

**CHLD 185.1 Course Outline as of Fall 2019****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 | 1.50 | 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:**

This course examines the creation of appropriate and creative indoor learning environments for programs serving infants, toddlers and preschool-age children, and transitional kindergarten classrooms. Students will review techniques and strategies for the design of 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 1A or equivalent

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

Description: This course examines the creation of appropriate and creative indoor learning environments for programs serving infants, toddlers and preschool-age children, and transitional kindergarten classrooms. Students will review techniques and strategies for the design of 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 1A or equivalent

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 infants to preschool, including transitional kindergarten children.
2. Compare and contrast aspects of indoor environments that support whole child development and provide a variety of opportunities for learning.
3. 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 spaces/environments for young children.
2. Assess and plan children's learning environments using innovative and creative strategies.
3. Meet the developmental needs of infants, toddlers, preschoolers and children in transitional kindergarten through environmental design, in center, school, and home-based 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. 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/ Harms Environmental Rating Scales
  - 4. California Community Care Licensing requirements
- 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 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 multi-age groupings
  - F. Universal design principles for children with special needs
- 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. Using 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. Discussions of reading and course materials

3. Select an indoor learning environment and use a rating tool to 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 (4-5 pages)
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 3-4 pages)
6. Reading or article response (1-2 essays, 2-3 pages each)
7. Interest area design plan (diagram and written paper of 2-3 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.

Reading response; written report on rating scale; written portion of design project

Writing  
40 - 60%

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

None

Problem solving  
0 - 0%

**Skill Demonstrations:** 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%

**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.

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