

**CDEC 1311**  
**Educating Young Children**  
**online**  
**Fall 2025**



**INSTRUCTOR CONTACT INFORMATION**

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Office Location: MC 231  
Office Hours: See Starfish for Available Office Hours

**CREDIT**

3 Semester Credit Hours

**MODE OF INSTRUCTION**

Hybrid-Online component  
Hybrid TBD face to face or virtual Blackboard Kaltura Collaboration

**PREREQUISITE/CO-REQUISITE:**

none

**COURSE DESCRIPTION**

An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues.

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to:

1. Explain child development and name the 4 main domains.
2. Describe what makes a program good for young children.
3. Identify different types of early childhood programs.
4. Know key people and ideas in early childhood education.
5. Understand what early childhood teachers do.
6. Talk about the future of early childhood education.

## CORE OBJECTIVES

Thoroughly explain the various stages and intricacies of child development, understanding how children grow and change over time.

- 🔗 Describe in detail the different types of early childhood programs, highlighting their goals, structures, and impacts on young learners.
- 🔗 Gain a deep understanding of prominent learning theories, exploring how these theories apply to real-world educational settings and influence teaching methods.
- 🔗 Skillfully guide children's behavior in a positive and constructive manner, using effective strategies that promote a nurturing learning environment.
- 🔗 Plan and implement engaging and educational activities specifically designed for young learners, fostering their development and curiosity.

## REQUIRED TEXTBOOK AND MATERIALS

**Optional:** *Beginnings and Beyond: Foundations of Early Childhood Education* by Anne Miles Gordon, and Kathryn Williams Brown, 8th edition. Wadsworth, Cengage Learning.

ISBN number is 978-0-495-80 817-6

Both of the **Required** Textbooks are very large documents. Therefore, ***please do not print them.***

**Required Textbook:** Stephens, C., Peterson, G., & Eyrich, S. (2020). *Principles and practices of teaching young children*. College of the Canyons.

This open educational resource (OER) textbook, developed by College of the Canyons, provides a comprehensive overview of the fundamental principles and practical applications for teaching young children. The publication, an early release of Version 1.0 from 2020, incorporates contributions from Nikki Savage and derivative changes by Jennifer Paris, who also served as a peer reviewer. Edited by Alexa Johnson and Jennifer Paris, the text is enhanced with graphics by Trudi Radtke. The content likely covers key topics in early childhood education, offering valuable insights for students and practitioners in the field. As an OER, it is freely accessible and adaptable, promoting wider access to quality educational materials. <https://canyons.commonslibretexts.org/book/socialsci-86379>

**Required Textbook:** Texas Early Learning Council, & Children's Learning Institute, University of Texas Health Science Center at Houston. (n.d.). *Texas infant, toddler, and three-year-old early learning guidelines*.

These guidelines were developed through a collaborative effort between the Texas Early Learning Council and various Texas stakeholders, with the goal of enhancing school readiness across the state. Housed at the Children's Learning Institute, University of Texas Health Science Center at Houston, the Texas Early Learning Council played a pivotal role in their creation. The document outlines age-appropriate expectations for children from birth through three years across different developmental

domains and provides strategies for caregivers to support healthy development and learning. As a foundational resource, it aims to improve the quality of early care and education for young children in Texas. <https://childrenslearninginstitute.org/wp-content/uploads/2018/06/Texas-Infant-Toddler-and-Three-Year-Old-Early-Learning-Guidelines.pdf>

**Required:** a laptop or device to allow you to access required material on LIT Blackboard

All course materials will be provided on the Blackboard LMS system.

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

### **STUDENT EXPECTED TIME REQUIREMENT**

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

### **Discussion Boards**

Students are expected to participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

Late Discussions will receive a grade reduction. I take late work for 4 days past the due date.

### **Response Times**

I expect to respond to your emails within 24 to 48 hours. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the day after the due date.

### **Course Instructor Evaluation**

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of this course via email from Lamar Institute of Technology. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.

### **COURSE EVALUATION**

#### **Grading Policy and Evaluation**

<b>ASSIGNMENTS</b>	<b>% of total grade</b>
<b>Discussion posts &amp; respond to discussion posts</b>	<b>15%</b>
<b>Assignments</b>	<b>10%</b>
<b>Quiz: open book quizzes and/or video quizzes</b>	<b>15%</b>
<b>Journal Reflection</b>	<b>10%</b>
<b>Project 1</b>	<b>10%</b>
<b>Project 2</b>	<b>10%</b>
<b>Project 3</b>	<b>10%</b>
<b>Project 4</b>	<b>10%</b>
<b>Project 5</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

Instead of taking a final exam, you will complete five projects (presentation) that will be submitted at different times during the semester.

A 90 to 100%

B 80% and less than 90%

C 70% and less than 80%

D 60% and less than 70%

F 0% and less than 60%

### **MAKE-UP WORK**

I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at

<http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### **AI STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.

You are responsible for the content of any work submitted for this course. Use of artificial intelligence (AI) to generate a first draft of text is permitted, but you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

For this online course: In your submissions: Clearly state whether an AI tool was used or not. Name the specific tool (e.g., ChatGPT, Grammarly). Provide specific and relevant examples. Double check your submission to ensure there are no factual errors from AI. Edit and personalize AI suggestions to show student's own thinking.

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://lit.edu/specialpopulations).

### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## ATTENDANCE POLICY

Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

## CLASSROOM ETIQUETTE for attending hybrid face to face sessions:

- > turn off all personal communication devices PRIOR to beginning of class period.
- > remove cell phone and/or musical device ear buds from ears.
- > do not pass notes.
- > do not eat candy and/or gum.
- > clear off tabletop/desk AND be prepared to take notes.
- > courtesy is expected during question-and-answer time.
- > throw trash away before and/or after class – not during class
- > remove sunglasses, hats, and/or caps.
- > be respectful to others – profanity and/or obscene language may be offensive to some people – a difference of opinion is acceptable.
- > disruptive and rude behavior includes (but is not limited to!)
  - going through day planner, purse, and/or backpack/yawning/stretching/tapping w/pen
  - or pencil/crumpling up paper.

## CLASSROOM ETIQUETTE for attending Kaltura Collaboration virtual sessions

- >Log in a few minutes early to test your equipment (camera, microphone, internet connection), and have your course materials ready before class begins. This is important because punctuality and preparedness show professionalism and respect for the instructor and classmates, improving overall class flow.
- >Unless instructed otherwise or you've made arrangements for privacy, turn on your camera during class. It helps build a stronger learning community and allows for better interaction. This is important because visual presence fosters accountability and engagement, and instructors can better gauge student understanding.
- > Keep your microphone muted unless you're speaking. Background noise can disrupt the class for everyone. This is important because muting your microphone minimizes distractions and keeps the focus on whoever is presenting or leading the discussion.
- > Use verbal or chat participation to ask questions, contribute to discussions, or respond to prompts. Passive attendance limits learning. This is important because active learning increases retention and helps instructors adjust pacing or clarify topics in real time.
- > Wear appropriate clothing, use a neutral background (or a professional virtual one), and **avoid multitasking during class**. This is important because maintaining a respectful and distraction-free learning environment supports a professional academic atmosphere.

## Course Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Additionally, students are expected to:

- Log on at least three times a week – on different days in order to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
- Participate in the weekly threaded discussions;
- Cheating will not be tolerated

If you find that you cannot meet the class's minimum discussion requirements, please contact your instructor as soon as possible.

You should expect to spend 8 – 12 hours per work actively engaged within this course.

### Course Requirement—

## EDUCATING YOUNG CHILDREN (CDEC 1311) Fall 2025

**OPTIONAL Textbook:** Beginnings and Beyond: Foundations of Early Childhood Education by Anne Miles Gordon, and Kathryn Williams Brown, 8th edition.

Required Textbook: **Stephens, C., Peterson, G., & Eyrich, S. (2020). Principles and practices of teaching young children. College of the Canyons.**

<https://canyons.commons.libretexts.org/book/socialsci-86379>

A .pdf of this OER text will be available in the CDEC 1311 Blackboard course.

Required Textbook: **Texas Early Learning Council, & Children's Learning Institute, University of Texas Health Science Center at Houston. (n.d.). *Texas infant, toddler, and three-year-old early learning guidelines.***

<https://childrenslearninginstitute.org/wp-content/uploads/2018/06/Texas-Infant-Toddler-and-Three-Year-Old-Early-Learning-Guidelines.pdf>

### week 1

#### Course introduction and policies

#### What is Early Childhood Education? And why is it important?

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)  
Quiz on this week's material  
PRE Course Self-Assessment of current  
knowledge in Educating Young  
Children

## week 2

### **A Look Back – The History of Early Childhood Education**

Students will analyze the historical development of early childhood education and how it has influenced current practices.

-Identify at least three key figures in early childhood education and describe their contributions.

Read Principles and Practices of Teaching Young Children pages 12 to 20

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

## week 3

### **Defining the Young Child**

→**Identify the unique developmental ages and stages of young children and the practices that best meet the developmental needs.**

Read pages 92 to 115 in Principles and Practices of Teaching Young Children

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

## Week 4

### **What Is Development?**

**Student Learning Outcomes: Upon completion of this unit, students will be able to:**

1. Define "development" and "developmental" in their own words.
2. List and describe the four core domains of child development: physical, social, emotional, and cognitive.
3. Provide at least two examples of developmental milestones or behaviors within each of the four domains for a given age range (e.g., infancy, toddlerhood, preschool).



- 4. Explain the interconnectedness of the developmental domains, describing how progress in one domain can influence or be influenced by progress in another.**

Read pages 21 to 73 in the Infant Toddler Early Learning Guidelines (ITELG)

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

#### **WEEK 4 PROJECT DUE**

##### **★ Project 1: All About Me (Due Week 4)**

Create a timeline showing how you grew in all 4 domain areas (physical, emotional, social, thinking). Use words or pictures.

#### **Weeks 5 & 6**

##### **Understanding Theories of Child Development**

**Students will explore major developmental and learning theories that shape the way early childhood professionals understand and support children's growth. They will connect these theories to real-world teaching strategies that support the whole child—physically, cognitively, emotionally, and socially.**

- **Identify key early childhood development and learning theories, both classic and current, including the ideas of Freud, Gesell, Spock, Brazelton, Elkind, Kohn, Siegel, and Perry.**
- **Explain how biology, family life, stress, and culture influence a child's development across different domains.**
- **Describe how children grow and learn in interconnected areas—physical, social, emotional, cognitive, and language—and how one area can affect another.**
- **Apply concepts like scaffolding, secure relationships, and communication strategies to support young children's development in play-based and nurturing environments.**

In your *Principles and Practices of Teaching Young Children* OER book, read page 22 to 46. This is finishing Chapter 1 and reading all of Chapter 2.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

<p><b>Week 6 Project</b></p>	<p>★ <b>Project 2: Meet a Theorist (Due Week 6)</b></p> <p>Make an infographic, poster or a slide presentation (slide presentation has to be 10 slides) about a famous developmental psychologist. Include who they were and their theory about the growth and development of young children. (You can use your optional textbook for information to create your poster or slide presentation.)</p>
<p><b>week 7 &amp; 8</b></p>	<p><b>Curriculum Basics</b></p> <p><b>Examine curriculum concepts related to planning and implementing and evaluating interactions and experiences in early childhood settings.</b></p> <ul style="list-style-type: none"> <li>• <b>Examine curriculum concepts related to planning, implementing, and evaluating interactions and experiences in early childhood settings.</b></li> <li>• <b>Identify major components to early childhood curriculum including play based learning, behavioral considerations, and various types of curriculum models.</b></li> </ul> <p>Read Chapter 6 <i>Principles and Practices of Teaching Young Children</i></p> <p>Discussion post(s)</p> <p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal(s)</p> <p>Quiz on this week's material</p>
<p><b>week 9 &amp; 10</b></p>	<p><b>Creating an Effective Learning Environment</b></p> <ul style="list-style-type: none"> <li>• <b>Understand various program types, delivery systems, quality standards, licensing and regulation structures in early childhood settings.</b></li> <li>• <b>Define and describe the difference between physical, social, and temporal environments of an early learning program.</b></li> <li>• <b>Describe why a well-designed physical, social, and temporal environment benefits young children.</b></li> </ul> <p>Read Chapter 7 <i>Principles and Practices in Teaching Young Children</i></p> <p>Discussion post(s)</p> <p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal(s)</p> <p>Quiz on this week's material</p>
<p><b>Week 11</b></p>	<p><b>Observation, Documentation and Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Develop observational skills that will form the foundation of working effectively with young children.</b></li> </ul> <p>Read Chapter 4, <i>Principles and Practices of Teaching Young Children</i></p> <p>Discussion post(s)</p>

	<p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal(s)</p> <p>Quiz on this week's material</p> <p>★ <b>Project 3: Build a Dream Classroom (Due Week 11)</b></p> <p>Draw or design a classroom for 4-year-olds. Label areas for reading, play, art, and quiet time. Explain how each space helps kids.</p>
<b>Project 3 due week 11</b>	
<b>week 12</b>	<p><b>Partnering with Family</b></p> <ul style="list-style-type: none"> <li>• <b>Examine effective relationships and interactions between early childhood professionals, children, families, and colleagues, including the importance of collaboration.</b></li> </ul> <p>Read Chapter 8 <i>Principles and Practices of Teaching Young Children</i></p> <p>Discussion post(s)</p> <p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal(s)</p> <p>Quiz on this week's material</p> <p>★ <b>Project 4: Behavior Toolbox-Guiding Young Children (due week 12)</b></p> <p>Show how you would guide behavior in a positive way.</p> <p>Make a "Behavior Toolbox" using a slide presentation, drawing, infographic, or a poster. Include at least 5 positive guidance strategies (like calm talking, redirection, or giving choices). Describe a short example of how you would use each one in a real classroom. Include a minimum of 5 'tools'.</p> <p>(You can use your optional textbook for information to create your poster or slide presentation.)</p>
<b>Project 4: (due week 12)</b>	
<b>Week 13</b>	<p><b>Ethic and Professionalism</b></p> <ul style="list-style-type: none"> <li>• <b>Examine effective relationships and interactions between early childhood professionals, children, families, and colleagues, including the importance of collaboration.</b></li> <li>• <b>Identify professional pathways in early childhood education, including career options and professional preparation</b></li> </ul> <p>Read Chapter 3 <i>Principles and Practices of Teaching Young Children</i></p> <p>Discussion post(s)</p> <p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal(s)</p> <p>Quiz on this week's material</p>
<b>Week 14</b>	<p><b>Current Trends and issues in Early Childhood Education</b></p> <ul style="list-style-type: none"> <li>• <b>Describe the top five early childhood education policy trends of 2025, including universal pre-K, teacher development, SEL, technology</b></li> </ul>

- integration, and giving everyone the chance to succeed initiatives.
- Explain how these policies impact access, quality, and outcomes in early learning programs.
  - Analyze current data and real-world examples to identify challenges facing the ECE field, such as workforce shortages, affordability, and limited public funding.

The required readings are embedded in this week's learning module class.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

## Week 15

### Review of CDEC 1311 material

Complete POST-Course Self-Assessment of current knowledge in Education Young Children

### ★ Project 5: Future of Teaching – Message to Myself (Due Week 15)

Write or record a message to your future self about what you learned and what kind of teacher you want to be.

## Project 5: (due week 15)