

Texas A&M University- San Antonio  
College of Education and Human Development,  
Department of Education and Leadership Preparation  
EDEC 3331 Infant & Toddler Development

COURSE DESCRIPTION:

This course draws on child growth, development, and learning theory as it relates to the physical, social, emotional, and cognitive domains. The essential role of the family and nurturing relationships is emphasized while examining ecologically-based factors that impact children's development. Utilizing a strengths-based perspective, students develop strategies for supporting young children's growth in a variety of settings.

LEARNING OBJECTIVES:

- Identify developmental theory as it impacts infants, toddlers and their families
- Analyze the interaction of ecological systems and theorize how they intersect with developmental trajectories
- Propose culturally congruent ways of involving families in supporting the growth and development of their child
- Describe the impact of environment on child and family development.

LECTURE OR DISCUSSION TOPICS

- Infant & Toddler Development
- The Role of the Family
- Attachment theory
- Continuity of Care
- Ecological Systems Theory

REQUIRED MATERIALS AND READING

Maguire-Fong, M. J., & Peralta, M. (2019) Infant and toddler development from conception to age 3: What babies ask of us. New York, NY: Teachers College Press

Bouffard, S. (2017). The most important year: Pre-Kindergarten and the future of our children. New York, NY: Penguin Random House

ASSIGNMENTS

- Acknowledgement of syllabus and policies
- Meet and Greet Discussion
- Developmental Inquiry:
  - i. ITERS Environmental Evaluation and Reflection
  - ii. Final Reflection: develop a reflection based on the cumulative course content.
- 7- Discussion Board Responses
- Video Persuasion
- Participation

NATIONAL STANDARDS

Standard 1. Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child

Standard 2. Building Family and Community Relationships

2c: Involving families and communities in their children's development and learning

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children