# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDU130</td>
<td>Infant/Toddler Social and Emotional Well-being</td>
<td>3</td>
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**Hours:**

<table>
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<th>lecture/Lab/Other</th>
<th>3/0</th>
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**Co- or Pre-requisite**

None

**Implementation**

<table>
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<tr>
<th>sem/year</th>
<th>Spring 2009</th>
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## Catalog description:

Designed for students interested in a career in a childcare or nursery school environment. A component of the New Jersey Infant/Toddler Credential, the course supports practitioners working with infants and toddlers to strengthen their capacity as caregivers of the very young.

## Required texts/other materials:


## Revision date: 1/2016

**Course coordinator:**

T. Capra caprat@mccc.edu  
M. Weaver weaverm@mccc.edu

## Information resources:

**Other learning resources:**

*Please note that this course is not offered at MCCC regularly. Offerings are based on enrollment and demand. Consult Prof. Capra for further information.*

## Course Competencies/Goals:

**The student will be able to:**

1) Develop an awareness of brain-based development to support the learning processes of young children.  
   (NAEYC Standard 1 Promoting Child Development and Learning)

2) Describe the learning characteristics of all children, birth to 3, including typical and atypical development.  
   (NAEYC Standard 1 Promoting Child Development and Learning)

3) Understand relationships between infant/toddlers, families, and early learning environments to support infant/ toddler social and emotional development  
   (NAEYC Standard 2 Building Family and Community Relationships)
4) Demonstrate an understanding of family systems and the essential relationships for infants/toddlers that are an intrinsic part of a child’s well-being, and socio-emotional development which impact growth and development.
   (NAEYC Standard 4 Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children)

5) Apply social, emotional, cultural, and intellectual principles to childcare practices.
   (NAEYC Standard 4 Teaching and Learning)

6) Identify the basic concepts of nutrition, the nutritional needs of infants and toddlers and the impact of nutrition on growth and development.

7) Identify and use appropriate strategies to facilitate learning in young children.
   (NAEYC Standard 4 Teaching and Learning)

8) Analyze the responsibilities of the caregiver role
   (NAEYC Standard 5: Becoming a Professional)

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**

- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 5. Social Science.** Students will use child development theory to better care for infants and toddlers.
- **Goal 8. Diversity.** Students will understand the family system in the context of its own culture, value systems, and community resources.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues of the field and legal responsibilities and demonstrate a commitment to a code of ethics.

**MCCC Core Skills**

- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and demonstrate cultural, global, and environmental awareness.

**Units of study in detail.**

**Unit I Socio-Emotional Development**

**Learning Objectives**

*The student will be able to…*
- Define socio-emotional development (Course Competencies 1, 2)
- Demonstrate effective “baby-watching” skills and practice (Course Competencies 1, 3, 8)

**Unit II Learning**

*Learning Objectives*

*The student will be able to…*

- Discuss theories of cognitive development (Course Competencies 1, 2; Gen Ed Goal 5)
- Demonstrate an understanding of who and what supports learning (Course Competencies 2, 3)
- Understand how children regulate sensory input (vision, hearing, touch, smell, taste and movement) and how sensory input affects cognitive, social and emotional development (Course Competencies 1, 2, 3, 5; Gen Ed Goal 5)
- Understand the importance of play, playfulness and imagination in the development of infants and toddlers (Course Competencies 1, 2, 3, 5)
- Understand the impact of nutrition on development and learning (Course Competencies 1, 2, 6)

**Unit III Current Research**

*Learning Objectives*

*The student will be able to…*

- Demonstrate an understanding of current research in brain development as it relates to infant and toddler care-giving (Course Competencies 1, 2, 3)
- Demonstrate an understanding of “the dance of attunement” (Course Competencies 1, 2, 3)
- Discuss the importance of movement (Course Competencies 2, 3)
- Discuss language and acquisition (Course Competencies 2, 3)

**Unit IV Linking Learning and Learning Theories**

*Learning Objectives*

*The student will be able to…*

- Demonstrate a familiarity with a variety of learning theories as they relate to infant and toddler development (Course Competencies 2, 3, 5)
- Discuss the links between learning and learning theories and development (Course Competencies 2, 3, 5)

**Unit V Links between Social, Emotional, and Intellectual Learning**

*Learning Objectives*

*The student will be able to…*

- Analyze the links between social, emotional, and cognitive development in infants and toddlers (Course Competencies 2, 3, 5; Gen Ed Core Skill B)
- Identify the developmental sequence of foundational interactions that grow into the relationships that are so important in infant toddler care and education (Course Competencies 2, 3, 4, 5)

**Unit VI Behaviors and Temperament**

*Learning Objectives*

*The student will be able to…*

- Demonstrate an understanding of infant and toddler behavior and temperament (Course Competencies 2, 3, 5)
- Observe the actions and responses of babies and provide appropriate strategies to enhance development (Course Competencies 5, 7)
- Demonstrate an understanding of infants nonverbal and verbal cues (Course Competencies 2, 3, 5)
- Discuss the role temperament plays in child development (Course Competencies 2, 3, 5, 7)
Unit VII  Building Confidence and Competence

Learning Objectives
The student will be able to…
- Demonstrate an understanding of child development from birth to 3 to: experience, regulate, and express emotions, demonstrate interpersonal relationships and attachment (Course Competencies 2, 3, 5)
- Use daily activities as natural opportunities to shape social and emotional development (Course Competencies 5, 7)
- Identify the components of successful interactions and use that information to support and enhance the child’s current socially-adaptive competencies and plan opportunities that promote new competencies through the use of coaching strategies (Course Competencies 3, 5, 7)

Unit VIII  Learning to know others’ thoughts and feelings

Learning Objectives
The student will be able to…
- Identify how the infant/toddler communicates and/or expresses the following: indicates interest, protests, escapes, requests comfort, requests a social routine, requests help (Course Competencies 2, 3, 5)
- Describe how emotional development changes from the first year (infancy) to the second year (toddlerhood) (Course Competencies 2, 3, 5)
- Discuss how to foster resiliency and the capacity for empathy in infants and toddlers (Course Competencies 2, 3, 5)

Unit IX  Language and Literacy Skills

Learning Objectives
The student will be able to…
- Demonstrate an understanding of the ways infants and toddlers use language and literacy skills to create meaning in experiences (Course Competencies 1, 2, 3, 7)
- Describe what happens during the receptive language and expressive language periods (Course Competencies 1, 2, 3)
- Understand the impact of language on thought and cognition (Course Competencies 1, 2, 3)

Unit X  Milestones: 6 weeks to 6 months

Learning Objectives
The student will be able to…
- Demonstrate an understanding of child development 6 weeks to 3 months (Course Competencies 1, 2, 3; Gen Ed Goal 5)
- Demonstrate an understanding of child development in 3 to 6 months (Course Competencies 1, 2, 3; Gen Ed Goal 5)
- Identify typical developmental stages of children birth to 6 months (Course Competencies 1, 2, 3; Gen Ed Goal 5)
- Describe how learning occurs during each stage (Course Competencies 1, 2, 3, 7)

Unit XI  Milestones: 6 months to 12 months

Learning Objectives
The student will be able to…
- Demonstrate an understanding of child development 6 to 9 months (Course Competencies 1, 2, 3)
- Demonstrate an understanding of child development 9 to 12 months (Course Competencies 1, 2, 3)
- Identify typical developmental stages of children 6 to 12 months (Course Competencies 1, 2, 3)
- Describe how learning occurs during each stage (Course Competencies 1, 2, 3, 7)
Unit XII  Milestones: 12 to 24 months

Learning Objectives
The student will be able to...

- Demonstrate an understanding of child development 12 to 18 months (Course Competencies 1, 2, 3)
- Demonstrate an understanding of child development 18 to 24 months (Course Competencies 1, 2, 3)
- Identify typical developmental stages of children 12 to 24 months (Course Competencies 1, 2, 3)
- Describe how learning occurs during each stage (Course Competencies 1, 2, 3, 7)

Unit XIII  Building Partnerships with colleagues and parents

Learning Objectives
The student will be able to...

- Model the work habits of effective caregivers (Course Competencies 7, 8; Gen Ed Goal 8; Gen Ed Core Skills C, F, G)
- Demonstrate effective techniques for building partnerships with parents (Course Competency 3; Gen Ed Goal 8; Gen Ed Core Skills F, G)
- Demonstrate effective techniques for health and safety in the workplace (Course Competency 7, 8)

Evaluation of student learning:
Student learning will be evaluated through the following methods:
1) Class Participation/Preparation: (50 points) Students are expected to read texts and supplementary readings as assigned. Students are also expected to attend class prepared to actively participate in class discussions, assignments and activities.

2) Baby-Watching/Reflective Journal: (50 points-Midterm)

3) Child Study Project (50 points) Students are expected to select one child in an early childhood program and observe child and present a written portfolio (a 15 week window into a single child’s development) using the concepts discussed in the course. Guidelines will be provided.

4) Final Exam (50 points) Exam will include materials from the text readings, supplementary readings, class lectures and activities.

Method of Presentation

- interactive videos
- lecture
- class discussion
- observation and feedback
- journaling

Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.
- Students should never:
- Knowingly represent the work of others as their own
- Knowingly represent previously completed academic work as current
- Fabricate data to support academic work
- Use or obtain unauthorized assistance in the execution of any academic work
- Give fraudulent assistance to other students
- Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.