



INSTRUCTIONAL PACKAGE

ECD 102

Growth and Development I

201910

FALL 2019

# INSTRUCTIONAL PACKAGE

## PART I: COURSE INFORMATION

Effective Term: Fall 2019

COURSE PREFIX: ECD 102

COURSE TITLE: Growth & Development I

CONTACT HOURS: 45

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

In this course, we focus on providing a basic knowledge of child development, which will contribute to your understanding of children and your ability to support their growth and learning. You will learn about basic characteristics and developmental tasks of each stage of development from birth to age three in order to properly care for and teach the child.

### **COURSE DESCRIPTION:**

This course is an extensive study of philosophies and theories of growth and development of infants/toddlers. Focus is on "total" development of the child, with emphasis on physical, social, emotional, cognitive, and nutritional areas. Developmental tasks and appropriate activities are explored in the course.

### **PREREQUISITES/CO-REQUISITES:**

SAT Critical Reading 380 or (ACCUPLACER Reading Comp 056 and ACCUPLACER Sentence Skills 058) or ( New ACCUPLACER Reading Comp 235 and New ACCUPLACER Sentence Skills 235) or ( COMPANION Reading 056 and COMPANION Sentence Skills 058) or ( Multiple Measures English 1) or ( COMPASS Reading 65 and COMPASS Writing 31) or ( ACT English 12 and ACT Reading 14) or (Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 100](#) Minimum Grade of C\* or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC) and (Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC)

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Text: *Understanding Child Development. Rosalind Charlesworth 10<sup>th</sup> edition*

Text: *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky,*\_Carol Garhart

Mooney

### **ADDITIONAL REQUIREMENTS:**

- Three ring binder (1 ½-2"), set of 8 dividers labeled: course assignments, notes, handouts, theorists, 0-12 months, 12-24 months, 24-36 months, other
- Portable storage device
- Microsoft Office – Word
- Printer or access to printer/ink
- Calendar or planner

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access. Ability to download files and templates from course page on D2L; ability to use Microsoft Word; ability to download files and pictures from the Internet.

The majority of course requirements including submitting assignments, receiving notifications and feedback will occur through the course in D2L. The student will be required to access, download, and/or print material from "My Courses" through his(her) WaveNet account.

Please be advised that technology issues or problems are ***not*** an acceptable excuse for ***not*** participating as ***required*** for attendance or failing to submit an assignment on the due date.

When having technology problems find another computer to complete the required work. Computers are open to students at numerous locations on all three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact student online support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Although, technology issues or problems are ***not*** an acceptable excuse for ***not*** participating as required, it is a good idea to notify your professor about the problem or difficulty.

### **Student Responsibility and Course Academic Misconduct**

Students must complete their own work whether online or in a traditional classroom. Under Section III - Proscribed Conduct - of the Student Code for the South Carolina Technical College System (3-2-106.1) as published in the Horry-Georgetown Technical College (HGTC) Catalog and Student Handbook (2010-2011), "Academic Misconduct [*is*] all forms of academic misconduct including, but not limited to, cheating on tests, plagiarism, collusion and falsification of information [*and*] will call for discipline. Alleged violations will be handled according to the procedures presented in Section IV" of the catalog (pp. 47-49). The disciplinary procedures and possible consequences for an act of academic misconduct are detailed under Sections IV and V of the HGTC Catalog and Student Handbook.

Therefore, students ***must*** complete their ***own*** work whether online or in a traditional classroom. Any student who does ***not*** complete his(her) own work, completes his(her) work through significant assistance of another person(s) or completes work for another student, whether for compensation or not, has violated the Student Code (HGTC Catalog & Student Handbook, 2010-2011, p. 47-54) and

has committed academic misconduct. The act of misconduct includes plagiarism, or the act of using or presenting another person's work as your own.

***To avoid the question of plagiarism, all information and material used as reference for any paper or project must have a parenthetical citation in the text identify the source of that knowledge and also listed on the reference page as required by the Publication Manual of the American Psychological Association (2010).***

Any incident of suspected academic misconduct will be investigated, and should the evidence find that student is in violation of the student code, the incident will be formally reported to the Chief Instructional Officer or her designate.

The possible disciplinary actions, which a professor may take for a substantiated incident of misconduct, are set forth in the Horry-Georgetown Technical College Catalog and Student Handbook (2010-2011) on page 52. The student with questions and/or concerns should consult the Student Code for the South Carolina Technical College System (3-2-106.1) published in the HGTC College Catalog and Student Handbook (2010-2011) and/or course professor of record.

#### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

#### **Module 1: Early Childhood Theory**

**Material covered:** theories of development

**Assessment:** notes, resources, theorist project, journal entries

#### **Learning outcomes:**

- Demonstrate knowledge and understanding of young children's characteristics and needs based on early childhood development theory and research for age birth to three. (NAEYC Standard 1: Promoting Child Development and Learning, Key Element A, Supportive Skills 3 and 5)
- Demonstrate knowledge and understanding of the multiple influences on development and learning (NAEYC Standard 1: Promoting Child Development and Learning, Key Element B; Supportive Skills 3 and 5)
- Use knowledge of child development to create appropriate learning experiences and environments for children age birth to three. (NAEYC Standard 1: Promoting Child Development and Learning, Key Element ; Supportive Skill 4)
- Observe and record information in specified areas of development. (NAEYC Standard 1: Promoting Child Development and Learning, Key Elements A and B, Standard 3: Observing,

*Documenting, and Assessing to Support Young Children and Families, Key Elements A and B, C; Supportive Skill 4)*

- Demonstrate an ability to reflect on your experiences and learning, self evaluate, and set goals. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element B,;, Supportive Skill 1)*

## **Module 2: Ages and Stages of Development Birth to Three**

### **Material covered:**

**Assessment:** Developmental domains ages and stages, notes, resources, journal entries

### **Learning outcomes:**

- Demonstrate knowledge and understanding of young children's characteristics and needs based on early childhood development theory and research for age birth to three. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element A, Supportive Skills 3 and 5)*
- Demonstrate knowledge and understanding of the multiple influences on development and learning *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element B; Supportive Skills 3 and 5)*
- Use knowledge of child development to create appropriate learning experiences and environments for children age birth to three. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element ; Supportive Skill 4)*
- Demonstrate an ability to reflect on your experiences and learning, self evaluate, and set goals. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element B,;, Supportive Skill 1)*

## **Module 3: Observation**

**Material covered:** observation techniques and tools

**Assessment:** observation notes, analyses, reflections

### **Learning outcomes:**

- Observe and record information in specified areas of development. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Elements A and B, Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families, Key Elements A and B, C; Supportive Skill 4)*
- Demonstrate an ability to reflect on your experiences and learning, self evaluate, and set goals. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element B,;, Supportive Skill 1)*

**\*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.**

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\***

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS**

Developmental Domains Ages and Stages	300 points	30%
Theorist Project	300 points	30%
Professionalism	100 points	10%
Final Exam	<u>300 points</u>	<u>30%</u>
<b>Possible Points</b>	<b>1000 points</b>	<b>100%</b>

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

### **GRADING SYSTEM:**

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 500-599

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its

services.

## Part V: Student Resources



### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

**Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **Disability Services**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, ext. 5209, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.



**Dr. Melissa Batten, AVP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Jacquelyne Snyder, AVP Human Resources**

*Section 504, Title II, and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)