

CFS-130: THE CREATIVE PROCESS IN YOUNG CHILDREN

Effective Term

Fall 2026

CC Approval

02/06/2026

AS Approval

03/12/2026

BOT Approval

03/19/2026

COCI Approval

04/02/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

130

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

The Creative Process in Young Children

Short Title

Creative Process in Young Chil

CB03 TOP Code

1305.00 - *Child Development/Early Care and Education

CIP Code

13.1210

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

C - Clearly Occupational

Rationale

Updating requisite language

SECTION B - Course Description

Catalog Course Description

Students will explore techniques that support the creative abilities of young children in the creative arts including explorations with textures and movement, color, representational drawing and painting, 3-dimensional media, and various art mediums. This course emphasizes a culture of inquiry and fostering children's long-term investigative approaches using art that is based on children's developmental progression and cognitive capacities.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of CFS-122 and CFS-124 with a minimum grade of C.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

CFS

Course

122

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Gain an understanding of current theory and methods being applied in Early Childhood Programs
2. Demonstrate theory learned while working with children in supervised field practice
3. Recognize and be able to discuss curriculum components
4. Explore the meaning and application of Developmentally Appropriate Practices in Early Childhood Education
5. Utilize models for working with diverse communities of children and families
6. Utilize observation skills and techniques from at least 6 observational methods
7. Utilize observational skills to effectively understand children in an early care and education program
8. Plan developmentally appropriate curriculum based on observations of young children
9. Apply the value of confidentiality and ethics when observing young children

Requisite Description

Course Not in a Sequence

Subject

CFS

Course

124

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Gain an understanding of current theory and methods being applied in Early Childhood Programs
2. Demonstrate theory learned while working with children in supervised field practice
3. Recognize and be able to discuss curriculum components
4. Explore the meaning and application of Developmentally Appropriate Practices in Early Childhood Education
5. Utilize models for working with diverse communities of children and families
6. Utilize observation skills and techniques from at least 6 observational methods
7. Utilize observational skills to effectively understand children in an early care and education program
8. Plan developmentally appropriate curriculum based on observations of young children
9. Apply the value of confidentiality and ethics when observing young children

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Critically analyze developmentally appropriate creative arts curriculum for young children.
2. Plan developmentally appropriate creative arts curriculum for young children.

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

1. Evaluate a child's creative self by utilizing a developmental approach.
2. Develop creative arts curriculum based on developmental levels and interest of the children.
3. Apply creative arts theory to curriculum development in an early care and education classroom.
4. Access community resources in developing a creative arts curriculum.
5. Articulate the various types of creative exploration for children and their developmental benefit.

Course Content

1. Creative Process
 - a. The impact of feelings on the creative process
 - b. The impact of images on the creative process
 - c. The impact of the creative process on children's feelings and emotions.
2. Exploration of the differing elements and their place in an arts curriculum for children.
 - a. Color
 - b. Movement
3. Using representational art with children
 - a. Drawing
 - b. Painting
 - c. Experimentation
 - d. 3-dimensional
4. Developing long-term creative exploration for children.

Methods of Instruction**Methods of Instruction**

Types	Examples of learning activities
Activity	Complete explorations in the arts in class and outside of class
Projects	Complete curriculum project
Field Trips	Visits to sites and locations that foster childrens creativity
Lecture	Reinforcing content using a lecture format
Discussion	Discuss content and implementation of content
Other	Critique the appropriateness of activities for children in the arts
Experiments	Practice using the materials
Observation and Demonstration	Observe children during creative exploration and document the experience

Online Adaptation

Types	Examples of learning activities
Activity	
Discussion	
Group Work	
Individualized Instruction	
Journal	
Lecture	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Students will take essay exams on application of content.
Projects	Student will observe a group of children participating in a creative arts experience. The student will then document the appropriateness of the activity, the children's interest, and the children's ability to explore and learn.
Essays/Papers	Utilizing the guidelines discussed in class and in the text, students will plan and possibly implement a creative arts experience for children.
Class Participation	Students will be expected to participate in in-class projects and exploration of the content.
Other	Students will take an essay exam on the course learning outcomes.

Assignments

Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts. For example: 1. Read chapter 3 in "The Creative Arts: The Process Approach for Teachers and Children" which covers exploring feelings and images using creative arts. 2. Read the article "Inviting Children's Creativity: A Story of Reggio Emilia, Italy" which explores the curriculum provided in the preschool programs in Reggio Emilia.

Writing Assignments

1. Final Project For example: A final project may include the student creating and implementing 3-5 planned explorations with young children encompassing several creative processes discussed in class including a detailed explanation of why she/he chose this area of interest. In addition the student will complete an oral presentation in class. 2. Exam For example: An example of a short answer question on the midterm is "Define the Wallas Model of the creative process. What are Torrance's characteristics of the creative process? Are these two connected?"

Outside-of-Class Assignments

Creative Arts Observation: Students go to a program and observe a creative arts experience. The students write a reflection and an analysis that includes feedback or changes they would suggest to improve the experience for children.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Pelo, A.

Title

The Language of Art

Publisher

Redleaf Press

Year

2007

Rationale

This book helps students look deeply at the content of creative arts for children.

ISBN

9781929610990

Material Type

Textbook

Author

Edwards, Linda Carol

Title

The Creative Arts: A Process Approach for Teachers and Children

Edition/Version

5th

Publisher

Merrill Prentice Hall

Year

2010

ISBN #

0137151632

Material Type

Textbook

Author

Robinson, Ken

Title

Creative Schools: The Grassroots Revolution that's Transforming Education

Publisher

Viking

Year

2015

ISBN #

9780670016716

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

N/A

Course Codes (Admin Only)

CB00 State ID

CCC000338019

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No