

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(See <a href="#">Definition of a Credit Hour</a>)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>			
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b>			<b>Date</b>
Department Chair <u>Michelle Vaughan-McGovern</u>			<u>1/22/2026</u>
College Curriculum Chair <u>Gash</u>			<u>1/26/2026</u>
College Dean <u>Charles Dukas</u>			<u>1/27/2026</u>
UUPC Chair <u>Korey Sorge</u>			<u>2-23-26</u>
Undergraduate Studies Dean <u>Dan Meeroff</u>			<u>2-23-26</u>
UFS President _____			_____
Provost _____			_____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**COURSE NUMBER:** EEC 3014 Media and Technology in Early Childhood Education: Foundations and Practice

**CREDIT HOURS:** 3 semester hours

**SEMESTER/YEAR:** TBD

**INSTRUCTOR:** TBD

**OFFICE:** TBD

**EMAIL:** TBD

**OFFICE HOURS:** TBD

**COURSE DESCRIPTION**

This course examines the role of media and technology in the lives of young children (birth–8). Emphasis is placed on developmentally appropriate practices (DAP), digital literacy, assistive technology, artificial intelligence, and building strong family partnerships. Students will critically evaluate media and technology tools and design strategies for their responsible and equitable integration in early learning environments.

Prerequisites/Corequisites: None.

**COURSE DELIVERY AND INSTRUCTIONAL METHOD:** Fully Online This is a fully online course accessible only through FAU’s learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#). See Appendix A for further description of the Canvas course site.

The course is organized into modules with due dates. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

**What is a module?** You will complete online modules via Canvas for this course. A module is basically a sequence of activities on a topic. All of the activities together make up the module. Therefore, if you are asked to complete a module for class, this means that you are to complete *all* of the activities included in the module by the due date. Modules will open every Monday at 9:00am and close every Saturday at 11:59pm.

What activities will be included in a module? Modules may consist of:

- Readings (e.g., articles, blogs)
- Audio and/or video lectures
- Videos
- Discussion forums
- Assignments
- Assessments (i.e., quizzes).

**UNDERGRADUATE RESEARCH CERTIFICATE:** FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Successfully completing this course earns you three credits in research-intensive coursework. Learn more about the RI Certificate here: <https://www.fau.edu/ouri/undergraduate-research-certificate/>

*COURSE RESEARCH DESIGNATION:* This course meets the criteria for *Research Exposure*, operationalized through these OURI Student Learning Outcomes (OURI SLO):

- **OURI SLO 1:** Knowledge. Students will demonstrate content knowledge, core principles, and skills.
- **OURI SLO 4:** Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.

**REQUIRED TEXTS/READINGS (TBD)**

- [Donohue, C. \(Ed.\). \(2020\). Exploring Key Issues in Early Childhood and Technology Evolving Perspectives and Innovative Approaches](#)
- [Livingstone, S., & Blum-Ross, A. \(2020\). Parenting for a Digital Future: How Hopes and Fears about Technology Shape Children’s Lives](#)

**E-Resources and Practitioner**

- [Common Sense Media \(commonsensemedia.org\) – Reviews apps, TV, and media for children.](http://commonsensemedia.org)
- [Zero to Three \(zerotothree.org\) – Guidance on infants/toddlers and technology.](http://zerotothree.org)
- [National Center for Learning Disabilities](#)
- [Center on Inclusive Technology and Education Systems](#) at CAST
- [American Academy of Pediatrics. \(2016\). Media and Young Minds \(Policy Statement\)](#)

\*Additional required readings and websites may be assigned.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

- CEC/DEC/EI/ECSE Initial Practice-Based Professional Preparation Standards for
- Early Interventionists/Early Childhood Special Educators (2020)
- NAEYC Professional Standards, and Competencies for Early Childhood Educators
  - (2020)
- Academic Learning Compact (content knowledge, critical thinking, and communication)

**COURSE LEARNING OBJECTIVES (CLO):**

[ALC Content Knowledge; Critical Thinking, Communication, PLO: BECE Program Level Objective, OURI SLO: Office of Undergraduate Research Student Learning Outcome].

By the end of this course, students will:

(CO: Course Objective, PLO: Program Level Objective, OURI: research exposure)

1. **CLO 1:** Explain foundational concepts of digital literacy, digital citizenship, and media in early childhood. (CO: 1, PLO: 1; ALC: *Content knowledge*)
2. **CLO 2:** Identify appropriate and inappropriate uses of technology in relation to child development. (CO: 2, PLO: 1, 2, 3; ALC: *Content knowledge, critical thinking, communication*)
3. **CLO 3:** Apply DAP to media and technology integration across age groups. (CO: 3, PLO: 1, 2, 3; ALC: *Content knowledge, critical thinking, communication*)
4. **CLO 4:** Evaluate and design inclusive approaches to assistive technology. (CO: 4, PLO: 3; ALC: *Content knowledge, critical thinking, communication*)
5. **CLO 5:** Develop strategies for collaborating with families around healthy technology use. (CO: 5, PLO: 5, 7; ALC: *Content knowledge, critical thinking, communication*)
6. **CLO 6:** Create a comprehensive plan for integrating technology and media into early childhood programs. (CO: 6, PLO: 3, 5, 7; ALC: *Content knowledge, critical thinking, communication*)
7. **CLO 7:** Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others (CO: 7, PLO: 1, 2, 3; ALC: *Content knowledge, critical thinking, communication*; OURI: SLO 1, 4)

**COURSE EVALUATION:** Students will complete four major assignments and participate in discussion and reflection activities. Assignments are designed to assess application of theoretical and practical knowledge about media and technology in early childhood settings.

Assignments	Points	Weight
Media Integration Plan	100	20%
AI & Young Learners	100	25%
Assistive Technology Integration Plan	100	20%
Media Critique and Analysis	100	25%
Participation and Reflection	100	10%
Total	500	100%

**COURSE GRADING SCALE.** Assignment weights are cumulative, and the grade scale represents the percentage of total points earned. If you do not complete all assignments, you will not be able to earn an “A” in this course.

A = 93-100	A- = 90-92	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = Below 60		

#### **COURSE ASSESSMENTS:**

1. ***Assistive Technology (AT) Integration Plan:***  
Students will design an individualized plan for a child with diverse learning needs incorporating assistive technology (low-, mid-, or high-tech) connected to developmental goals and family engagement. (CLO: 3, 4, 5, 7)
2. ***Media & Technology Integration Plan:***  
Students will create a comprehensive plan for integrating technology and media into an early learning program, aligning with professional standards (NAEYC, DEC, and EI/ECSE) (CLOs 1-7)
3. ***Artificial Intelligence and Young Learners:***  
Students will select and evaluate an AI-based technology relevant to early childhood education and propose developmentally appropriate, ethical, and equitable strategies for its use. (CLO: 1, 2, 3, 7)
4. ***Research Exposure Assignment. Media Critique and Analysis***  
Students will select one form of media or technology (e.g., app, TV show, video game, or e-

book) used with young children and conduct a critical evaluation of its developmental appropriateness, cultural responsiveness, and educational value. (CLO: 1, 2, 4 7)

Students will:

- Describe the media/technology (part 1)
  - What it is, who it's for, and how children would use it.
- Use at least two credible sources (part 2)
  - Summarize what each source says
- Evaluate the media/technology in three areas (part 3)
  - Developmental appropriateness
  - Accessibility for children with disabilities (e.g., captions, simple navigation, adjustable difficulty, visual/motor supports)
  - Educational value
- Identify limitations (part 4)
  - Name at least two concerns or drawbacks.
- State your final judgment (part 5)
  - Recommend or not, and explain why using evidence from your sources.

**Final Product**

- Create a short presentation sharing your findings from this exploration. In your presentation, explain how you decided on your final judgment and why.

**TOPIC/CONTENT OUTLINE:**

<b>Week</b>	<b>Topics</b>	<b>Assignment/Due Dates</b>
Week 1	Introduction to Children, Media, and Technology	
Week 2	Digital Literacy & Digital Citizenship	
Week 3	DAP and Technology	Draft of part 1: Media Critique Analyses (selection of media/technology)
Week 4	Digital Safety, Privacy, and Ethical Issues	
Week 5	Child Development and Screen Use	
Week 6	Technology for Language & Literacy Development	Media technology integration plan due
Week 7	STEM, Computational thinking, and Robotics	
Week 8	Reviewing Program-Level Tech Policies in Early Learning Environment	
Week 9	Using Internet and AI Resources to Support the Classroom	Artificial intelligence and young learners due

Week	Topics	Assignment/Due Dates
Week 10	Universal Design for Learning and technology in Early Childhood	Draft of part 2: Media Critique Analyses (identify two credible sources)
Week 11	Assistive Technology in Early Childhood	
Week 12	Augmentative and Alternative Communication	AT integration plan due
Week 13	Family Partnerships & Parenting in the Digital World	Draft of part 3: Media Critique & Analyses
Week 14	Workshopping Final Integration Plans	
Week 15		Final presentations for Media Critique & Analyses (all parts due)

Note: The instructor reserves the right to adjust this syllabus as necessary.

### COURSE EXPECTATIONS

**Class participation:** The success of this class is dependent on the active participation of every student. In order to enrich class discussions and to achieve the learning objectives, it is important that students come to class prepared. Participation in this course will consist of the following: Active participation in assigned online discussions, debates, case studies, book clubs, quizzes, activities; completion of required reading assignments; completion of writing activities.

Criteria for appropriate participation include: the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them).

**Attendance:** You are expected to login to Canvas for the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. Failure to meet these obligations may be viewed as course abandonment, and you will be dropped from the course. Attendance will be closely monitored.

**Communication:** *The professor will utilize Canvas announcements, Canvas email and @fau.edu email to communicate relevant information to students.* The professor will maintain an open-door policy with students who wish to discuss matters related to the course.

During weekdays, I check email until 5:00pm and will respond to you within 48 hours. During weekends and weekday evenings, I typically do not check emails and so will not respond until the next business day. Class updates will be posted in Canvas. You will need to check the course website (i.e., Canvas) for communications frequently as well as email communications. **For email communications, you must use your official university**

**@fau.edu email address. Emails sent from personal email accounts compromises the security of the institution and will be discarded.**

**Class Etiquette/Netiquette:** Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

### **Late Assignments and Grace Period**

In addition to being reminded in class, you are also expected to consult the content outline of the syllabus to ensure you are clear about the due dates for assignments and how they are to be submitted. You are expected to submit all assignments prior to or no later than the due date and time. Unless otherwise specified, course assignments are due electronically, submitted directly to Canvas. Assignment links will be available at the beginning of the semester and will remain open for a "grace period" of an additional 48 hours after the specified due date. Your assignment will be marked late if submitted within the "grace period," which is within the additional 48 hours the links are still open. There is no point deduction for submitting within the grace period.

**Extensions**, if granted, will not be given for assignments without 48-hour notice prior to the due date. Extensions may be granted after the assignment due date if there are circumstances beyond a student's control where prior notification was not possible.

Note: There is no extra credit for this course.

### **Make-Up Policy for Quizzes**

Please see the information in the previous section.



### **Contesting a Grade**

When contesting a grade on an assignment, please be sure to:

- Schedule a meeting to discuss your grade on the assignment.

- Come to the meeting prepared by reviewing the rubric/assignment description to ensure that you have fully addressed the criteria in your assignment that you are challenging.
- Be mindful that in reviewing your assignment, I am at liberty to regrade the entire assignment. Thus, your grade might increase **OR** decrease as a result of my reviewing/re-grading your assignment.

### **Proper Protocol**

For problems that arise in class regarding grades or any other matter, the **proper protocol** is for students to contact me first and schedule a meeting to resolve the issue. Please note that *individuals outside of the course (e.g., administrators, other course instructors) are not familiar with course policies, assignments, grading metrics or criteria*. Therefore, bypassing the instructor and going directly to individuals outside of this course will result in you being redirected to the course instructor. **It is best to practice and maintain professionalism and resolve concerns with your instructor.**

### **Incomplete Grade Policy**

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with the consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

### **Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

### **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in university-approved activities.

Last Updated **January 2026**

Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Religious Accommodation Policy Statement**

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations). Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **Time Commitment Per Credit Hour**

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

### **Grade Appeal Process**

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

### **AI Language Specific To This Course**

AI Flexible Policy: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

### **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to

### **Disability Policy**

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at

### **Sexual Misconduct Policy**

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services

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at or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.