO 6, 213 VLO 7, 263 VLO 7, 213 VLO 8, 263 VLO 8, 213 VLO 9, 263 VLO 9

Self/Peer Evaluation (5%)

Validates Outcomes:
CLO 3
EES 1, EES 2, EES 11
213 VLO 6, 263 VLO 6, 213 VLO 8, 263 VLO 8, 213 VLO 10, 263 VLO 10

Demonstration of Skill(s) (15%)

Validates Outcomes:
CLO 2, CLO 3, CLO 4
EES 1, EES 9, EES 11
213 VLO 1, 263 VLO 1, 213 VLO 2, 263 VLO 2, 263 VLO 3, 213 VLO 4, 213 VLO 5, 263 VLO 5

Oral Presentation(s) (5%)

Validates Outcomes:
CLO 4
EES 1, EES 8, EES 9, EES 10, EES 11
213 VLO 6, 263 VLO 6

Written Assignment(s) (15%)

Validates Outcomes:
CLO 1, CLO 2
EES 1, EES 2, EES 6, EES 7, EES 10, EES 11
213 VLO 1, 263 VLO 1, 213 VLO 2, 263 VLO 2, 213 VLO 5, 263 VLO 5, 213 VLO 6, 263 VLO 6, 213 VLO 7, 263 VLO 7

Learning Resources
**Required Text**

**Program Required Resources**


**Program Recommended Resources**


**Delivery Format**
This course will be delivered in 2 or 3 hour blocks of time. A minimum of five (5) hours of blended learning will occur during the semester.
Students will actively participate in workshops to demonstrate course content.

**Prior Learning Assessment and Recognition**
Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:
* Performance Test
* Project/Assignment

**Grade Scheme**
Course Related Information

1. Regular attendance in class, completion of assignments in a timely manner and reading all required materials will assist students in being successful in the course.

2. Assignments are due at the beginning of class on the specified due date, and are to be submitted directly to the Professor, or submitted to the eLEARN dropbox as specified by the Learning Plan or Professor of the course.

3. Late assignments (any assignment submitted after the beginning of class on the due date) will be submitted as specified by the Professor of the course. When appropriate, assignments may be placed in the drop box outside of the School of Human Services Office A226. Assignments deposited prior to 4:00pm will be stamped with the current date, while assignments deposited after 4:00pm will be stamped with the following day’s date. Assignments must include the student name and number as well as the name of the Professor. The student must notify the Professor (email/telephone) once the assignment has been left in the drop box. If the assignment is too large for the drop box, students must make alternative arrangements with the professor for the submission. Assignments cannot be left with the office staff.

4. Ten percent (10%) per day of the assignment value will be deducted on all late submissions.

5. Assignments submitted more than 5 days following the due date will not be accepted and a grade of 0 will be assigned.

6. Extensions/deferrals for assignments or tests will be determined on an individual basis by the Professor of the course. The professor is not obligated to accept late assignments. Should a late assignment submission be approved, arrangements for extensions must be made 48 hours prior to the due date.

7. Additional assignments will not be granted for any missed assignments or those receiving a failing grade.

8. All students are required to sign an agreement which safeguards the confidentiality of information regarding field placement sites (staff, documented records, observations, program information or material). Social media (Facebook, Instagram, Twitter, Tumblr, etc.) cannot be used as a forum for any placement discussion or for the posting of placement related photographs.

*** Please refer to the ECE Manual for detailed information regarding policies***

College Related Information
Mohawk College is committed to creating a learning community where all students and staff experience a safe and respectful work and study environment. College policies and procedures respect individual rights and responsibilities, promote accountability, fairness and due process. Students are expected to familiarize themselves with Mohawk College's Policies and Procedures accessible through the College website http://www.mohawkcollege.ca/corporate-policies-procedures/student.html

Students with permanent or temporary disabilities who require academic accommodations are encouraged to register with Accessible Learning Services. Documentation outlining the functional limitations of disability is required; however, interim accommodations pending receipt of appropriate documentation is possible. All documentation is kept confidential in the office of Accessible Learning Services. For more information, contact (905) 575-2211 or email als@mohawkcollege.ca

Mohawk College is committed to the implementation of universal design for learning in order to support learners with disabilities, broadly promote inclusion and provide compliance elements for the Accessibility for Ontarians with Disabilities Act within the college community. Mohawk College courses will employ universal design for learning principles and/or initiatives and these elements will be indicated. For more information on the specific universal design for learning elements included in this course, contact the professor. For more information on universal design for learning, review the universal design for learning webpages http://www.mohawkcollege.ca/employees/centre-for-teaching-learning/universal-design-for-learning

In addition, students enrolled in Mohawk/McMaster collaborative programs are protected under McMaster University's policies and procedures outlined in General Academic Regulations, McMaster Undergraduate Calendar, and in McMaster's Academic Integrity Policy http://www.mcmaster.ca/academicintegrity/ . Please be advised that all policies and procedures are subject to change.

To maintain academic integrity student submissions may be assessed using http://www.turnitin.com/

EFFECTIVE FALL 2009 - Policy: SS-3103-2009 - Program Promotion and Graduation Requirements: A minimum grade of 50% is required as a course pass at Mohawk College. Please be aware, however, that a higher passing grade (minimum 60% or 70%) may be required if this course is taken as part of certain diploma or certificate programs. Please consult your Academic Department for details. Additionally, if you are taking this course as part of a diploma or certificate program, be aware that you need an overall weighted grade point average (WGPA) of at least 60% to graduate. Graduation requirements are higher for some programs. Please check requirements with your department.

PLEASE NOTE: Faculty are required to review Emergency Lockdown procedures and Emergency Evacuation Procedures, including Evacuation and Lockdown procedures for students with disabilities, at the first class of every course they are teaching each semester. This information is available in the College Emergency Safety and Security Procedures Booklet distributed to all staff in hard copy, or online in MOCOmotion within the Human Resources Tab in the Occupational Health and Safety Channel (Occupational Health and Safety web site).

Legend
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<tr>
<th>Terms</th>
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<tbody>
<tr>
<td>• ALO: Aboriginal Learning Outcome</td>
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<tr>
<td>• Apprenticeship LO: Apprenticeship Learning Outcome</td>
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<td>• CLO: Course Learning Outcome</td>
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<td>• DPLO: Degree Program Learning Outcome</td>
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<tr>
<td>• EES: Essential Employability Skill</td>
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<td>• EOP: Element of Performance</td>
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<td>• GELO: General Education Learning Outcome</td>
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<tr>
<td>• LO: Learning Outcome</td>
</tr>
<tr>
<td>• ES: External Standard</td>
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<tr>
<td>• PLA: Prior Learning Assessment</td>
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<tr>
<td>• PLAR: Prior Learning Assessment and Recognition</td>
</tr>
<tr>
<td>• VLO: Vocational Learning Outcome</td>
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<thead>
<tr>
<th>Assessment Levels</th>
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</thead>
<tbody>
<tr>
<td>• T: Taught</td>
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<tr>
<td>• A: Assessed</td>
</tr>
<tr>
<td>• R: Reinforced</td>
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