

Spokane Falls Community College
COURSE LEARNING OUTCOMES AND OUTLINE

Prefix and Course Number
Course Title

ECED& 170
Learning Environments

Version Date: 11/6/18

Course Learning Outcomes

1. Design healthy, respectful, supportive, and challenging learning environments for children.
2. Identify strategies to achieve compliance with Washington Administrative Code and other state or federal regulations.
3. Create environments that promote growth in all developmental domains and academic disciplines.
4. Establish environments, routines, and schedules that promote children's age-appropriate, self-regulated behaviors.
5. Establish environments that promote the culture diversity of children, families, and their communities.

Course Outline:

- I. Healthy, respectful, supportive, and challenging learning environments
 - A. Physically, socially, and emotionally safe and healthy environments
 - B. Play based learning environments – child centered, open-ended, stimulating opportunities, meaningful context, foster discovery and exploration, encourage curiosity
- II. Washington Administrative Code and other state or federal regulations
 - A. Regulatory compliance aligned with program philosophy and policy
 - B. Resources to ensure effective implementation and operation
- III. Environments that promote growth in all developmental domains and academic disciplines
 - A. Materials appropriate to the developmental levels of children – rotated and inviting, supply and demand, variety, authentic and natural
 - B. Activities and strategies in an integrated curriculum – interesting, sequenced, connected, engaging, comprehensive, effectively implemented, linked to assessment
 - C. Dispositions for effective learning – independence, creativity, self-motivation, resilience
- IV. Environments, routines, and schedules that promote children's age-appropriate, self-regulated behaviors
 - A. Enriched, stimulating environments – expanding opportunities for learning, responsibility, competence, and self-control
 - B. Responsive, consistent routines, schedules, transitions – recognition of the needs of all children, flexible, comfortable, predictable, balanced, reasonable pace
 - C. Trusting relationships - positive guidance, self-discipline, prosocial behaviors, learner centered
- V. Environments that promote the cultural diversity of children, families, and their communities.
 - A. Cultural competence – engagement in culturally familiar activities; intercultural learning
 - B. Cultural context for learning – representative learning centers, frameworks for communicating and learning