

CHLD 185.2 Course Outline as of Fall 2008**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 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.

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

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 preschool years.
2. Assess informally and plan children's outdoor learning environments using innovative and creative strategies.
3. Identify ways to meet the developmental needs of different age groups (infants, toddler and preschoolers) through environmental design in both center and family childcare programs.
4. Implement appropriate changes to outdoor environments based on child observation and knowledge of child development modifications.

Topics and Scope:

I. Infant Environments

- A. Developmental needs and abilities
- B. Use of space that supports development and creative play
- C. Appropriate and innovative equipment and materials, both commercial and natural
- D. Supportive environments for caregivers/teachers
- E. Current playground safety regulations

II. Toddlers and Two's Environments

- A. Developmental needs and abilities
- B. Use of space that supports development and creative play
- C. Appropriate and innovative equipment and materials, both commercial and natural
- D. Supportive environments for caregivers/teachers
- E. Current playground safety regulations

III. Preschool Environments

- A. Developmental needs and abilities
- B. Use of space that supports developmental and creative play

- C. Appropriate and innovative equipment and materials, both commercial and natural
 - D. Supportive environments for caregivers/teachers
 - E. Current playground safety regulations
- IV. Methods to assess and design learning environments

Assignment:

1. Reading and discussion of assigned text and handouts (approximately 75 pages total).
2. Revise and document the design of an outdoor environment.
3. Class presentation of outdoor environment design.
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 and presentation of design plan to class

Other Category
20 - 35%

Representative Textbooks and Materials:

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