

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b>Child Development</b>								
<b>COURSE RUBRIC AND NUMBER</b>	<b>CDEC 1339</b>								
<b>COURSE TITLE</b>	<b>Early Childhood Development: 0-3 Years</b>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>:</b></td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td style="text-align: center;"><b>Credits</b></td> <td style="text-align: center;"><b>Lec</b></td> <td></td> <td style="text-align: center;"><b>Lab</b></td> </tr> </table>	<b>3</b>	<b>3</b>	<b>:</b>	<b>0</b>	<b>Credits</b>	<b>Lec</b>		<b>Lab</b>
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<b>Credits</b>	<b>Lec</b>		<b>Lab</b>						

**I. Catalog Description**

Covers the principles of typical growth and development from conception through three years of age. Emphasizes physical, cognitive, and social and emotional development. **(3:0)**.

**II. Course Objectives**

A. Unit I. Prenatal Development

1. Outline stages and major milestones of prenatal development.
2. Identify and describe possible environment factors (teratogens) and their effects on the developing embryo or fetus.
3. Describe components of good prenatal care.

B. Unit II. The Birth Process

1. Describe the stages of labor.
2. Compare methods of delivery.
3. Describe possible complications of delivery.
4. Discuss effects of medication during the birth process.

C. Unit III. Theories of Development as They Apply to Infants and Toddlers

1. Compare the impact of nature versus nurture on the developing child.
2. Practice naturalistic observation of infants and toddlers in relation to developmental milestones.

D. Unit IV. Outline Growth and Development of Children from Birth to 3 years

1. Describe principles of development.
2. Describe physical, fine and gross motor, and perceptual development from birth through age 3.
3. Describe cognitive development from birth through age 3.
4. Describe social development from birth through age 3.
5. Describe emotional development, including self-concept and self-esteem from birth through age 3.
6. Describe receptive and expressive language development from birth through age 3.
7. Describe literacy development from birth through age 3.
8. Define “at-risk” as it applies to infants and toddlers.
9. Identify community resources available for early intervention.

### **III. THECB Learning Outcomes (WECM)**

1. Describe the typical stages of physical, cognitive, emotional, and social development from conception through age three.
2. Identify the factors that affect typical growth and development.
3. Develop a list of activities and/or materials that encourage physical, cognitive, emotional, and social development in children three years of age and younger.
4. Analyze a given child's development based upon typical stages of growth and development.

### **IV. Evaluation**

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
3. The course projects will be devised at the instructor's discretion.

#### Grading Scale

A = 90 - 100

B = 80 - 89

C = 70 - 79\*

D = 60 - 69\*

F = below 60\*

#### \* Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

### **V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.