

**CDEC 1321
Infant and Toddlers**

Western Texas College

- I. Basic Course Information
 - A. Course Description: A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environment, materials and activities, and teaching/guidance techniques.
 - B. Required Prerequisite: None
- II. Student Learning Outcomes
 - A. Summarize prenatal development and the birth process
 - B. Discuss theories of development as they apply to infants and toddlers
 - C. Outline growth and development of children from birth to age 3
 - D. Analyze components of teacher/child interactions and positive guidance techniques
 - E. Design learning environments
 - F. Select materials and activities for infants and toddlers
- 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
 - A. Assignments 60%
 - B. Attendance 20%
 - C. Final 20%
- V. Information on Books
 - A. Required Book: Infants, Toddlers, and Caregivers, 10th Edition McGraw Hill Education
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
 - A. Campus Calendar
 - B. Final Exam Schedule
 - C. How to drop a class
 - D. Withdrawal Information
 - E. Student Conduct/Academic Integrity
 - F. Class Attendance
 - G. Student with disabilities
- VII. Course Content

Chapter 1	Principles, Practice, and Curriculum	Relationships, Interactions, and the Three Rs Ten Principles Bases on a Philosophy Respect Curriculum and
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		Developmentally Appropriate Practice
Chapter 2	Infant-Toddler Education	What Infant-Toddler Education Is: The Components Infant-Toddler Education and School Readiness
Chapter 3	Caregiving as Curriculum	Infant-Toddler Curriculum Caregiving Routines Differing Needs and Perspectives
Chapter 4	Play and Exploration as Curriculum	Adult Roles in Play Environmental Factors that Influence Play
Chapter 5	Attachment	Brain Research Milestones of Attachment Measuring Attachment Attachment Issues Children with Special Needs: Early Intervention
Chapter 6	Perception	Sensory Integration Hearing Smell and Taste Touch Sight
Chapter 7	Motor Skills	Physical Growth and Motor Skills Brain Growth and Motor Development Large Motor Skills and Locomotion Small Motor Skills and Manipulation Fostering Motor Development
Chapter 8	Cognition	The Cognitive Experience Sensorimotor Experience Vygotsky and Piaget
Chapter 9	Language	The Progression of Language Development Fostering Language Development Early Literacy

Chapter 10	Emotions	The Development of Emotions and Feelings Temperament and Resiliency Coping with Fears Coping with Anger Self-Calming Techniques Self-Direction and Self- Regulation
Chapter 11	Social Skills	Early Social Behaviors Stages of Psychosocial Development Guidance and Discipline Teaching Social Skills
Chapter 12	The Physical Environment	A Safe Environment A Healthful Environment The Learning Environment Developmental Appropriateness
Chapter 13	The Social Environment	Identity Formation Self-Esteem

Last Modified: August 29, 2016