Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: 
2. Date submitted: 
3. Date approved: 12/8/15 Date revised 11/27/23
4. Department/discipline: Early Childhood Development
5. Department(s) endorsement(s): 
   Signatures of the person(s) providing the endorsement are required.
6. Course Title: Learning Environments and Curriculum
   Abbreviated course title for Transcripts (25 characters or less):
7. Course Designator: CDEV
8. Course Level: 1340
9. Number of Credits: Lecture 4 Lab
10. Control Number (on site) 25 Control Number (online) 25
11. Catalog/Course description:

   This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine the role of the teacher in providing learning experiences to meet each child's needs, capabilities, and interests, and ways to implement the principles of developmentally appropriate practices. An overview of content areas including (but not limited to): physical/motor experiences, language and literacy, social and emotional learning, sensory learning, art and creativity, math and science will be covered.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
   Prerequisite(s): None
   Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

14. Course Content (Provide an outline of major topics covered in course)
   
1. Theories of development
2. Developmentally Appropriate Practice (DAP)
3. Observation
4. Environments
5. Curriculum

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:
A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
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</thead>
<tbody>
<tr>
<td>Explain the relationship between developmental theories and their basis as the foundation of worldwide developmentally appropriate practices in designing early learning environments and curriculum.</td>
<td>B</td>
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<tr>
<td>Describe the meaning of developmentally appropriate practices as it relates to designing early learning environments and curriculum.</td>
<td>B</td>
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<tr>
<td>Refine skills in observing children, early learning environments and curriculum.</td>
<td>A</td>
<td></td>
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<tr>
<td>Design, implement and evaluate appropriate environments and curriculum.</td>
<td>C</td>
<td></td>
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</tbody>
</table>

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – Knowing knowledge**: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way**: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE’EWIN – Strong hearted**: To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – Diligence and caution:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – Honesty and integrity:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI’ IDIWIN – Loving and Caring:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. **ZHAWENINDIWIN – Compassion:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

   See [www.mntransfer.org](http://www.mntransfer.org)

   Goal Area(s): ____________
   
   Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

    ________ Yes ________ No

    Provide the required documentation to show course meets required licensing/certification standards.

    __03/19/19__