Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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Course Prefix and Number: ECE - 240

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Environments and Curriculum Planning
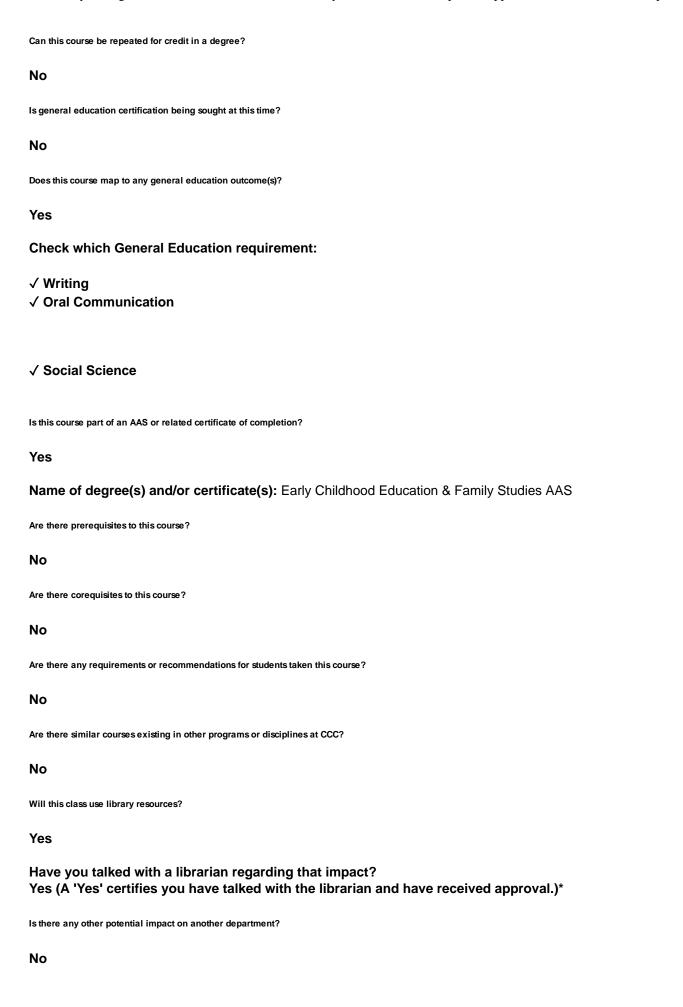
Course Description:

Focuses on an introduction of creating learning environments and curriculum for children from three years old through five years old in home or center-based programs. Course covers theories and relationships between physical and social space, activities, experiences, and materials. Students are introduced to the use of developmentally and culturally appropriate practices in planning and selecting environments and curriculum for young children.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ Writing
✓ Oral Communication

✓ Social Science

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. define the components of a developmentally appropriate curriculum for preschool aged children,
2. explain the importance of play to the child,
3. design learning environments that meet the needs of preschoolers;
4. select developmentally appropriate materials that stimulate children's learning and support the implementation of the curriculum,
5. establish a daily schedule and routines that meet the needs of all children,
6. create weekly planning forms for groups of children,
7. describe how the curriculum and environment should be culturally and linguistically responsive to reflect the children and families served.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

P   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

P   1. Apply analytical skills to social phenomena in order to understand human behavior.

P   2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ **Projects**
✓ **Writing Assignments**

✓ **Presentations**

✓ **Rubrics**

:

Major Topic Outline:

1. How children learn.
2. The importance of play.
3. Developmentally appropriate practice and curriculum.
4. Developing a daily schedule.
5. Arranging the physical environment.
6. Blocks and dramatic play interest areas.
7. Art, toys & games and sand and water interest areas.
8. Developing planning forms.
9. Cultural and linguistically responsive curriculum and environments.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Next available term after approval
: