

CHLD 185.2 Course Outline as of Fall 2014**CATALOG INFORMATION**

Dept and Nbr: CHLD 185.2 Title: CREATIVE OUTDOOR ENVIRON

Full Title: Creative Outdoor 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	2	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 85.2

Catalog Description:

This course offers an overview of appropriate creative outdoor learning environments for young children, infants through school-age. Planning and assessment methods for designing center and Family Child Care environments will be explored and applied. Environmental factors that enhance learning and prosocial behaviors will be a focus.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course offers an overview of appropriate and creative outdoor learning environments for young children, infants through pre-school. Planning and assessment methods for designing center and home environments will be explored and applied. Environmental factors that enhance learning and prosocial behaviors will be a focus. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

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:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon successful completion, students will:

1. Describe appropriate outdoor play spaces/environments for young children from infancy through school-age.
2. Plan and evaluate children's outdoor learning environments using current design and safety standards.
3. Identify ways to meet the developmental needs of different age groups (infants, through school-age) and individual children through environmental design in both center and family childcare programs.
4. Understand current playground safety standards.

Topics and Scope:

- I. Importance of Outdoor Play
 - a. Children's developmental needs and abilities
 - b. Children's health and exercise
 - c. Connections with the natural world
 - i. Nature Deficit Disorder
 - ii. Environmentalism
 - d. Social skills and risk taking
- II. Design of Outdoor Play Spaces
 - a. Current playground safety standards
 - b. Age appropriate environment design
 - i. Environments for infants
 - ii. Environments for Toddlers and Twos
 - iii. Environments for Preschool
 - iv. Environments for School-Age Children

- c. Playground elements for inclusion of children with special needs
- d. Use of space that supports development and creative play
- e. Appropriate and innovative equipment and materials, both commercial and natural
- f. Supportive environments for caregivers/teachers
- g. Incorporating gardens and other natural elements
 - i. Aesthetics
 - ii. Safety
 - iii. Maintenance

III. Planning for Environment Changes

- a. Methods and criteria to assess outdoor learning environments
- b. Laying out space and creating activity zones
- c. Steps in planning for large scale playground building; including stakeholders' input

Assignment:

- 1. Reading and discussion of assigned text and handouts (approximately 75 pages total).
- 2. Revise and document changes to the design of an outdoor environment.
- 3. Outdoor environment design project.
- 4. Written assessment of an environment for young children (3-5 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.

Written homework, assessment/evaluation of learning environments

Writing
15 - 30%

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

Planning and drawing designs of children's outdoor environments

Problem solving
50 - 65%

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.

Classroom discussion; environment design project

Other Category
20 - 35%

Representative Textbooks and Materials:

Designs for Living and Learning-Transforming Early Childhood Environments, Deb Curtis and Margie Carter, Redleaf Press, St. Paul, MN 2003 (classic)

Instructor prepared materials