Early Childhood Development 0-3 Years (CDEC 1339)

Credit: 3 semester credit hours

Prerequisite/Co-requisite: N/A

Course Description:

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

Required Textbook and Materials:

1. *See How They Grow: Infants and Toddlers* by S. Martin. 2007. Cengage Publishers.

    a. ISBN number is 978-1418-01922-8

2. A package of #882 Scantrons and #2 pencils.

Course Objectives:

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

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.

Course Outline:

A. Caregiving & Education
   1. Genesis of a Philosophy
   2. Translating Values Into Practice
   3. Why Do We Need a Philosophy?
   4. Best Practices/Other Factors
B. Getting in Focus
   1. Why Observe?
   2. What & When to Observe
   3. Getting Started
   4. Selecting Observation Methods
   5. Assessment
   6. Developmental Screening & Assessment

C. Explaining Behavior
   1. Growth & Development
   2. Infant & Toddler Development
   3. Theories & Principles of Development
   4. Research & Initiatives Focusing on Young Children
D. New Beginnings
   1. Why Do We Need To Learn About Newborns?
   2. What to Look For
   3. Born Into a Family
   4. Particular Needs
   5. Health Concerns
   6. Signs of Potential Neglect or Abuse

7. Everyday Safety Issues
E. Taking Notice: Infants 6 Weeks to 3 Months
   1. Initial Signs of Development & Growth
   2. Developmental Domains
   3. Particular Needs
   4. Developmental Variations & Alerts
   5. Everyday Safety Issues
F. Grasping the World: Infants at 3-6 Months
   1. Developmental Domains
   2. Particular Needs
   3. Developmental Variations & Alerts
   4. Everyday Safety Issues
G. Me and You: Infants at 6-9 Months
   1. Developmental Domains
   2. Particular Needs
   3. Developmental Variations & Alerts
   4. Everyday Safety Issues
   5. Signs of Potential Neglect or Abuse
   6. Health Concerns
H. Raring to Go: Infants 9 – 12 Months
   1. Developmental Domains
   2. Attachment
   3. Play
   4. Particular Needs
   5. Developmental Alerts
   6. Health Concerns
   7. Everyday Safety Issues
   8. Signs of Potential Neglect or Abuse

I. Becoming Toddlers: 12 – 18 Months
   1. Developmental Domains
   2. Attachment
   3. Play
   4. Particular Needs
   5. Developmental Alerts
   6. Health Concerns
   7. Families as Partners in Care
   8. Signs of Potential Neglect or Abuse
   9. Everyday Safety Issues
J. Feeling Around: Toddlers at 18 -24 Months
   1. Developmental Domains
   2. Play
   3. Toddler Consciousness & the Toddler Brain
   4. Particular Needs
   5. Developmental Variations & Alerts
   6. Families in Partners in Care
   7. Health Concerns
   8. Everyday Safety Issues
K. Here and Now: Toddlers 2 – 3 Years Old
   1. Developmental Domains
   2. Emotional Intelligence
   3. Play
   4. Particular Needs
   5. Developmental Alerts
   6. Health Concerns
   7. Signs of Potential Neglect or Abuse
   8. Everyday Safety Issues

Grade Scale:

900 –1000 points   A
899 –800 points   B
799 –700 points   C
699 –600 points   D
599 –0 points   F

Course Evaluation:

Final grades will be calculated according to the following criteria:

1. 3 Tests	30%
2. Introductory Paper	10%
3. Course Assignments	40%
4. Self- Assessment	10%
5. Attendance & Participation	10%

Course Policies:
1. No food, drinks, or use of tobacco products in class.

2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.

3. Do not bring children to class.

4. If you wish to drop a course, the student is 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.

5. Additional class policies as defined by the individual course instructor.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at http://www.lit.edu/depts/stuserv/special/defaults.aspx

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 or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.
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