COURSE INFORMATION FORM

DISCIPLINE
Child Growth and Development

COURSE TITLE
Learning Environments I

CR.HR  3     LECT HR.  3     LAB HR.     CLIN/INTERN HR.     CLOCK HR.  

CATALOG DESCRIPTION
The Learning Environments I course prepares students to understand and implement developmentally appropriate creative art experiences with children. In addition, the course teaches strategies to plan, develop, evaluate and integrate other subject matter such as math, science, language, literacy, and social studies into the curriculum. This course follows the guidelines of Kansas and Missouri Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) standards.

PREREQUISITES
ENGL 30 or appropriate placement test score

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Identify and create meaningful age appropriate sensory activities in early care and education learning environments to meet the individual needs of all children including those with special needs and diverse backgrounds.
2. Identify and explain developmentally appropriate creative arts materials, equipment and environments in math science, sensory and social studies.
3. Describe the vocabulary and skills necessary to create and implement creative arts activities
4. Identify and explain the process of creativity as it relates to children through art, music, drama, creative movement, poetry, puppetry and storytelling.
5. Develop appropriate questioning techniques to encourage divergent thinking.
6. Describe the vocabulary and skills necessary to create and implement creative arts activities.
7. Identify and explain the integration of the creative arts with the study of people, places and cultures
8. Identify and discuss current theories, methods, issues and trends in creative arts education
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Projects with scoring guides/rubrics (5, 8)
- Reaction papers (4, 7, 8)
- Activity planning and research (1, 4, 5, 8)
- Oral and written presentations (2, 3, 4, 6, 8)
- Classroom, Francis Child Development Lab School, worksite and/or community demonstrations (2, 5)
- Portfolio entries/journal writing (3, 4, 7)
- CDA Resource File Items 4, 5, 6, 7 (1, 2)
- Implementation Plan/CDA Competency Statements 4 and 5 (2, 3)

Artifacts:
Nine (9) activity plans covering physical, cognitive and creative domains – covering ages B-8 and family

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures. The student will be able to:

The student will demonstrate the ability to:
1. promote child development and learning
2. use developmentally appropriate strategies for teaching
3. demonstrate an understanding of content knowledge in early education
4. support learning by building meaningful curriculum
5. develop and maintain professionalism in the field of early education
CATALOG NO.  CDCG 132

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Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I.  Fostering Creativity and Aesthetics in Young Children
   A.  The concept of creativity and aesthetics
   B.  Promoting creativity and aesthetics
   C.  The role of creative play in development

II. Selecting and Implementing Creative Activities
    A.  Importance and selection of sensory activities
    B.  Developmentally appropriate materials
    C.  Using media to promote creativity

III. Arts and the Development of Children
     A.  Vocabulary and the creative arts
     B.  Questioning techniques and skills
     C.  Developmental levels

IV. The Creative Arts Program
    A.  Integration of art, music, drama, creative movement, puppetry, poetry and storytelling
    B.  Integration of math, science and social studies
    C.  Evaluation of existing creative arts methods and activities

V. Steps to advance children’s physical and intellectual development
   A.  Promoting physical and cognitive development
   B.  Encouraging language/communication skills
   C.  Guiding music and movement experiences
   D.  Guiding field trip experiences

VI. Positive ways to support social and emotional development
    A.  Recognizing social development and providing individual guidance
    B.  Promoting creative expression
    C.  Enhancing group experiences