

CDEC 1311
Educating Young Children

Western Texas College

- I. Basic Course Information
 - A. Course Description: An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings with varied and diverse population.
 - B. Required Prerequisite: None
- II. Student Learning Outcomes
 - A. Discuss the contributions of key historical and contemporary theorists to the field of early care and education
 - B. Explain the features of a developmentally appropriate program for young children
 - C. Define each of the four basic developmental domains (physical, cognitive, emotional, and social)
 - D. Examine the types of early childhood programs
 - E. Analyze trends and issues of early care and education
 - F. Identify the characteristics and developmental stages of a professional in early care and education
- III. Testing Requirements
 - A. The final exam must be proctored. (ask your instructor for more details)
 - B. Students will NOT be allowed to use their book and notes for the final exam
- IV. Major Course Requirements
 1. Assignments 50%
 2. Attendance 20%
 3. Field Experience 20%
 4. Final 10%
- V. Information on Books
 - . Required Book: Early Childhood Education, Birth-8, 4th Edition Pearson
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
 - . Campus Calendar
 - A. Final Exam Schedule
 - B. How to drop a class
 - C. Withdrawal Information
 - D. Student Conduct/Academic Integrity
 - E. Class Attendance
 - F. Student with disabilities

VII. Course Content

Chapter 1	What is Early Childhood Education?	Building a Community of Early Childhood Professionals Exploring Options in Early Childhood Education What do Early Childhood Educators Need to Know and be Able to do? History of Early Childhood Education and the Professional
Chapter 2	The Wonder of Children: Development and Dispositions	Development and Dispositions Studying Infants Studying Toddlers Studying Preschool-Aged Children Studying Children in Kindergarten and Primary Grades
Chapter 3	Theories of Development: Foundations for Practice	Cognitive and Language Development Social and Emotional Development Multiple Intelligences Theory
Chapter 4	Children's Play: A Source of Development and Learning	Definitions and Thinking about Play Play and Development Social Development and Play Current Topics and Issues Related to Play Adult Roles in Children's Play
Chapter 5	Early Childhood Curriculum: Thinking and Practices	Ideas about Curriculum Early Childhood Education Programs Current Curriculum: Guidelines and Approaches
Chapter 6	Families and Communities: Context for Understanding Children	Families Today Families and Communities: Significant Understandings Contemporary Challenges Faced by Families Family Involvement in ECE

Chapter 7	Infant Care Programs and Practices: Luke's Story	Luke's Story Finding Good Infant Care
Chapter 8	Toddler Care: Ibrahim's Story	Ibrahim's Story Toddler Development
Chapter 9	Preschool: Felipe's Story	Felipe's Story Preschool Programs
Chapter 10	Kindergarten: Keeley's Story	Keeley's Story Kindergarten: Its Position in the School System
Chapter 11	The Primary Grades: Erin Cheyenne's Story	Erin Cheyenne's Story Primary Grades Curriculum Assessment in the Primary Grades
Chapter 12	Special Education: Jodie and her Family's Story	Jodie's Story Early Childhood Special Education
Chapter 13	The Changing World of Early Childhood	Politics and Early Childhood Programs Economics and Early Childhood Education Society and Early Childhood

Last Modified: August 29, 2016