

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Michelle Vaughan-McGovern</u> College Curriculum Chair <u>Gash</u> College Dean <u>Charles Dukas</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ 1/22/2026 _____ 1/26/2026 _____ 1/27/2026 _____ 2-23-26 _____ 2-23-26 _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



DEPARTMENT OF CURRICULUM AND INSTRUCTION

COURSE NUMBER: EEC 4303 (Section XXX, CRN XXXXX)

COURSE TITLE: Creative Arts for Young Children

Credit hours: 3 semester hours

Semester/Year: TBD

Instructor: TBD

Office: TBD

Email: TBD

Office hours: TBD

COURSE DESCRIPTION: This course provides developmentally appropriate and integrated creative arts curriculum activities for young children (birth to eight), in visual arts, dance/movement, music and drama. Practical and hands-on learning provides the context for a thematic approach, including community arts resources and multicultural perspectives. Arts for young children with special needs and English language learners are addressed.

Prerequisites: None

COURSE DELIVERY AND INSTRUCTIONAL METHOD: 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](#).

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.

REQUIRED TEXTS/*READINGS

Isenberg, J., & Jalongo, M. (2018). (7th ed.) *Creative thinking and arts-based learning*. Pearson).

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 (CLOs):

By the end of this course, students will be able to: (CO: Course Objective, PLO: Program Level Objective)

By the end of this course, students will:

1. **CLO 1:** Identify the characteristics of creativity and their impact on children’s thinking, creative processes, and creative products. (PLO 2, 3; *ALC Content Knowledge; Critical Thinking, Communication*)
2. **CLO 2:** Demonstrate knowledge of developmentally appropriate classroom activities in visual arts, music, dance/movement, and drama. (PLO 3; *ALC Content Knowledge; Critical Thinking, Communication*)
3. **CLO 3:** Demonstrate effective implementation and assessment of creative arts activities in emergent, thematic, and other curricular approaches (PLO 4; *ALC Content Knowledge; Critical Thinking, Communication*)
4. **CLO 4:** Demonstrate knowledge of the value of, and options for, creative arts events in schools and communities (PLO 5; *ALC Critical Thinking, Communication*)
5. **CLO 5:** Demonstrate the ability to create and implement effective curriculum adaptations in inclusive settings (PLO 2, 3; *ALC Content Knowledge; Critical Thinking, Communication*)
6. **CLO 6:** Demonstrate skill in identifying and including community resources in children’s art-based curriculum. (PLO 5; *ALC Critical Thinking, Communication*)
7. **CLO 7:** Demonstrate the ability to present, critique, and revise thematic arts lessons with professional colleagues. (PLO 5; *ALC Critical Thinking, Communication*)

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 creative processes and practices in promoting artistic expression in early childhood settings.

Grading Breakdown:

Assignments	Points	Weight
Creativity Paper	100	10%
Community Resources	100	20%
Creative Arts Lesson	100	20%
Case Study	100	30%
Orientation, Discussions, Review Quizzes	100	20%
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	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F Below 60

COURSE ASSESSMENTS:

1. Course Orientation, Discussions, and review quizzes (20%): Course orientation assignment to introduce themselves to our online community, and ongoing engagement in course modules and quizzes. Quizzes are based on readings, activities, and discussions.

2. Creativity Paper (10%): Students will write a paper a) defining creativity in their own words, b) describing specific instances where creativity has been a part of their professional and personal lives, and c) exploring how creativity is important and meaningful in the society and in the wider global community. Cultural and international perspectives should be included. The minimum length is 3 pages. (CLO 1, 2; PLO 2, 3; *(ALC Content Knowledge; Critical Thinking, Communication)*)

3. Community Resources (20%): This two-part written assignment should be a total minimum of **five pages**. Make sure what you write is substantive and meaningful. It is preferred that students

visit the community resource with a child, but this is not required. If a student visits with a child, the child's response should be included in the written piece on the community art resource. (CLO 2, 4, 6, 7; PLO 5; *ALC Critical Thinking, Communication*)

- Part 1: Students will write a list of community arts resources for children, in the community where they live or where they teach, or in the wider community of South Florida. This should include the name, location, and a description of at least 3 community resources **(three pages minimum)**. Note: Remember to write the description in your own words and do not cut and paste from the websites or promotional materials.
- Part 2: Students will visit a community art resource for children (i.e., children's museum, children's theater, resource depot, etc.). Students will write a response paper including a) a description of the activities and arts-related value for children, and b) possible ways the resource could be part of an arts integrated early childhood curriculum. (one page minimum).

4. Creative Arts Lesson (25%): Students will select one of the following themes: natural environments, family history, fashion past and present, arts and culture, inventions, or the world of the future. (Note: students may use a theme or project currently being developed in their own emergent curriculum classroom. Please talk with the instructor about this to obtain approval.) *All work must be original.* (CLO 1-7, PLO-2-5; *ALC Content Knowledge; Critical Thinking, Communication*)

- The selected theme will guide the creative arts lessons with children, demonstrating an integrated approach. Students will develop 8 written lesson plans on the selected them. The lessons will be in the area of 1) visual arts, 2) dance, 3) music, and 4) drama, and technology, moviemaking/storytelling (the instructor will provide the lesson plan format).
- Students will work with a group of at least 4 young children between the ages of 2-5. The same children will be in the group for each creative arts experience. It would be beneficial **(but not required)** to have at least one child with special needs in the group and at least one emergent bilingual child in the group. There will be three creative arts experiences that will be experienced with the children, then a critique of what worked and did not work, and suggestions for improvement.

5. Critical Assignment: Case Study (30%): Students will select a child, ages two – eight, who is particularly interesting and whose parents agree to have him/ her participate in this case study. It would be beneficial to work with a child from a different cultural background from your own. The student will work with the student over a period, to include the following arts activities created by and with the child: (CLO 1-7, PLO-2-5; *ALC Content Knowledge; Critical Thinking, Communication*)

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- a) 2-dimensional visual art – drawing or painting
- b) 3-dimensional art – sculpture or mobile
- c) singing (music)
- d) using musical instruments, and/ or making them
- e) dance and movement
- f) poetry and/ or storytelling
- g) theater (play) and performance arts
- h) photography
- i) videos or other arts-based technology

A more detailed description of this case study will be distributed by the professor. However, the student will analyze the child’s levels of creativity in the different art forms. Then the student will additionally include:

- a) the influence of the child’s cultural background
- b) the influence of the artistic/ creative gifts of friends and family and the child’s home environment
- c) the unique gifts and talents of this child, and what he/ she believes about life and about him/ herself, based on what was expressed through the arts activities
- d) recommendations to promote and develop the child’s gifts, talents, and future creative expression
- e) what you learned about yourself by completing this case study

Course Topical Outline

Week	Topics/Assignment	Due Dates
1	GETTING ACQUAINTED & COURSE INTRODUCTION <ul style="list-style-type: none"> ● Sir Ken Robinson TEDTalk ● Syllabus Quiz ● Creativity Word Cloud 	Discussion #1
2	Isenberg & Jalongo Ch. 1, 2 <ul style="list-style-type: none"> ● The Creative Process and Possibilities ● Supporting Children’s Play, Games, & Inventions ● Arts Integration in Curriculum: integrated curriculum ● Why encourage creativity in children? 	Creativity Paper due
3	Isenberg & Jalongo Ch. 3 <ul style="list-style-type: none"> ● Developmental stages for the Visual Arts ● Instructional Strategies and Integrated Arts Experiences Drawing, Painting, Sculpture, Collage, Multimedia ● NAEA website 	Discussion # 2

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Week	Topics/Assignment	Due Dates
4	Isenberg & Jalongo Ch. 8 <ul style="list-style-type: none"> ● Adapting Activities in inclusive and multicultural settings Identity development and the arts; local and global emergent bilingual children and children with special needs: the arts as a language	Discussion #3 Quiz 1: Chapters 1, 2, 3, 8
5	Isenberg & Jalongo Ch. 9 <ul style="list-style-type: none"> ● Planning the Classroom Environment Creating an art space for children ● Sol Children's Theater rendition of <i>Beauty and the Beast</i> Boca Raton Museum of Art	Community Resources Assignment Due
6	Isenberg & Jalongo Ch. 4 <ul style="list-style-type: none"> ● Engagement & Learning: Children in Music, Movement, and Dance ● Singin' with Susan ● Singin' with Susan pt.2 ● DIY Musical Instruments 	Discussion #4
7	Isenberg & Jalongo Ch. 5 <ul style="list-style-type: none"> ● Children's Participation in the Dramatic Arts ● Story drama and play, puppets, props ● Becoming an active and appreciative audience Drama and Literature; Poetry with children; Movie-making with children ● Supporting children in the dramatic play center 	Discussion #5
8	Process and Product-focused art <ul style="list-style-type: none"> ● Media: <i>The power in children's art</i> Articles: <ul style="list-style-type: none"> ● <i>Supporting the development of creativity</i> ● <i>How process-focused art experiences support preschoolers</i> 	Discussion #6
9	Spring Break*	
10	Isenberg & Jalongo Ch. 6 <ul style="list-style-type: none"> ● The arts and social justice – making the world a better place through the arts; children's artistic expression ● The teacher's role in promoting creativity 	Creative Arts Lessons with Children Assignment due
11	<ul style="list-style-type: none"> ● Community resources, partnerships and the arts in early childhood education ● Children and choreography: a dance experience 	Discussion #7

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Week	Topics/Assignment	Due Dates
	Arts & self-identity <ul style="list-style-type: none"> ● Reclaiming cultural identity and language through hip hop ● Identity: Building self-identity 	
12	Isenberg & Jalongo Ch. 10 <ul style="list-style-type: none"> ● Using materials and resources effectively - recycling ● Developmentally appropriate considerations ● Scrounging and collecting materials 	Discussion # 8 Quiz 2: Chapters 4, 5, 6, 9, 10
13	<ul style="list-style-type: none"> ● Creative art events in school ● Artists in residence in schools 	Case Study of a Child through the Arts Draft
14	Isenberg & Jalongo Ch. 7 <ul style="list-style-type: none"> ● Environmental Education and the Arts ● Nature and the arts; extending sustainability and environmental awareness; messiness and the arts Assessing Creative Processes and Products of Children	Discussion #10
15	Putting it all together	Case Study of a Child through the Arts Final due

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 compromise 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. 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

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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. 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 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.

Appendix A: Critical Assignments

The Department of Special Education and the Department of Curriculum, Culture, and Educational Inquiry have identified competencies that must be mastered to continue in the *Bachelor's in Early Care and Education Degree Program*.

For this course, the Academic Learning Compact Competencies (Critical Thinking and Written Communication) will be measured by the *Case Study* assignment, which is the Critical Assignment.

Please carefully read the departmental policy (below) on Critical Assignments.

Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria. A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

Remediation policy. **If a student is passing the course** but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course, and the student may continue in the sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course.

- **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student does not have a grade of C or better** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The students will need to repeat the course and the Critical Assignment.