

CDEC 1339
Early Childhood Development 0 – 3 years

Fall 2026

CREDIT

3 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

none

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

Summarize principles of growth and development, in the physical, cognitive, emotional and social domains from conception through age three.

Discuss the impact of developmental processes.

Discriminate types and techniques of observation.

Apply developmental principles using observation techniques.

INSTRUCTOR CONTACT INFORMATION

Instructor: Sharon Kruger, M.Ed.

Email: skruger@lit.edu

Office Phone: 409-241-3163

Office Location: Technical Center (TC) Room 220

Office Hours: Refer to Starfish

REQUIRED TEXTBOOK AND MATERIALS

This course will be using the **Virtual Lab Schol (VLS)** online courses on Infant-Toddler Growth and Development. VLS is a website developed by the Ohio State University early childhood experts to support the needs of the military-affiliated childcare programs and private Early Childhood Development Centers/preschool programs..

Required: a laptop or device to allow you to access required material on LIT Blackboard and to access the Virtual Lab School online course material.

This **required** textbooks is a very large documents. Therefore, ***please do not print it.***



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>

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. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

This course adheres to the add/drop standards for each term as stated by Lamar Institute of Technology. For more details, refer to the <https://www.lit.edu/Student-Success/2026-2027-College-Calendar>

Course Calendar

All coursework is due on the due date of that module/week.

Week 1	Course introduction and policies Head Start- Building Baby's Brain Conception to birth You will learn how the brain grows from birth to age 5, how children's differences and their families, programs, and cultures shape their development, and how humans grow from conception to birth. You will also understand the major physical and developmental changes that happen during pregnancy.	Readings are embedded in the module Discussion(s) Assignment(s) Journal(s) Quiz
Week 2	Cognitive Development: An Introduction You will learn what cognitive development means, what it looks like for infants and toddlers, and how you can support it. This includes understanding how young children think, explore, and solve problems as they grow. Cognitive Development: Infant Toddler	Reading 1: https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-1 Reading 2 https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-2

	You will learn the common cognitive milestones children reach from birth to age three, how to set expectations that match their development, and what steps to take if you are worried about an infant's or toddler's growth.	Discussion(s) Assignment(s) Journal(s) Quiz
Week 3	Supporting Cognitive Development: Interactions Supporting Cognitive Development: Environments and Materials You will learn why relationships are important for children's thinking and learning. You will see how your interactions support play, exploration, and learning in the classroom. You will also learn how the cultures and traditions of children, families, and staff help create a strong sense of belonging and community.	Reading 1: https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-3 Reading 2: https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-4 Discussion(s) Assignment(s) Journal(s) Quiz
Week 4	Supporting Cognitive Development: Experiences and Activities You will learn what developmentally appropriate practice looks like for infants and toddlers. You will also learn how to adjust the curriculum, environment, and activities so all children can take part. When planning learning experiences, you will use what you know about each child's culture, temperament, and learning style. Creativity: An Introduction You will learn what creativity is, why it matters in your own life, and how creativity helps infants and toddlers grow and learn.	Reading 1 https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-5 Reading 2 https://www.virtuallabschool.org/infant-toddler/creative-expression/lesson-1 Discussion(s) Assignment(s) Journal(s) Quiz
Due week 4 Project 1	Due week 4 ★ Project 1 "Smart Scrolls" — Social Media Recommendations for New Parents	
Week 5	Cultivating Creativity and Innovation: Experiences and Activities You will learn how different experiences help infants and toddlers be creative, how to	Reading 1 https://www.virtuallabschool.org/infant-toddler/creative-expression/lesson-2

	support creativity in daily routines, and how to tell the difference between process-focused and product-focused activities. Cultivating Creativity and Innovation: Environments and Materials You will learn what a supportive environment looks like for infants and toddlers, what materials help them be creative, and what culturally responsive creative materials mean.	Reading 2 https://www.virtuallabschool.org/infant-toddler/creative-expression/lesson-3 Discussion(s) Assignment(s) Journal(s) Quiz
Week 6	Communication: An Introduction You will learn what communication is, why it matters, think about your own experiences with it, and understand how relationships help infants and toddlers grow and learn to communicate. Communication: Infants and Toddlers You will learn the typical language and communication milestones for infants and toddlers, how adults can support their skills, and what to do if you are worried about a child's development.	Reading 1 https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-1 Reading 2 https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-2 Discussion(s) Assignment(s) Journal(s) Quiz
Week 7	Communication: Families You will learn why communication with families matters, think about your own experiences with it, and plan activities that help all families stay connected with your program. Communication and Language Development You will learn ways to support infants' and toddlers' language and communication, explore helpful resources, and understand how to meet the needs of children with special learning needs.	Reading 1 https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-3 Reading 2 https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-4

		Discussion(s) Assignment(s) Journal(s) Quiz
Due Week 7 ★ Project 2	Due Week 7 ★ Project 2 “Read to Me” — How to Read to an Infant	
Week 8	Guidance: An Introduction You will learn what guidance means, why it matters for infants and toddlers, think about your own experiences with it, and understand how behavior and strong relationships work together to support children. Guidance: Infants and Toddlers You will learn what behaviors are typical for infants and toddlers, understand their developmental and emotional needs—including temperament—and see how adults can guide and support them as they grow.	Reading 1: https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-1 Reading 2 https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-2 Discussion(s) Assignment(s) Journal(s) Quiz
Week 9	Promoting Guidance: The Environment You will learn how the environment supports self-regulation, helps prevent challenging behaviors, and how consistent, responsive routines and transitions support infants, toddlers, and their families. Guidance: Experience and Activities You will learn ways to guide infants’ and toddlers’ behavior, understand why family approaches to guidance matter, and recognize your role in supporting children through strong, caring relationships.	Reading 1 https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-3 Reading 2 https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-4 Discussion(s) Assignment(s) Journal(s) Quiz
Week 10	Physical Development: An Introduction You will learn ideas for guiding infant and toddler behavior, understand why family approaches matter, and recognize your role in building strong, supportive relationships.	Reading 1 https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-1

	Physical Developmental Milestones You will learn the physical and motor milestones for infants and toddlers, how the brain supports their growth, and what influences their development.	Reading 2 https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-2 Discussion(s) Assignment(s) Journal(s) Quiz
Week 11	Supporting Physical Development: Environments and Experiences You will learn how the environment supports physical development, what experiences and materials infants and toddlers need at different stages, and how to make sure every child can grow and move in healthy ways. Supporting Physical Development: Routines You will learn how responsive routines support physical development, how to build physical skills during daily activities, and how to adjust routines so every infant and toddler can grow and move with confidence.	Reading 1 https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-3 Reading 2 https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-4 Discussion(s) Assignment(s) Journal(s) Quiz
Due week 11 Project 3	Due Week 11 ★ Project 3 “A day in the life” Routine Plan	
Week 12	Staying Healthy: Diapering and Toileting You will learn how to keep restrooms and changing areas clean, follow safe diapering and toileting steps, teach toddlers self-care skills, and use good hygiene to stop the spread of germs. Staying Healthy: Nutrition, Feeding, and Physical Activity You will learn the benefits of family-style dining, how to use healthy portion sizes, how to bottle-feed infants safely, and how to support active play for young children.	Reading 1 https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-3 Reading 2 https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-5 Discussion(s) Assignment(s) Journal(s) Quiz

Due Week 12 Project 4	Due Week 12 ★ Project 4 “More Than a Diaper Change” — Teaching Moments in Care Routines	
Week 13	Staying Healthy: Special Health Needs You will learn how to plan for children with special health needs, understand your program’s rules for medication and care plans, and follow steps that keep every child safe and healthy. Social-Emotional Development: An Introduction You will learn what social-emotional development is, why it matters, think about your own experiences, and understand how adult well-being helps support infants’ and toddlers’ social-emotional growth.	Reading 1 https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-7 Reading 2 https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development/lesson-1 Discussion(s) Assignment(s) Journal(s) Quiz
Week 14	Social-Emotional Development: Infants and Toddlers You will learn the social-emotional milestones for infants and toddlers, how adults can support their skills, and what to do if you are worried about a child’s social-emotional development. Promoting Social-Emotional Development: High Quality Environments You will learn how the environment, routines, and individualized care support social-emotional growth and help families use their home space to encourage their infants’ and toddlers’ development.	Reading 1 https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development/lesson-2 Reading 2 https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development/lesson-3 Discussion(s) Assignment(s) Journal(s) Quiz
Week 15	Review of Course Material	
Week 15 Project 5	Due Week 15 ★ Project 5 Infant/Toddler Educator’s Self-Care and Wellness plan	

COURSE EVALUATION

Grading Policy and Evaluation

ASSIGNMENTS	% of total grade
Discussion posts	15%
Assignments	10%
Quiz: open book quizzes and/or video quizzes	15%
Journal Reflection	10%
Project 1	10%
Project 2	10%
Project 3	10%
Project 4	10%
Project 5	10%
TOTAL	100%

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

Late Submission Policy ---

Assignments submitted more than 4 days after the due date will receive a deduction of up to 10%. Please check the grading rubric for the exact amount. If no rubric is provided, a flat 10% deduction will be applied. If you need to request an exception to this policy, please send me a message. Review the grading rubric prior to each submission.

TECHNICAL REQUIREMENTS

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

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.

ARTIFICIAL INTELLIGENCE 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 assignments 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 the acceptable use of AI/ChatGPT in their courses.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your 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.

In your submissions:

- Make sure you provide personal specific and relevant information while writing your submissions.
- NO factual errors from AI or that will result in a zero on the assignment

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.

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>.

Remember this: Netiquette (Online Etiquette) Statement

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectfully.

Use appropriate grammar and structure. Spell-check your postings.

Use short paragraphs focused on one idea.

Response Times

During the workweek, I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly. All discussion posts/responses, journals, quizzes, and assignments are usually graded by Thursday morning of the next Module/Week.

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

Additionally, students are expected to:

- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module/Weekly deliverables as directed by the instructor and outlined in the syllabus.
- 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.
- Spend 8 – 12 hours per work actively engaged within this course.
- Cheating will not be tolerated.

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

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 \(lit.edu\)](#).

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.

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.