

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

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



FLORIDA ATLANTIC UNIVERSITY

College of Education

**DEPARTMENT OF SPECIAL EDUCATION**

**COURSE NUMBER:** EEX 3201 (Section XXX, CRN XXXXX)

**COURSE TITLE:** Typical and Atypical Early Childhood Development

**CREDIT HOURS:** 3 semester hours

**SEMESTER/YEAR:** TBD

**INSTRUCTOR:** TBD

**OFFICE:** TBD

**EMAIL:** TBD

**OFFICE HOURS:** TBD

**COURSE DESCRIPTION.** This course offers a comprehensive examination of the developmental progress of young children, aged birth to eight, including those with and without disabilities. Focus areas include major child development theories, factors influencing development, and applying this knowledge to create responsive practices that support children's growth and learning

Prerequisites: 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.

**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) activities, skill-building, exposure, and research dissemination. Successfully completing this course earns you three credits in research-intensive coursework. Learn more about the RI Certificate here: <https://www.fau.edu/our/undergraduate-research-certificate/>

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

SLO 1: Knowledge. Students will demonstrate knowledge of content, core principles, and skills.

SLO 2: Formulate Questions. Students will formulate research questions or scholarly/creative problems that integrate fundamental principles and knowledge in a manner appropriate to their discipline.

SLO 3: Plan of Action. Students will develop and implement a plan of inquiry to address research and inquiry questions or scholarly problems

### **REQUIRED TEXTS/MATERIALS**

Trawick-Smith, J. W. (2022). *Early childhood development: A multicultural perspective*

(8th ed.). Pearson. ISBN: 9780137544981

### **GUIDELINES USED IN DEVELOPING THIS COURSE:**

- 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)
- FAU Academic LEARNING COMPACT (A. CONTENT/DISCIPLINE KNOWLEDGE AND SKILLS; AND C. CRITICAL THINKING SKILLS)

**COURSE LEARNING OBJECTIVES (CLOS).** As a result of this course, participants will be able to: (CLO: Course objective) (PLO: Program Level Objective) (OURI SLO: Office of Undergraduate Research Student Learning Outcome).

1. CLO 1: Discuss theories of child development and describe how different theories explain the development of behaviors, skills, and learning. (PLO: 1,2, OURI SLO 1, 2,3)
2. CLO 2: Identify the sequence of skills and knowledge in child development in the domain areas of physical, cognitive, language, and social-emotional, from birth to age eight, who are typically developing as well as those with delays or disabilities. (PLO: 1)
3. CLO 3: Name factors that may contribute to typical and atypical development of young children from birth through age eight. (PLO: 1,2)
4. CLO 4: Differentiate the effects of genetic and environmental factors on the growth and development of young children pre-birth through age eight. (PLO: 2)
5. CLO 5: Describe how social Interactions with caregivers and teachers can facilitate the development of young children from birth through age eight. (PLO: 2,5)
6. CLO 6: Utilize resources available to the field of Early Childhood Education/Early Childhood Special Education. (PLO: 6, OURI SLO 1, 2,3)

**COURSE EVALUATION.** Students will complete module activities, quizzes, and a critical assignment. Assignments are designed to assess the application of theoretical and practical knowledge about assessing young children with and without disabilities across early childhood education and care settings.

Assessment	Points	Weight
Module Assignments and Activities	180	30%
Course Quizzes	130	30%
2 Parent Brochures and Research Paper (CA)	80	40%
<b>TOTAL:</b>	<b>390</b>	<b>100%</b>

**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. Module Assignments and Activities (CLO 1,2,3,4,5,6).

Module assignments are activities specifically connected to the course content and objectives, supporting the application of the content to real-life environments. These assignments may include discussions, study guides, video review guides, and/or group activities. Some assignments will be assigned individually, while others will be designated as an assigned collaborative activity, providing you with the opportunity to practice virtual collaboration skills that are applicable to the 21st-century global workforce. Though group work is often challenging, it is a reality in nearly every employment setting. Learning to be a supportive team member, resolve conflicts, and discover your role preferences within group projects is an important part of the skills you will develop through your FAU education.

2. Course Quizzes (CLO 1,2,3,4,5,6)

Chapter quizzes. Examinations will be based on readings, lectures, and module resources. The quizzes may include multiple choice, true/false and/or short answer questions. Answers will be evaluated based on the content, specifically the accuracy of information and the ability to analyze and synthesize the concepts. Accurate answers will demonstrate that you have read and understood

the chapters and actively participated in module activities. Quizzes will be taken online in the Canvas Learning Management System.

- a. Midterm Quiz. Each student is expected to complete a midterm exam (in multiple-choice and short-answer formats) that covers readings from chapters and module activities from the first half of the course (see the specific date in the weekly content outline). Exam questions will be graded on accuracy and integration of content.
- b. Final Quiz. Each student is expected to complete a final quiz (multiple-choice and short-answer format) that covers readings from the chapters in the second half of the course and module contents (see the specific date in the content outline).

3. Critical Assignment Research Paper on Child Development Theory in Learning (CLO 1,2,3,4,5,6) (OURI SLO 1,2,3). Students will select a child development theory (e.g., Erikson's psychosocial theory) from options provided by the instructor. The paper will demonstrate knowledge of learning and development theories.

A. Part 1: Library Research. Research Exposure: Introductory activities to understand what research is and how it is conducted. (OURI SLO 1, 2,3).

Task. Locate and read 6–7 peer-reviewed articles related to the chosen theory; provide APA citations and include each article's abstract, and indicate which section(s) of your paper each article supports.

Resources: Recommended journals (listed in Canvas); Textbook references; FAU library and research support services.

B. Part 2: Research Paper. Write a paper applying the chosen theory to classroom practice. Use APA style for citations and references. Organize the paper with the following headings:

Title Page

Introduction & Summary of Theory (2–3 pages, 16 points). Provide background and overview of the selected theory.

Major Concepts & Terms (8 points). Define and explain key concepts.

Practical Implications in the Classroom (2–3 pages, 16 points)

Apply the theory to teaching children ages 0–8, including those with special needs and diverse backgrounds.

Select two age groups (options: 0–1, 2–3, 4–5, 6–7 years).

For each age group, choose two developmental domains (Physical, Cognitive, Language, Social-Emotional).

Provide specific examples of activities or strategies that align with the theory for each age/domain.

Conclusion (1 page, 6 points)

Summarize insights and implications.

Reference Page (APA format, 4 points)

4. Parent Handouts (CLO 2,4,5,6). Create two parent/caregiver-friendly leaflets or brochures that identify milestones for a specific domain and list suggestions for developmental activities suitable for young children, aged 0 to 8, for the chosen age and domain. Choose a different age and a different domain for each handout.

**CONTENT OUTLINE/WEEKLY SCHEDULE** (Subject to change with notice):

Week	Topics	Readings/ Assignments
Module 1	Review Syllabus Chapter 1 and 2 Studying Early Childhood (EC) Research and Assessment in EC	Read Chapter 1 and 2 Review Canvas Links Complete Module 1 Assignments And quiz
Module 2	Chapters 3 and 4 Theories Prenatal Development and Birth	Read Chapters 3 and 4 Review Canvas Links Complete Module 2 Assignments
Module 3	Chapters 5 and Chapter 6 Newborn Physical Development of Infants and Toddlers	Read Chapters 5 and 6 Complete Module 3 Assignments and quiz Review Canvas Links Choose your research Topic
Module 4	Chapters 7 Cognitive Dev. Infants and Toddlers	Read Chapters 7 Review Canvas Links Complete Module 4 Assignments and quiz

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Week	Topics	Readings/ Assignments
Module 5	<p>Chapters 8 and 9</p> <p>Language and Literacy</p> <p>Social Emotional Dev. Infants and Toddlers</p>	<p>Read Chapters 8 and 9</p> <p>Review Canvas Links</p> <p>Midterm Oct 8</p>
Module 6	<p>Chapters 10 and 11</p> <p>Physical Development in Preschoolers</p> <p>Cognitive Development</p>	<p>Read Chapters 10 and 11</p> <p>Review Canvas Links</p> <p>Complete all assignments for Module 6</p>
Module 7	<p>Chapters 11 and 12</p> <p>Language Development in Preschool</p> <p>Social – Emotional Development in Preschool</p>	<p>Read Chapter 11, 12</p> <p>Review Canvas Links</p> <p>Complete Module 7 Assignments</p>
Module 8	<p>Prepare and Submit Research Paper</p>	<p>Research Paper is due Nov. 9</p>
Module 9	<p>Chapters 14 and 15</p> <p>Cognitive Development and Language in Primary</p>	<p>Read Chapters 14 and 15</p> <p>Review Canvas Links</p>
	<p>Course catch-up</p>	<p>Parent Handouts Due</p>

Week	Topics	Readings/ Assignments
	Review for final	
	Final Exam	

**COURSE POLICIES**

**Late Assignments:** A 5% deduction in points will be calculated for each day an assignment is late.

**UNIVERSITY POLICIES**

AI USE IN CLASS POLICY. FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student’s responsibility to comply with the instructor’s expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using the generated content as-is. If you are unclear about whether the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001. The use of the AI tool, IF ALLOWED, must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit

[www.fau.edu/ai/citation](http://www.fau.edu/ai/citation).

AI USE 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’s guidelines.

ATTENDANCE POLICY: According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional and ethical conduct in class. Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they

will be treated as absences and will affect your grade. Reasonable accommodation is made for university-approved absences.

**PLAGIARISM, CHEATING, AND ACADEMIC HONESTY:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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, which include an “F” on the assignment, an “F” in the course, or even removal from the degree program. The penalty for plagiarism and cheating is determined by the instructor in this class.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by

preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity occurring in a course. The instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.

([http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another.

Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

**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.

**RELIGIOUS ACCOMMODATION:** 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.

**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 [victimservices@fau.edu](mailto:victimservices@fau.edu) 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.

**STUDENTS WITH DISABILITIES:** In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD)

located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting

your need for specific assistance. Without such a letter, the instructor is not obligated to make any accommodation for students.

**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.

**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 <http://www.fau.edu/counseling/>