



**Infant and Toddler Care and Program Development  
ECED 4203 X20/DX1 Part of Term A**

Online

**Midwestern State University  
Gordon T. & Ellen West College of Education  
Spring 2024**

**Professor Information**

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Wednesday 11 a.m. - 1 p.m. Thursday 11:00 a.m. - 12:00 p.m.

\*\* Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

**Required Reading**

Wittmer, D. S. & Petersen, S. H. (2018). *Infant and Toddler Development and Responsive Program Planning*. (4<sup>th</sup> ed.).

**Instructor Response Policy**

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

**Course/Catalog Description**


Implementation of developmentally appropriate program development for infants and toddlers, focusing on safety, responsive caregiving, and the physical, cognitive, language and social and emotional developmental of young children.



## WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

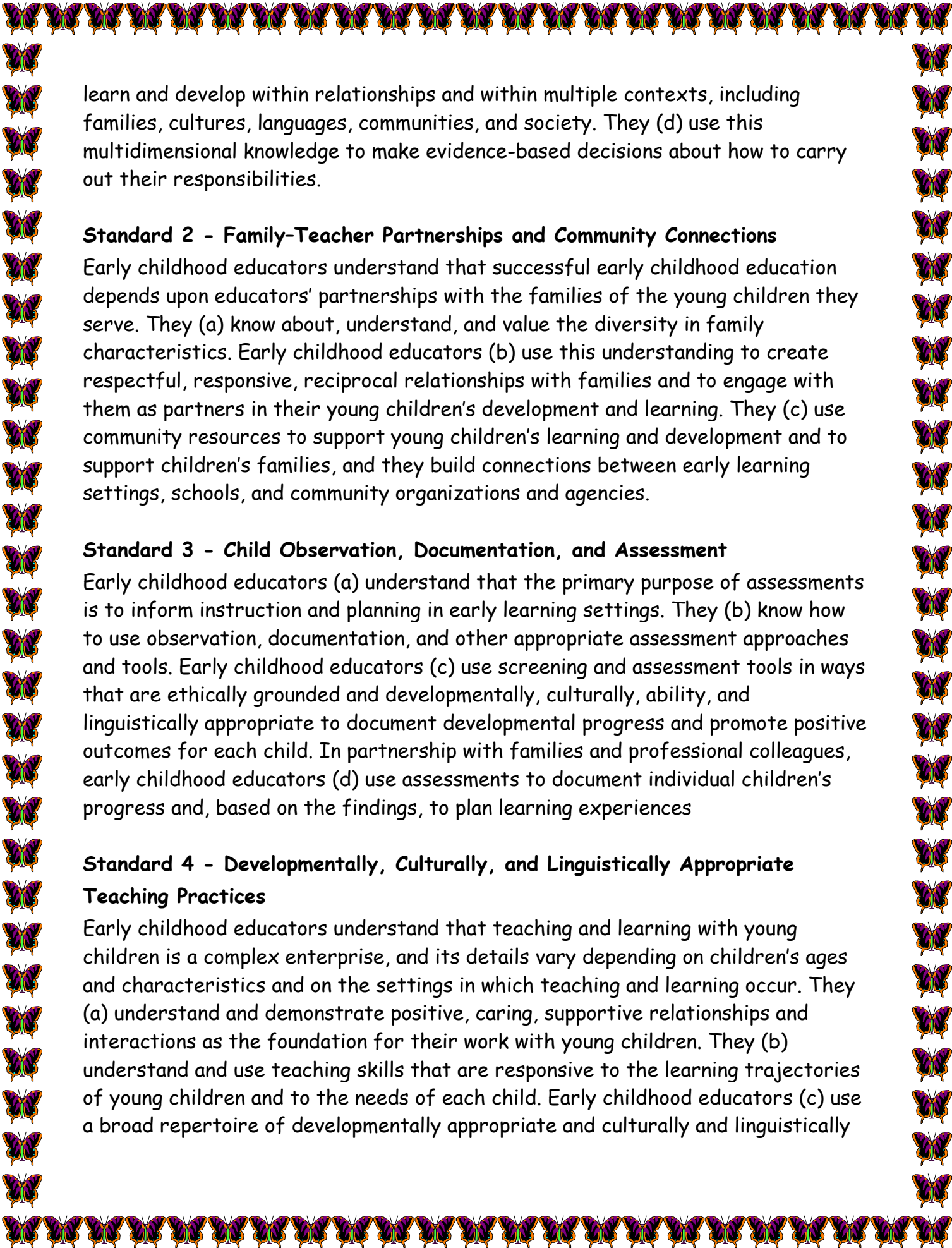
### Objectives

1. Demonstrate comprehension of responsive caregiving and identify key characteristics of programs that foster positive relationships with infant and toddlers. (NAEYC 1, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Responsive Caregiving)
2. Identify and explain essential infant and toddler program elements that promote sound nutrition practices, healthy routines, and environmental safety and self-care habits. (NAEYC 1,4 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development)
3. Demonstrate the ability to plan curriculum and assessment that promotes learning and development in each of the following domains: social, emotional, physical, language, and cognitive. (NAEYC 3,5; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)
4. Distinguish appropriate and effective practices for infants and toddlers with disabilities and for infant and toddlers who are culturally and linguistically diverse. (NAEYC 1,2,4, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings, Caring for Young Children with Disabilities or Special Needs)
5. Demonstrate knowledge of how to set-up and develop an appropriate physical environment for programs with infants and toddlers, that fosters health, comfort, learning, and safety. (NAEYC 1,6)
6. Explain the significance of establishing positive and collaborative family and community partnerships. (NAEYC 2)

### National Association for the Education of Young Children (NAEYC) Standards

#### Standard 1 - Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children



learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

### **Standard 2 - Family-Teacher Partnerships and Community Connections**


Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

### **Standard 3 - Child Observation, Documentation, and Assessment**

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences

### **Standard 4 - Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically



relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

### **Standard 5 - Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.


### **Standard 6 - Professionalism as an Early Childhood Educator**

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

## **Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines**


### **Culturally Appropriate Practice in Early Childhood Settings:**

1. It is critical that early care and education professionals connect with the families they work with. Get to know parents, ask them what traditions and customs are important to them. Whenever possible, invite parents to share their traditions with you and the class.

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2. Recognize that language plays a critical role in children's connection to their culture and community. Best practice in this area includes speaking with young children in their home language. In this way, providers support young children's connection to their culture and their language development.
  3. It is important that providers honor diversity and cultural awareness as a concept and a core value of our society. Introduce stories and books to young children that actively seek to diminish stereotypes, honor pride in one's self and one's origins, and explore how it feels to be different. Play is also an important area for consideration. Young children often use play to explore cultural values, norms, and roles, so it is important that toys, books, and materials in the classroom represent all people and cultures. When observing young children play, be sensitive to the biases they are forming and try to mediate them.

#### **Caring for Young Children with Disabilities or Special Needs:**

1. It is important that providers are sensitive and responsive to the needs of all young children. Providers that care for infants, toddlers, and three-year-olds with disabilities or special needs should try to learn more about the particular need or disability, but should be careful not to make assumptions about an individual child based on his or her need or diagnosis.
2. To the greatest extent possible, providers should practice inclusion. Inclusion is being a part of what everyone else is a part of, being welcomed and embraced as someone who belongs. The National Association for the Education of Young Children breaks inclusion into three critical components: access, participation, and supports. In terms of access, programs and policymakers should ensure that all children are able to participate in a wide range of opportunities, activities, settings, and environments.
3. As providers, the most critical first step one can take in respecting children with disabilities is a willingness to do so. It is important to discuss the needs of every child with their parents; providers should work with parents to support inclusivity and to meet each child's unique needs. They can do so by taking the time to learn about children's unique needs and seek ways to support those needs. A great deal of information is available online and through important organizations like The Arc and local Early Childhood Intervention (ECI) programs, but it is the willingness to be inclusive that makes the difference.
4. Early care and education providers can be a valuable support to families in identifying various developmental delays or warning signs. A provider's knowledge and awareness related to early childhood development and to each




of the children in her care are both valuable assets in the early diagnosis and prevention of developmental delays or disabilities. As a provider, it is important to bring any signs of delay or health concerns to the child's parents immediately, in consultation with a director or supervisor.

### **Physical Health and Motor Development**

1. Young children's physical and motor development affects their cognitive and social development, readiness for school, and adult health. Therefore, good physical health and motor development is necessary for overall development. Physical development pertains to children's physical growth, while motor development refers to movements of large muscles (gross motor) and small muscles (fine motor).
2. The Physical Health and Motor Development domain is broken into three important component areas. The first component, health and well-being, refers to children's formation of healthy routines, such as eating nutritiously, physical activity, and developing self-care habits. This component includes information on young children's healthy routines and self-care activities, as well as important knowledge about young children's development with regard to safety.
3. The second component, gross motor skills, refers to large muscle development through control of movements. This component discusses the skills young children demonstrate that tell us they are developing in this area and what caregivers can do to support that development.
4. The third component, fine motor skills, refers to small muscle development through control over movements, such as reaching, grasping, coloring, and turning pages in a book. Infants need sufficient and appropriate 23 materials to practice grasping and reaching, which are important steps towards increasing precision in fine movement.
5. Providing a safe, appropriate environment, unstructured time to experiment with materials and body movements, and planning daily activities that encourage young children to move their growing bodies and make healthy food choices all support young children's physical development and well-being.

### **Social and Emotional Development**

1. Social and emotional development is a broad domain which encompasses many skills that form the foundation all children need in order to become healthy, happy, and successful adults. The Infant, Toddler, and ThreeYear-Old Early Learning Guidelines include four components in this domain: Trust and




Emotional Security (Attachment), Self-Awareness, Self-Regulation, and Relationships with Others.

2. Early childhood is a critical developmental period when the brain is especially sensitive to caregiving experiences. Young children who receive warm, consistent, responsive care develop a sense of emotional security and confidence that allows them to be open to exploring their world, trying new activities, and forming friendships.
3. One of the most important developmental tasks of infancy is to establish basic trust and emotional security within consistent, loving relationships with one or a small number of caregivers. Through such early relationships, infants learn that their world is safe and interesting, that someone will be attentive to their physical needs (for example, feed them when they are hungry or change their diapers when they are soiled), comfort them when they are scared or fussy, and respond to them with warmth and playfulness when they want to play and interact.
4. Self-awareness is another important component of social and emotional development. Individuals who have a clear and positive sense of identity and who can recognize and talk about their feelings are better able to form healthy relationships with others and to resist negative peer pressure.
5. Self-regulation is the ability to modulate one's own behaviors and expression of emotions as appropriate for different situations. Children use self-regulation skills when they calm themselves by sucking their thumbs, when they tolerate waiting a few minutes for their turn to use a toy, when they allow a teacher to comfort them after saying good-bye to Mommy or Daddy in the morning, when they sit and focus on a book being read to them, and when they refrain from hitting another child who has moved into their space.
6. One of the most important developmental tasks of infancy is to establish basic trust and emotional security within consistent, loving relationships with one or a small number of caregivers.
7. When addressing the four components of social and emotional development, it is important to be aware that children are socialized within their families and cultures, which may have different norms and expectations for expressing emotions and controlling behavior.

### **Language and Communication Development**

1. The Language and Communication domain includes three components describing how young children learn to: understand language, communicate with others, and demonstrate emergent literacy skills. The development of language and communication skills begins long before children say their first






word. Even very young infants are learning a great deal about their home language or other languages in their environment and caregivers can do many things to help support language development. Speaking to children about their daily routines, objects in their environments, their feelings, and sharing books with children are all important ways to support language development.

2. The first Language and Communication component is listening and understanding. This component includes indicators related to what words mean, how to make different forms out of a root word (for example, happy, happily, unhappy), and how to put words together in sentences. It also includes indicators related to listening and responding to the communication of others.
3. The next component is communication and speaking. This is, in some ways, the other side of listening and understanding. This component includes indicators related to how young children use sounds, gestures, and words to get their needs met. It focuses on how young Language and Communication Development 50 children learn language and begin to use it.
4. Emergent literacy is the last component of the Language and Communication domain. Emergent literacy relates to the knowledge and skills associated with books and writing.

### **Cognitive Development**

1. The Cognitive Development domain includes four components that describe how young children develop and demonstrate abilities in: exploring the world around them, solving problems, remembering and retaining information, and pretending and using their imagination. Cognitive development is often thought of as growth in children's thinking, reasoning, and understanding. Positive early experiences that support cognitive development contribute to lifelong traits, such as curiosity, persistence, and independence.
2. The first Cognitive Development component is exploration and discovery, which includes indicators of development for how young children explore their environment and demonstrate the building blocks of inquiry and curiosity through playing with cause and effect relationships and understanding patterns.
3. The next component in the Cognitive Development domain is problem solving. This component includes indicators related to young children's use of imagination and creativity in approaching problems and tasks.
4. Memory is the third component of the Cognitive Development domain, and it includes indicators related to how infants and toddlers store and use



information. In this component, young children anticipate routines, remember familiar people, and use their memory to inform their daily lives.

5. Finally, imitation and make believe is the last component of the Cognitive Development domain. It includes indicators related to young children's use of their imagination and play to imitate actions and experiment with different roles and ideas.

### **Responsive Caregiving**

1. Most caregivers know that young children have both physical and emotional needs. Physical needs include things like eating, sleeping, having their diapers changed or going to the potty, and being taken to the doctor when they are sick. Emotional needs include things like warmth and affection, opportunities for play and socialization, and comfort when feeling distressed. Young children may be kept dry and well fed, but if caregivers treat them harshly or ignore their communicative signals, those children are at high risk for poor developmental outcomes. One of the best ways to ensure that a child's emotional needs are met is to provide responsive caregiving.
2. One aspect of responsiveness is voice tone: infants begin to attend to voice tones very early. Talking or singing in a warm, soothing, or pleasing tone can calm a fussy infant and convey loving feelings.
3. Facial expressions are another way to be responsive to children's feelings and signals, such as smiling back at a smiling infant or matching a young child's surprised expression as a toy pops out of a box.
4. Giving affection, such as kissing, hugging, or rubbing a child's back can be responsive and loving too.
5. Talking with young children about their interests and ideas is a great way to be responsive - ask open-ended questions that invite them to have a conversation or make choices.
6. Caregivers should also try, as much as possible, to allow young children to explore freely within a safe environment, and should set limits in a calm, positive manner when needed.

### **Assessment**

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and assessments relating to infant and toddler care and programming.



## Grading Procedures

Grades	Grade Description
A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

## Assignments

### Course Assignments 10%

Complete all course activities related to class and chapters.

### Programs for Infant Toddler Care Paper 20%

Students will watch all 6 videos from PITC in Center-Based Programs and the examples of primary care, small groups, continuity of care, individualized care, culturally responsive care, and inclusive care. After watching the videos, students will write a 2-3 page paper connecting what they observed in the videos to Chapter 13 Routines, Environments, and Opportunities: Day to Day the Relationship Way.

### Nutrition Research Guide 20%

Students will create a nutrition guide for families with children ages 0-35 months of age. The guide should be in the form of a brochure using cava or google slides to allow enough room for nutrition research, food suggestions, and pictures. All age ranges should be represented and the information provided should be referenced in APA formatting. The guide should provide information about nutritional needs at each stage and suggested foods for each age range. o Infant-6 months o 6 -12 months o 12-24 months o 24-35 months · Include a discussion of each of the above age groups and include appropriate suggested foods linked to optimal brain development that also takes into consideration cultural and diverse foods and healthy lifestyles and habits. Students should research foods that specifically assist with healthy brain development and cite information in APA format. · Be professional (typed and error free). · Include pictures to visually break up the information and make the guide more appealing. Use Chapter 11 as 1 resource and cite at least 2 other resources.



### **Weekly Lesson Plan 20%**

Each student will create a week long theme lesson plan that addresses developmental domains (cognitive, motor, language/literacy, music/creative/symbolic/dramatic/outdoor & social/emotional) and content areas that could be implemented in the toddler classroom (ages 12-35 months). Use the template provided to fill in the weekly activities and schedule.

### **IFSP Activities 10%**

Students will practice the job of an early intervention specialist and create list of detailed activities to accompany goals on an IFSP, and use the family's and child's listed strengths to help guide the planned activities.

### **Family Resource Packet 20%**

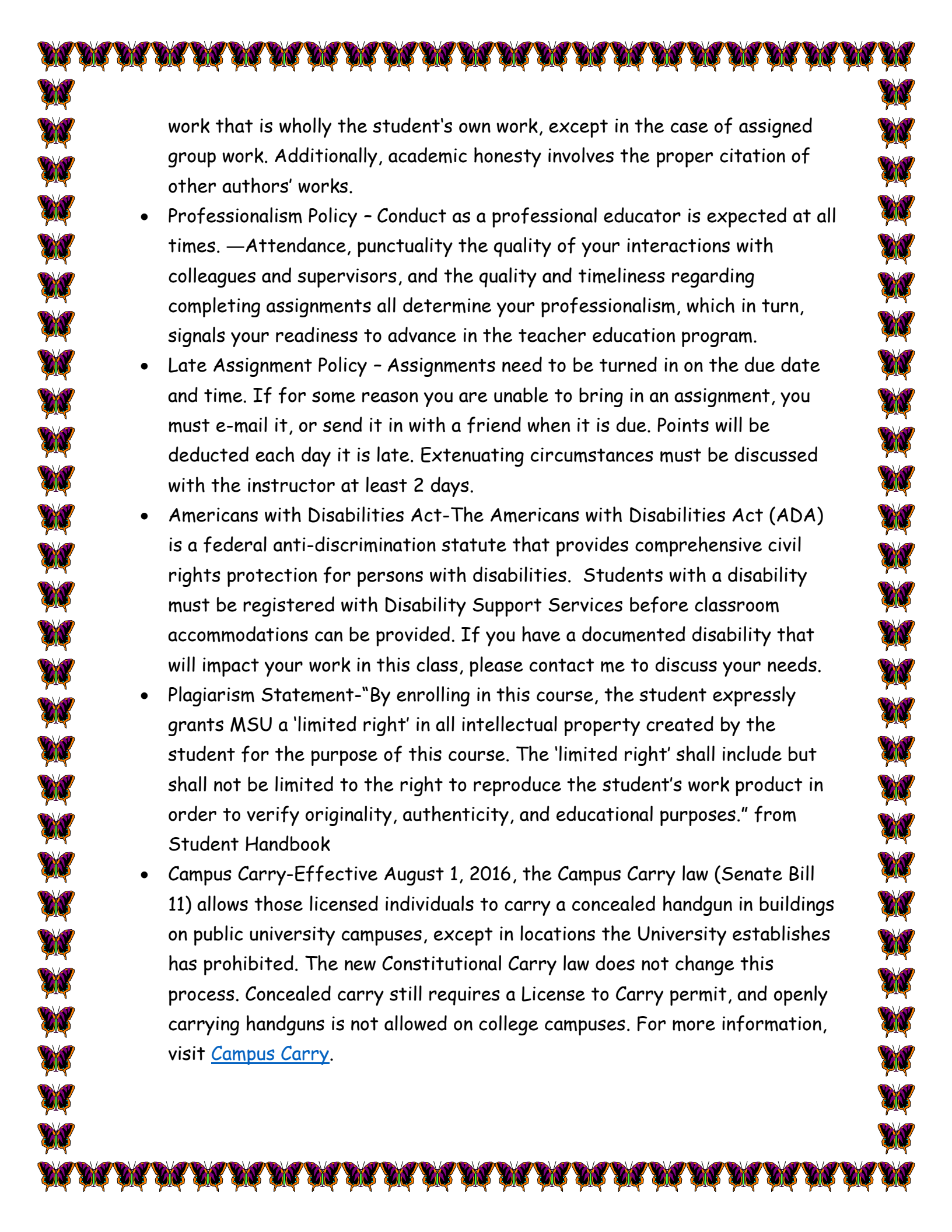
Students will be required to create a fully electronic resource packet for families with children ages Birth-12 months; 12-24 months; or 24-36 months. The packets should include information for parents pertaining to current community resources and activities appropriate for the specific age group. The packets should be clearly marked and divided into the following sections: (1) Community Resources and Events (appropriate for the child's age); (2) Fun Family Activities; (3) Relevant Articles- copies of articles about topics related to that specific age group. For each resource or article, there needs to be a paragraph explanation that includes the following: (1) an overview of the resource and (2) why it is appropriate for the particular age.

### **Attendance Policy**

You are expected to complete all coursework and fully participate in the online course.

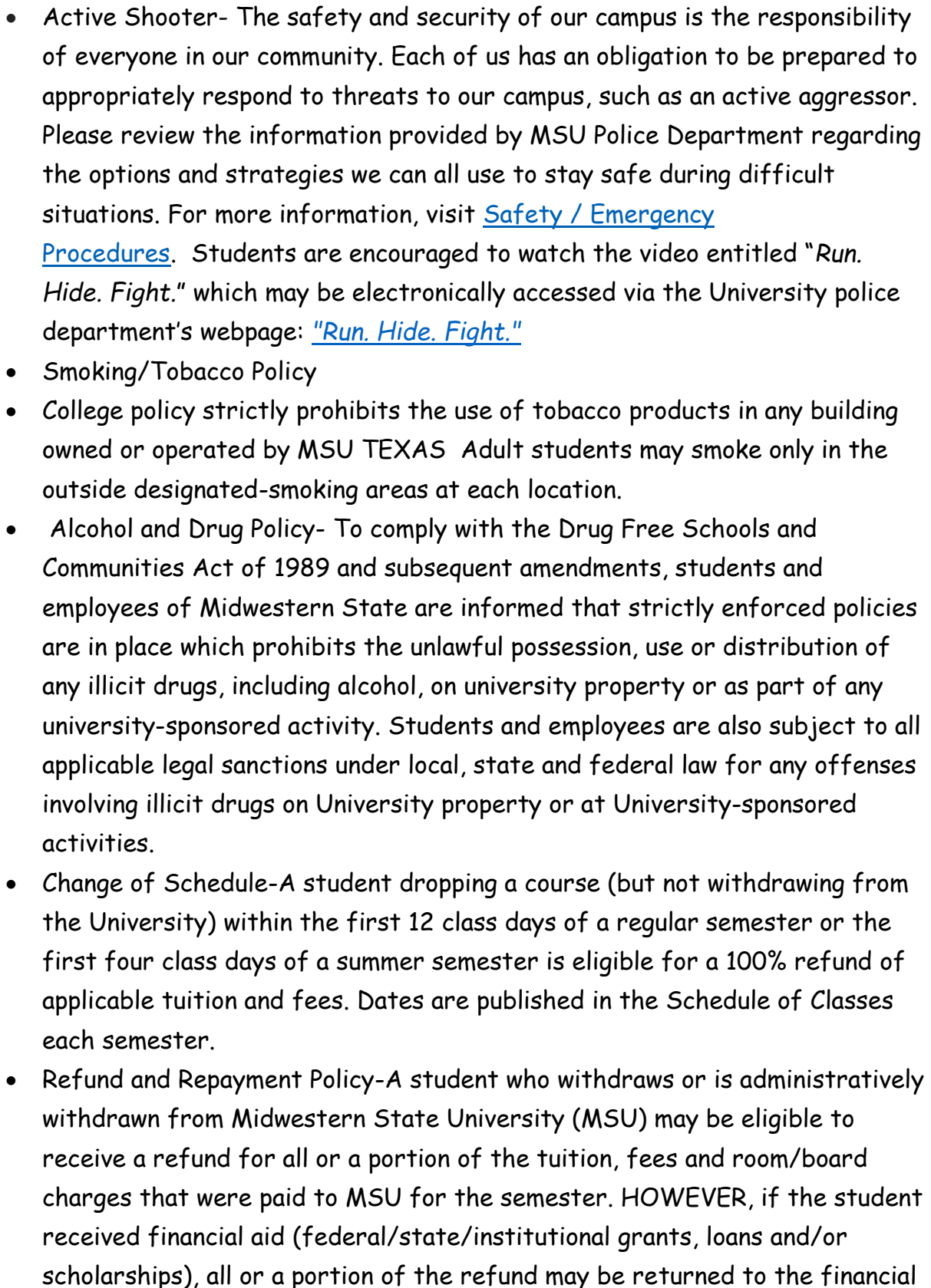
### **Other Class Policies**

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of



work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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- Active Shooter- The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)
  - Smoking/Tobacco Policy
  - College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.
  - Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.
  - Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.
  - Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial

aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

- **Services for Students with Disabilities-** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

**Inclement Weather-** In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision.

Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus

No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening
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Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### References/ Scientifically-Based Research/Additional Readings

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

[Texas Core Competencies for Early Childhood Practitioners and Administrators](#)

[National Association for the Education of Young Children \(NAEYC\) Standards](#)

[Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#)

[Developmentally Appropriate Practices for Young Children: Recommendations for Teaching Practices](#)

[NAEYC Developmentally Appropriate Practice \(DAP\) Position Statement](#)

Wittmer, D. S. & Petersen, S. H. (2018). *Infant and Toddler Development and Responsive Program Planning*. (4<sup>th</sup> ed.).

Cates, Carolyn; Weisleder, Adriana; Dreyer, Benard; Johnson, Matthew; Seery, Anne; Canfield, Caitlin F.; Berkule Johnson, Samantha; and Mendelsohn, Alan L.

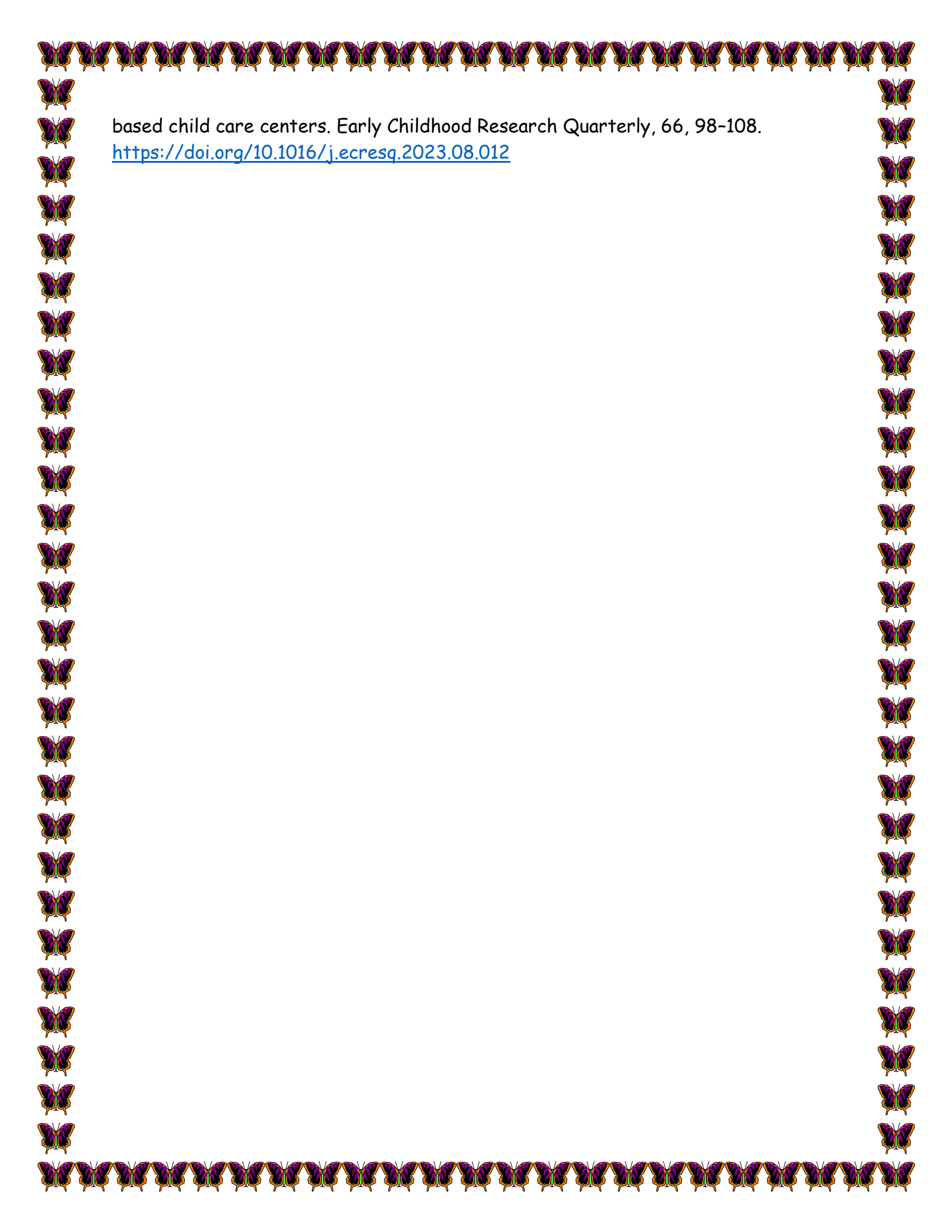
Reading with children starting in infancy gives lasting literacy boost: Shared book-reading that begins soon after birth may translate into higher language and vocabulary skills before elementary school. (May 2017) *American Academy of Pediatrics*.

Ebbeck, M., Warriar, S., & Goh, M. (2018). Early Experiences Matter: A Relationships-Based Curriculum for the Birth-to-Three Age Group. *Early Childhood Education Journal*, 46(1), 83-92. [Article](#).

Weglarz-Ward, J. M., Santos, R. M., & Hayslip, L. A. (2020). How Professionals Collaborate to Support Infants and Toddlers with Disabilities in Child Care. *Early Childhood Education Journal*, 48(5), 643-655. [Article](#).

Miranda, B. M., Gebhart, T., Early, D. M., & McDoniel, M. E. (2024). Examining the child observation in preschool and teacher observation in preschool in community-





based child care centers. Early Childhood Research Quarterly, 66, 98-108.  
<https://doi.org/10.1016/j.ecresq.2023.08.012>

## Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Course Assignments	1	NAEYC 1 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Responsive Caregiving
Programs for Infant Toddler Care Paper	1, 4, 5, 6	NAEYC 1 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Responsive Caregiving NAEYC 2,4,6 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings, Caring for Young Children with Disabilities or Special Needs
Nutrition Research Guide	2,4,6	NAEYC 1,4 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development NAEYC 2 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings, Caring for Young Children with Disabilities or Special Needs

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Weekly Lesson Plan	2,3	NAEYC 1,4 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development NAEYC 3,5; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development
IFSP Activities	3,6	NAEYC 2,3,5; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development
Family Resource Packet	1,6	NAEYC 1, 2 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Responsive Caregiving