

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Child Development</u>
COURSE RUBRIC AND NUMBER	<u>CDEC 1339</u>
COURSE TITLE	<u>Early Childhood Development: 0-3 Years</u>
COURSE CREDIT HOURS	<u>3 3 : 0</u>
	Credits Lec Lab

I. Catalog Description

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. Summarize principles of growth and development in the physical, cognitive, emotional, and social domains from conception through age three.
2. Compare and contrast theories of development.
3. Discuss the impact of developmental processes.
4. Discriminate types and techniques of observation.
5. Apply developmental principles and theories using observation techniques.

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.