

CDEC 1354

Child Growth and Development

online

Fall 2024



**LAMAR INSTITUTE
OF TECHNOLOGY**

INSTRUCTOR CONTACT INFORMATION

Instructor: **Sharon Kruger, M.Ed.**

LIT Email: skruger@lit.edu

Office Phone: **409-247-5290**

Office Location: MC 231

Office Hours: See Starfish for Available Office Hours

CREDIT

3 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

none

COURSE DESCRIPTION

This ONLINE course will provide study of the principles of growth and development from conception through three years of age. Physical, intellectual and social/emotional development.

COURSE OBJECTIVES

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

1. Summarize principles of growth and development
2. identify typical stages of cognitive, social, physical, language, and emotional development
3. compare, contrast, and apply theories of development in practice
4. discuss the impact of developmental processes on educational practices
5. identify the stages of play development (from solitary to cooperative) and describe the important role of play in young children's learning and development
6. demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns

SCANS Skills and Competencies

Beginning in the late 1980s, the US Department of Labor Secretary's Commission on **Achieving Necessary Skills (SCANS)** conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires*

in Schools. In its research, the commission determined that “workplace know how” consists of two elements: foundation skills and workplace competencies.

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CORE OBJECTIVES

Refer to Course Objectives

REQUIRED TEXTBOOK AND MATERIALS

Required Text: Student Teaching by J. Machado, 7th edition. Cengage Publishers.

ISBN number is 978-0495- 81322-4.

Required Electronic Course Materials: none.

Recommended: none

Optional Material: provided on Bb

ATTENDANCE POLICY

1. You must log into Blackboard and access this course a minimum of 3 times per week.
2. Cheating of any type will not be tolerated.
3. Late assignments will be accepted with a deduction as a late penalty. Students will receive a zero for assignments not completed.
4. If you wish to drop this course, you must drop it administratively. If you do not drop, you will receive an F for the course.
5. Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

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

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students

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

COURSE EVALUATION

Grading Policy and Evaluation

GRADING OF ASSIGNMENTS AND ASSESSMENTS

Child Growth and Development (CDEC 1354) online			
ASSIGNMENTS	#	each	points
discussion posts (complete on topic or incomplete)	12	5 pts ea	60
respond to discussion posts (complete on topic or incomplete)	12	5 pts ea	60
written answers to questions about the reading (5-point rubric for assignment)	11	5 pts ea	55
open book quiz (10-point multiple choice)	11	5 pts ea	55
video quizzes (pass or fail)	11	10 pts ea	110
TBD Group assignment 1	1	50 pts	50
TBD Group assignment 2	1	50 pts	50
TBD FINAL assignment	1	55 pts	55
TOTAL			500

**Grade: A=500 to 450 B=449 to 400 C=399 to 350
D=349 to 300 F=299 &below**

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.

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 Wi-Fi 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. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](http://Special Populations - Lamar Institute of Technology (lit.edu)).

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. 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.

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 two times a week – on different days in order to completely 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.

If you find that you cannot meet the class' 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

Child Growth and Development (CDEC 1354)

Required Text: Student Teaching: Early Childhood Practicum Guide

by J. Machado, 7th edition. Cengage Publishers. ISBN number is 978-0495- 81322-4.

Required Electronic Course Materials: none

Recommended: none

Optional Material: provided on Bb

FALL 2024 ONLINE

week 1

8/26/24 to 8/30/24

Chapter 1 Introduction to Student Teaching Practicum
pgs. 2 to 31

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

Background Check Completed

TB Skin Test -- if required by Health Department

First day classes August 26
Late registration ends August 30
Labor Day Sept 2

week 2
9/3/24 to 9/6/24

Chapter 2: A Student Teacher's Values and Developing Teaching Style
pgs. 31 to 51
discussion posts (complete on topic or incomplete)
respond to discussion posts (complete on topic or incomplete)
written answers to questions about the reading
(5-point rubric for assignment)
open book quiz (5 point multiple choice)
video quizzes (pass or fail)

week 3
9/9/24 to 9/13/24

Chapter 3: Being Observed: Discovering Your Competencies
pgs. 51 to 78
discussion posts (complete on topic or incomplete)
respond to discussion posts (complete on topic or incomplete)
written answers to questions about the reading
(5-point rubric for assignment)
open book quiz (5 point multiple choice)
video quizzes (pass or fail)

Last day to drop with refund Sept 11

week 4
9/16/24 to 9/20/24

Chapter 4: Instructional Planning
pgs. 78 to 114
discussion posts (complete on topic or incomplete)
respond to discussion posts (complete on topic or incomplete)
written answers to questions about the reading (5-point rubric for assignment)
open book quiz (5 point multiple choice)
video quizzes (pass or fail)

week 5
9/23/24 to 9/27/24

Chapter 5: Classroom Management: Beyond Discipline
pgs. 114 to 146
discussion posts (complete on topic or incomplete)
respond to discussion posts (complete on topic or incomplete)
written answers to questions about the reading (5-point rubric for assignment)
open book quiz (5 point multiple choice)
video quizzes (pass or fail)

Last day to pay tuition to avoid drop for non-payment Sept 23
Last day to drop WITHOUT academic penalty Sept. 27

week 6

Chapter 6: Understanding Behavior

pgs. 146 to 175

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 7

10/14/24 to 10/18/24

Chapter 7: Working with Children with Special Needs

pgs. 175 to 198

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 8

10/21/24 TO 10/25/24

Chapter 8: Common Problems of Student Teachers

pgs. 198 to 224

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 9

10/28/24 to 11/1/24

Chapter 9: Student Teachers and Families

pgs. 224 to 246

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

Last day to drop WITH academic penalty Nov. 1

week 10

11/4/24 to 11/8/24

Chapter 10: Quality Programs in Early Childhood Settings

pgs. 246 to 270

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)
video quizzes (pass or fail)

week 11
11/11/24 to 11/15/24

Chapter 11: Professional Commitment and Employment
pgs. 270 to 302
discussion posts (complete on topic or incomplete)
respond to discussion posts (complete on topic or incomplete)
written answers to questions about the reading (5-point rubric for assignment)
open book quiz (5 point multiple choice)
video quizzes (pass or fail)

week 12
11/18/24 to 11/22/24

Chapter 12: Student Teaching with Infants and Toddlers
pgs. 302 to 333
discussion posts (complete on topic or incomplete)
respond to discussion posts (complete on topic or incomplete)
written answers to questions about the reading (5-point rubric for assignment)
open book quiz (5 point multiple choice)
video quizzes (pass or fail)

week 13
11/25/24 to 11/29/24
Thanksgiving Day 11/28/24
Thanksgiving break Nov. 28 and 29

TBD Group Assignment 1:
(50- point rubric)
TBD Group Assignment 2:
(50-point rubric)

week 14
12/2/24 to 12/6/24

Characteristics of Effective Teaching! Lecture
Importance of childcare centers room setup Lecture
Review for Final
Assignment

last class day Dec. 6
Final Exams /Assignment
12/7/24 to 12/11/24

TBD Final Assignment
(60-point rubric)

Winter Break (December 23 - January 3)

