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Course Syllabus
South Plains College ----- Springlake-Earth ISD

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Child Development (CDEC 1321-Infant & Toddler)

Semester: Fall/Spring 2025-2026
Class Times: 7th period, 2:06-3:01pm
Instructor: Sarah Weldon
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"South Plains College improves each student's life."

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General Course Information

Course Description

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques. *(South Plains College)*

Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. *(Texas Essential Knowledge and Skills)*

Learning Outcomes

	NAEYC Standards	TEKS Standards
Summarize prenatal development and the birth process	Standard 1- Child Development	d3A-H
Discuss theories of development as they apply to infants and toddlers	Standard 1- Child Development	d4A-E, d5A-F
Outline growth and development of children from birth to age 3	Standard 1- Child Development	d4A-E, d5A-F
Analyze components of teacher-child interactions and elements of appropriate indoor and outdoor environments	Standard 4- Developmentally, Culturally and Linguistically Appropriate Teaching Practices Effective Approaches	d1A-D, d2A-G
Provide developmentally appropriate materials and activities, and use developmentally appropriate teaching/guidance techniques	Standard 4- Developmentally, Culturally and Linguistically Appropriate Teaching Practices Effective Approaches	d1A-D, d2A-G

Course Objectives

1. Summarize prenatal development.
   a. Outline stages and major milestones of prenatal development. (C6, C18)
   b. Identify and describe possible environmental factors (teratogens) and their effects on the developing embryo or fetus. (F11, C7))
   c. Describe components of good prenatal care. (C7, F6)
2. Summarize the birth process.
   a. Describe stages of labor. (C6)
   b. Compare methods of delivery. (F8, C7)
   c. Describe possible complications of delivery. (F8, F9)
   d. Discuss effects of medication during the birth process. (C7)
3. Discuss theories of development as they apply to infants and toddlers.
   a. Compare the impact of nature and nurture on the development child. (F12)
   b. Practice authentic observations of infants and toddlers in relation to developmental milestones. (C5, C6, F5)
4. Outline growth and development of children from birth to age 3.
   a. Describe principles of development. (F1, F12, C5)
   b. Explain the importance of brain research as it relates to growth and development of infants and toddlers. (C7, F6, C18)
   c. Describe physical, fine and gross motor and perceptual development. (F1, F2, F5)
   d. Describe cognitive development. (F6, F11)
   e. Describe social development. (C5, C6, C7)
   f. Describe emotional development, including self-concept & self-esteem.(C5, C6, F14)
   g. Describe receptive and expressive language development. (C5, C7)
   h. Describe literacy development. (F11, F12)
   i. Define "at-risk" as it applies to infants and toddlers. (F8, F12, F9)
   j. Identify community resources available for early intervention. (C-4, F15, F15)
5. Analyze components of quality infant/toddler caregiving.
   a. Discuss social and cultural influences that impact infant/toddler care. (F5, F6, F9, F12)
   b. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families. (C14, C9, F15)
   c. Explain principles of quality caregiving. (C-11, C-12)
   d. Explain appropriate teacher roles and responsibilities for caregivers of children under three. (F4, F6, C10, C12)
   e. Describe daily routines used in infant/toddler classrooms & their importance in meeting children's needs. (F8, F9)
   f. Discuss unique health & safety needs of infants and toddlers. (C1, C10,)
   g. Develop appropriate schedules for infants and toddlers. (C17)
   h. Discuss ways to include infants and toddlers with special needs in a quality program. (C17, C18, C20, F11)
6. Analyze elements of appropriate indoor & outdoor environments. (C3)
   a. Describe developmentally appropriate indoor environment for infants. (C3)
   b. Identify characteristics of effective room arrangements for infants. (C3, F8, F11)
   c. Describe developmentally appropriate indoor environment for toddlers. (C3, F11)
   d. Identify characteristics of effective room arrangements for toddlers.(C3, F11)
   e. Describe developmentally appropriate outdoor environments for toddlers. (C3, F11)

f. Explain how indoor and outdoor environments can be adapted for infants/toddlers with special needs. (C3, F11)
7. Provide developmentally appropriate materials and activities.
    a. Choose and/or make developmentally appropriate materials for use in infant / toddler classrooms. (C2, C3,C4, F13, F7, F8)
    b. Plan and implement developmentally appropriate learning activities for infants/toddlers, including those with special needs. (F11, F12, C14)
8. Use developmentally appropriate teaching/guidance techniques.
    a. Apply principles of caregiving in a classroom with children under three. (C15, C16, C4, F9, F15)
    b. Use appropriate transitions with infants and toddlers. (F7, F8, C17)
    c. Use appropriate direct and indirect guidance techniques with infants and toddlers. (F11, F15, C7)
    d. Demonstrate appropriate procedures for feeding, diapering, toileting, dressing, sleeping. (F11, C10)
    e. Demonstrate teamwork skills working with colleagues in infant/toddler classrooms. (C9, F11, F17)

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work MUST be in his/her own words.

Exams: In this course the instructor reserves the right to require exams in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Evaluation Methods

Child Development will consist of a lot of group discussions, research, and presentations. You will be evaluated on each of these components on a regular basis. Your attendance is crucial to your overall grade.

Specific Course Requirements

Text and Materials

1" or 2" Binder
10-15 Tab Dividers
Pens & Highlighters
iCEV Material (provided by instructor)

Computer Requirements

Students are responsible for making sure they have computer access and skills needed for this class. Laptops and desktops are provided by the school.

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session. Grades will reflect attendance.

Assignment Policy

All assignments will be completed and submitted to the instructor by the due date.
Students will be required to keep a binder with iCEV content, research, and printed presentations.
All due dates will be posted in the classroom.
Late work is only accepted with prior approval from the instructor and will not receive full credit.

Grading Policy

Grading	Final Grades		
50% Participation & Attendance	900-1000 points	90-100%	**A**
35% Presentations	800-899 points	80-89%	**B**
10% Research & Teamwork	750-799 points	75-79%	**C**
5% iCEV Pre/Post Tests	700-749 points	70-74%	**D**
Fall Semester Test - Printed Portfolio (Aug-Dec)	699 points & below	(69%)	**F**
Spring Semester Test - Printed Portfolio (Aug-May)			

A grade of C or above is required for course to be applied to certificate or degree in Child Development.

Communication Policy

Primary communication between instructor and students in this course should take place in class or through **Teams Chat**. Students may expect instructor responses to email messages within 48 hours.

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. The guide can be found at http://catalog.southplainscollege.edu/content. Students are also expected to follow the code of conduct as defined in the SEHS Student Handbook. The handbook can be found at https://www.springlake-earth.org/shandbook.pdf.

Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more. These policies apply to all courses and are available at https://www.southplainscollege.edu/syllabusstatements/.

Basic Course Outline (iCEV content)

Preconception Health & Well Being
Pregnancy: First Trimester
Pregnancy: Second Trimester
Pregnancy: Third Trimester
Labor and Delivery
Baby Basics
Child Development: Birth-12 months
Child Development: 13-35 months
Child Development: 3-5 years
Child Development: 6-11 years
Child Development 12-19 years
The Impact of Technology
Healthy Meal Planning
Childhood Health & Wellness
First Aid Basics
Protecting the Development of Children
Parenting Basics
Developing Positive Sibling Relationships
Requirements of Child Care Providers
Employability Skills in Child Development
Careers in Child Development

Scans Competencies

RESOURCES
C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.
INFORMATION - Acquires and Uses Information
C-5 Acquires and evaluates information.
C-6 Organizes and maintains information.
C-7 Interprets and communicates information.
C-8 Uses computers to process information.
INTERPERSONAL–Works With Others
C-9 Participates as members of a team and contributes to group effort.
C-10 Teaches others new skills.
C-11 Serves Clients/Customers–works to satisfy customer's expectations.
C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.
C-14 Works With Diversity–works well with men and women from diverse backgrounds.
SYSTEMS–Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

Foundations Skills

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators

Standard 1. Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

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. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators' work with young 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.
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
6b: Know about and uphold ethical and other early childhood professional guidelines.
6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
6d: Engage in continuous, collaborative learning to inform practice.
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

National Association for the Education of Young Children © 2020

Texas Essential Knowledge and Skills (TEKS)

Knowledge and skills.
(1) The student analyzes the roles and responsibilities of caregivers or guardians. The student is expected to:
    a. compare parenting styles and the potential influence of each style on a child's development;
    b. investigate the legal rights and responsibilities of parents;
    c. analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting;
    d. and analyze the parental responsibilities of educating children through the continuum of developmental stages.

(2) The student examines the care, protection, and safety of children. The student is expected to:
    a. analyze the effects of childhood trauma at each developmental stage;
    b. describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;
    c. demonstrate first aid and cardiopulmonary resuscitation skills;
    d. analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;
    e. examine suggested preventative health care recommendations for children such as American Academy of Pediatrics (AAP) and Centers for Disease Control and Prevention (CDC) guidelines and recommendations for immunizations, physical exams, and oral hygiene;
    f. assess the safety of children's cribs, toys, clothing, food, and travel safety equipment;

g.   identify current legislation and public policies affecting the care, protection, and safety of children.

(3) The student investigates components of optimal prenatal care and development. The student is expected to:
   a.   identify signs and stages of pregnancy;
   b.   analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;
   c.   identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown ideology;
   d.   analyze nutritional needs prior to and during pregnancy;
   e.   analyze appropriate medical care and good health practices prior to and during pregnancy;
   f.   explain how technological advances in prenatal care can impact child development;
   g.   explore careers that provide service to those receiving prenatal care;
   h.   analyze the process of labor and delivery methods.

(4) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:
   a.   analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months;
   b.   investigate the impact of children ages birth through twelve months on the family such as the impact on roles, finances, responsibilities, and relationships in the family;
   c.   analyze the impact of technology such as personal usage or exposure and assistive technologies on the growth and development of children ages birth through 12 months;
   d.   explore careers that provide service to children ages birth through twelve months;
   e.   identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.

(5) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:
   a.   analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months;
   b.   create play activities such as pre-literacy, social emotional learning, mathematics, science, physical movement, outdoor play, art, and music activities that enhance the growth and development of children ages 13 months through 35 months;
   c.   analyze the impact of technology such as personal usage and assistive technologies on the growth and development of children ages 13 months through 35 months;
   d.   analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months;
   e.   explore careers that provide service to children ages 13 months through 35 months;
   f.   prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months.

(6) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:
   a.   analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years;
   b.   describe the role of play in the development of children ages 3 through 5 years;
   c.   develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years;
   d.   prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years;
   e.   identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations;
   f.   explore careers that provide service to children ages 3 through 5 years;
   g.   analyze the impact of technology on the growth and development of children ages 3 through 5 years such as personal usage, assistive technologies, and digital citizenship.

(7) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:
   a.   analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years;
   b.   compare the roles of various school environments such as public, private, and home settings in the growth and development of children ages 6 through 11 years;

c. evaluate the importance of and influences on individual and group identity such as selfconcept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years;
d. develop appropriate activities for meeting developmental needs of children ages 6 through 11 years such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;
e. create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type I diabetes;
f. explore careers that provide service to children ages 6 through 11 years;
g. discuss legislation and public policies affecting children ages 6 through 11 years;
h. analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.

(8) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:
a. summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;
b. assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;
c. evaluate the importance of and influences on individual and group identity such as selfconcept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;
d. develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;
e. create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;
f. explore careers that provide service to children ages 12 through 19 years;
g. discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;
h. analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years;
i. propose short- and long-term career goals in child development.

§127.311. Child Development (One Credit), Adopted 2021