

**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 1321</b>								
<b>COURSE TITLE</b>	<b>The Infant and Toddler</b>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>:</b></td> <td style="text-align: center;"><b>2</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>2</b>	<b>:</b>	<b>2</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**

Studies appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques. **(2:2)**.

**II. Course Objectives**

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

- A. Describe the basic principles of communication and respectful interaction between infants and toddlers and their caregivers.
- B. Describe the stages of physical and intellectual growth of children three months through thirty-six months of age.
- C. Define the development of language skills in infants and toddlers.
- D. List the most common ways in which caregivers assist in the social and emotional growth and adjustment of infants and toddlers.
- E. Define the safety precautions as well as the health precautions which must be observed when caring for young children.
- F. Describe the necessary steps for operating an infant toddler program.
- G. Design a developmentally appropriate learning environment for infants and toddlers, both indoors and outdoors.
- H. Plan a developmentally appropriate curriculum for infants & toddlers that addresses their cognitive, physical, social, linguistic and emotional development; include appropriate materials and equipment necessary for an adequate curriculum program.
- I. List the common ways that caregivers collaborate with infant/toddler families and the broader community.

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

- 1. Summarize prenatal development and the birth process.
- 2. Discuss theories of development as they apply to infants and toddlers.
- 3. Outline growth and development of children from birth to age 3.
- 4. Analyze components of teacher/child interactions and positive guidance techniques.
- 5. Design learning environments.
- 6. Select materials and activities for infants and toddlers.

#### **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.

#### **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.