CHLD 185.1 Course Outline as of Fall 2012

CATALOG INFORMATION

Dept and Nbr: CHLD 185.1   Title: CREATIVE INDOOR ENVIRON
Full Title: Creative Indoor Environments for Young Children
Last Reviewed: 1/28/2019

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00		Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00		Lab Scheduled	0	3	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	1.00		Contact Total	17.50
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00   Total Student Learning Hours: 52.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHLD 85.1

Catalog Description:
This course examines the creation of appropriate and creative indoor learning environments for care givers and teachers working with infants through preschool-age children. Students will review techniques and strategies for the development of environments that enhance learning and pro-social behaviors for young children. Principles of planning, assessment, and design for home and center based environments will be explored and applied.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course examines the creation of appropriate and creative indoor learning environments for care givers and teachers working with infants through preschool-age children. Students will review techniques and strategies for the development of environments that enhance learning and pro-social behaviors for young children. Principles of planning, assessment, and

design for home and center based environments will be explored and applied. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:
CSU Transfer:	Effective:	Inactive:	
UC Transfer:	Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:
Upon completion of this course students will be able to:
1. Create appropriate indoor play spaces/environments for young children.
2. Assess and plan children's learning environments using innovative and creative strategies.
3. Use strategies to meet the developmental needs of infants, toddlers and preschoolers through environmental design in both center and home programs.
4. Develop plans for a variety of learning areas appropriate to the developmental level of the children served.
5. Plan components of an indoor environment that support children with special needs.
6. Plan components of an indoor environment that support children's pro-social behavior.
7. Identify and apply different environmental assessment tools.

Topics and Scope:

I.   Infant environments
   A. Developmental needs and abilities of infants
   B. Use of space that supports the developmental levels of infants and promotes creative play
   C. Appropriate and innovative equipment and materials, both commercial and natural
II. Toddler/Twos environments
   A. Developmental needs and abilities of toddlers and twos
   B. Use of space that supports the developmental levels of toddlers and twos and promotes creative play
   C. Appropriate and innovative equipment and materials, both commercial and natural
III. Preschool environments
   A. Developmental needs and abilities of preschoolers
   B. Use of space that supports the developmental levels of preschoolers and promotes creative

play
   C. Appropriate and innovative equipment and materials, both commercial and natural
IV. Adaptations for the environment
   A. Multi-age groupings
   B. Children with special needs
V. Early childhood environmental assessment tools
   A. Advantages and disadvantages of assessment tools.
   B. Select and utilize and appropriate environmental assessment tool.
VI. Developing graphic plans
VII. Elements of the environment
   A. Health and Safety
   B. Learning areas that promote social, emotional, physical and cognitive development
   C. Family friendly space
   D. Supportive environment for caregivers and teachers
   E. Promoting pro-social behaviors

Assignment:

Assignments may include the following:
1. Reading and discussion of assigned text and handouts. Approximately 40 pages total.
2. Design and create a graphic plan and/or model of an indoor environment for young children that demonstrates appropriate components.
3. Written assessment of an environment for young children with an emphasis on supporting the development of pro-social behaviors. Approximately five pages.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Handouts; reading assignments; observations; environement assessment	Writing 30 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Class activities for planning and drawing designs of environments; final plan	Problem solving 30 - 60%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation

Other Category 10 - 20%

Representative Textbooks and Materials:

Bullard, Julie. Creating Environments for Learning, Birth to Age Eight, Merrill, Upper Saddle River, NJ 2010

Greenman, Jim. Caring Spaces, Learning Places: Children's Environments That Work, Exchange Press, Redmond, WA 2005

Carter Margie & Curtis, Deb. Designs for Living and Learning: Transforming Early Childhood Environments, Redleaf Press, 2003