> **Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.**

Course: ECHD 2303 VC01
Title: Creative Activities for Preschool Children
Instructor**:** Suzanne Kimball
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Phone: (806)729-9259
Term and dates: Fall 2 Term: October 13, 2025 - December 13, 2025
                          Thanksgiving Holiday - November 24-28, 2025

Online**:** https://wbu.blackboard.com/
Office hours: Email response within 24 hours, usually less. You may leave messages/texts on my cell phone from 8 am to 9 pm CST.

Catalog description
This course provides the theoretical framework, current brain research, and the background knowledge needed to design creative arts activities for young children. It features dramatic arts, music, dance, and visual arts activities that nurture children's creativity. Emphasis is placed on understanding how to foster children's development by providing a safe, sensory-appealing arts program.

Prerequisite: None

Course Outline
CHAPTER 1: The Arts and Young Children
CHAPTER 2: Nurturing Creativity
CHAPTER 3: Artistic Development
CHAPTER 4: Awakening the Senses
CHAPTER 5: Coming Together through the Arts
CHAPTER 6: Creating a Place for the Arts
CHAPTER 7: Introducing the World's Art
CHAPTER 8: Integrating the Arts into the Curriculum
CHAPTER 9: Creating Visual Art
CHAPTER 10: Making Music
CHAPTER 11: Moving Creatively
CHAPTER 12: Nurturing the Imagination

Resources

Koster, J. *Growing Artists Teaching the Arts to Young Children,* 6th edition. 2015. Florence, KY: Cengage Learning.
ISBN: 9781285743141 / E textbook ISBN: 9780357695821

Herr, J. *Creative Resources for the Early Childhood Classroom,* 6th edition, 2013, Florence, KY: Cengage Learning.
ISBN: 9781111831028 / E textbook ISBN: 9781133781349

Textbooks are available with online access
Access to WBU Learning Resources www.wbu.edu/lrc

Course Competencies
- The student will use their understanding of the correlation between the arts and brain research to implement and foster creative art activities for young children.
- The student will understand how the arts help young children grow physically, emotionally, socially, perceptually, and cognitively
- The student will know about and understand the term art forms and the unique disciplines that it encompasses.
- The student will know and be acquainted with various early childhood experts' and psychologists' developmental theories of young children and how they apply to creative arts.
- The student will use the creative process to awaken the young child's sensory perceptions, create an environment conducive to aesthetic learning and to nurture the young child's love of the arts.
- The student will understand how to develop skills in responding verbally and nonverbally to children and their art performances.
- The student will understand methods of assessing the artistic growth of young children.
- The student demonstrates understanding of developing a safe and sensory appealing arts program through observations, documentations, discussions, and creating lesson plans that include goals and objectives.

Course Competencies Assessments
- Completion of chapter review questions. Due on Mondays, midnight CST.
- Completion of tests that will be administered on Blackboard. Tests will be open book and timed and not proctored.
- Design a digital media project.
- Participation in Discussion Board topics posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics. Original response is due on Fridays, midnight; Responses to others due on Mondays, midnight, CST.

Attendance Policy

Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1.   Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

2.   Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.

3.   Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 -week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.

4.   Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

5.   Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Instructor's Additional Policies

All assigned work must be submitted when due. Late work may not be accepted unless previous arrangements/notification has been made. If accepted late, point value may be reduced. Discussion Boards are not accepted late.

Instructor's note: The advantage on online learning is the asynchronous environment. In other words, class time is at the student's convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard allows tracking the times that the students log in and participate. All assignments have deadlines for submission.

Academic Integrity: [Statement on Academic Integrity](#)

Generative AI tools permitted in specific context and with proper citations.

Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

Specific parameters for generative AI usage are provided by the instructor.

Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests office (806) 291-1057. Documentation of a disability must accompany any request for accommodations

COURSE REQUIREMENTS and GRADING CRITERIA:

Course grade will be determined by using the following point system:

Discussion Board (DB) (5)	100 points (20 points each)
Chapter Assignments (12)	180 points (15 points each)
Test 1	100 points
Test 2	100 points
Digital Media Project	120 points

Scoring Rubrics**:** Scoring rubrics are posted with each assignment

A = 550 -600 points
B = 500 -549 points
C = 450 -499 points
D= 400 - 449 points
F = 399 and below

Grade Appeal Statement: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals. Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Coursework at a Glance

Week	Date	Assignments to do this Week Discussion Board(DB) Chapter Review Questions (RQ)	Textbook Reading for the Week GA- Growing Artists CR- Creative Resources	Assignments due this Week Mondays, midnight CST Original post on Discussion Board due on Fridays Responses to others due Mondays
1	10-13-25	Read the Syllabus, DB #1 RQ #1, RQ#2	GA – Chapter 1,2 CR – Intro/ Theme 2/Appendix A	Required first assignment due Wednesday, 10-15-25
2	10-20-25	DB #2 RQ #3, RQ#4, RQ#5	GA -Chapter 3,4,5 CR – Theme 3 and 68	DB #1, RQ #1, RQ#2
3	10-27-25	DB#3 RQ#6, RQ#7	GA -Chapter 6.7 CR-Theme 16 and 5	DB #2 RQ #3, RQ#4, RQ#5
4	11-3-25	Test #1 Begin Digital Media Project	CR – Theme 29	DB#3 RQ#6, RQ#7
5	11-10-25	DB #4 RQ#8, RQ#9	GA -Chapter 8.9 CR – Theme 47 and 73	Test #1
6	11-17-25	RQ#10, RQ#11, RQ#12	GA -Chapter 10,11,12 CR – Theme 37 and 43	DB #4, RQ#8, RQ#9
	11-24-25	Thanksgiving		
7	12-1-25	DB#5 Test #2	CR – Theme 49 and 70	RQ#10, RQ#11, RQ#12 Digital Media Project
8	12-8-25	Smile		DB#5, Test #2