

**CHLD 185.1 Course Outline as of Fall 2026****CATALOG INFORMATION**

Dept and Nbr: CHLD 185.1 Title: CREATIVE INDOOR ENVIRON

Full Title: Creative Indoor Environments for Young Children

Last Reviewed: 9/8/2025

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50	Lab Scheduled	0	4	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.50		Contact Total	26.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 52.50

Total Student Learning Hours: 78.75

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:**

In this course, students will examine the creation of appropriate and creative indoor learning environments for early childhood programs (including infants, toddlers, preschool-age children, Transitional Kindergarten, and after-school child care). Students will learn to design environments that meet the developmental needs of young children. Principles of planning, assessment, and design for home, center-based, and school environments will be explored and applied.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL C1000 (formerly ENGL 1A), or eligibility for EMLS 10 (formerly ESL 10), or equivalent; or appropriate placement based on AB705 mandates

**Limits on Enrollment:****Schedule of Classes Information:**

Description: In this course, students will examine the creation of appropriate and creative indoor learning environments for early childhood programs (including infants, toddlers, preschool-age

children, Transitional Kindergarten, and after-school child care). Students will learn to design environments that meet the developmental needs of young children. Principles of planning, assessment, and design for home, center-based, and school environments will be explored and applied. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL C1000 (formerly ENGL 1A), or eligibility for EMLS 10 (formerly ESL 10), or equivalent; or appropriate placement based on AB705 mandates

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Identify, describe, and assess factors that contribute to the design of developmentally appropriate indoor environments for children in early childhood and after school programs.
2. Design indoor environments that meet the developmental needs of young children.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Create appropriate indoor play environments for young children.
2. Assess and plan children's learning environments using innovative and creative strategies.
3. Meet the developmental needs of children birth through age 8 in early childhood programs through environmental design.
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. Identify and utilize different environmental assessment tools.
7. Describe the role environments play in young children's learning.

**Topics and Scope:**

- I. General Principles of Early Childhood Environment Design
  - A. Supporting whole child development through the environment

- B. Maria Montessori's environment design theories
- C. Modern contributions to environment design theory and practice
  - 1. Anita Olds
  - 2. Jim Greenman
  - 3. Cryer and Harms Environmental Rating Scales
  - 4. California Community Care Licensing requirements
  - 5. Carter and Curtis Designs for Living and Learning
  - 6. Incorporation of natural elements and loose parts
- II. Elements of the Environment
  - A. Health and Safety
  - B. Learning areas that promote development
    - 1. Biosocial development
    - 2. Psychosocial development
    - 3. Cognitive development
    - 4. Language development
  - C. Family friendly space
  - D. Supportive environments for caregivers and teachers
  - E. Elements that support pro-social behaviors
  - F. Elements that reflect racial, cultural and family diversity in the environment
  - G. Flexible space for Family Child Care
- III. Environments that Support Children's Developmental Needs
  - A. Environments for infants
  - B. Environments for toddlers
  - C. Environments for preschool-age children
  - D. Unique considerations for Transitional Kindergarten programs
  - E. Unique considerations for after school programs
- IV. Choosing Furnishing and Materials
  - A. Safety
  - B. Developmental considerations
  - C. Flexibility
- V. Considerations for Creative Environments
  - A. Loose parts for creative play
  - B. Elements that provoke curiosity and intellectual development
  - C. Design elements that create flexibility and encourage multiple uses
- VI. Early Childhood Learning Environmental Assessment Tools
  - A. Common assessment tools
    - 1. Early Childhood Rating Scale (ECERS) tools
    - 2. Finding alternative tools
  - B. Selection and use of appropriate environmental assessment tools
- VII. Creating Interest Areas for Learning
  - A. Block area arrangement and materials
  - B. Dramatic Play area arrangement and materials
  - C. Art area arrangement and materials
  - D. Science and Sensory play area arrangement and materials
  - E. Language, Literacy and Reading area arrangement and materials
  - F. Math and Manipulative play area arrangement and materials
  - G. Flexible arrangement of interest areas

**Assignment:**

1. Reading of assigned text and handouts (approximately 150 pages total)
2. Participation in class activities and/or online discussion activities.

3. Select an indoor environment rating tool and conduct an assessment for one of the specified age groups
4. Written report based on the rating scale assessment, with an emphasis on supporting the development of the whole child (approximately 2000 words)
5. Design and create a graphic plan and/or model of an indoor environment for young children that demonstrates age-appropriate components (diagram and written paper of approximately 1500 words)
6. Reading or article response(s) (1-3 essays, approximately 1000 words each)
7. Interest area design plan (diagram and written paper of approximately 1500 words)

**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.

Reading response(s); written report on rating scale; written portion of design project	Writing 40 - 60%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.  None	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.  Assessment using rating tool; design project; interest area design plan	Skill Demonstrations 20 - 40%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.  None	Exams 0 - 0%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.  Class participation; discussions	Other Category 10 - 20%

**Representative Textbooks and Materials:**

Designs for Living and Learning: Transforming Early Childhood Environments. 2nd ed. Curtis, Deb and Carter, Margie. Redleaf Press. 2014. (classic).

Instructor prepared materials