

# South Plains College

## Course Syllabus

“South Plains College improves each student’s life.”

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Course Title: **TECA 1321-352 ~ The Infant and Toddler**

Semester: Spring 2026

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## General Course Information

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### 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.

### Learning Outcomes

**Summarize** prenatal development and the birth process

**Discuss** theories of development as they apply to infants and toddlers

**Outline** growth and development of children from birth to age 3

**Analyze** components of teacher/child interactions and positive guidance techniques

**Design** learning environments

**Select** materials and activities for infants and toddlers

**NAEYC Standard:** Standard 1. Child Development and Learning in Context

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

### 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 of a 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 a developmentally appropriate indoor environment for infants. (C3)
    - b. Identify characteristics of effective room arrangements for infants. (C3, F8, F11)
    - c. Describe a 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 expressions 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.

## SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

## Evaluation Methods

1. Attendance & Participation in discussion
2. Infant & Toddler Activity Plan Assignments

## Specific Course Requirements

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### Text and Materials

Textbook and all reading material will be provided for you in class.

### Computer Requirements

Students are responsible for making sure they have their school issued computer to complete assignments for this class

For this course, students will need: **Schoology**

**Schoology** is an online learning platform that will be used throughout this semester. It allows students to access course materials, submit assignments, and communicate with the instructor and classmates.

### Assignment Policy

All assignments will be completed and/or submitted on Schoology.

### Grading Policy

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

Final Grades		
900-1000 points	90-100%	<b>A</b>
800-899 points	80-89%	<b>B</b>
750-799 points	75-79%	<b>C</b>
700-749 points	70-74%	<b>D</b>
699 points & below	(69%)	<b>F</b>

### Communication Policy

Primary communication between instructor and students in this course should take place through **EMAIL or Schoology**

## Student Conduct

Students are expected to follow the standards of student conduct as defined in [SPC Student Guide](#).

## 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 the following link:**

<https://www.southplainscollege.edu/syllabusstatements/>

# Course Outline

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- I. Early Development III. Social/Emotional Domain
  - a. Prenatal
  - b. Birthing Process
  - c. Newborns
- II. Physical Domain
  - a. Physical Development (0-3 years)
  - b. DAP Infant Environments
  - c. DAP Infant Environments
- III. Social/Emotional Domain
  - a. Social/Emotional Development (0-3 years)
  - b. DAP Infant Environments
  - c. DAP Toddler Environments
- IV. Cognitive/Language/Literacy Domain
  - a. Cognitive/Language/Literacy Development (0-3 years)
  - b. DAP Infant Environments
  - c. DAP Infant Environments

## Scans Competencies

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### 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

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### 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

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## **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.