COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU131</td>
<td>Supervised Field Experience in Infant/Toddler Settings</td>
<td>3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Hours:</th>
<th>Co- or Pre-requisite</th>
<th>Revision</th>
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<tbody>
<tr>
<td>lecture/Lab/Other</td>
<td>EDU 130 must be taken before or concurrently</td>
<td>1/2016</td>
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<tr>
<td>2/60 hours practicum</td>
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Catalog description:

Designed for students interested in a career in a childcare or nursery school environment. The Field Experience serves as a forum for the discussion of the student’s field work and is a companion to EDU 130. Field experiences are critically evaluated by both students and teachers. 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:


Supplemental readings as designated by the Instructor.

*Please note that this course is not a regular offering at MCCC. Offerings are based on enrollment and demand. Please consult Prof. Capra for further information.

Course coordinator:  T. Capra caprat@mccc.edu 609-570-3854

Course Competencies/Goals:

The student will be able to:

1. Establish and contribute to nurturing and positive learning environments which promote the healthy development of young children. Identify and utilize strategies which reflect an understanding of brain-based development as well and developmentally appropriate practices. (NAEYC Standard 1 Promoting Child Development and Learning)
2. Implement learning practices which reflect an understanding of the physical, social/emotional, and cognitive needs of young children. (NAEYC Standard 1 Promoting Child Development and Learning)
3. Establish supportive and collaborative relationships with families in the early learning environment which promote a child’s overall growth and progress. (NAEYC Standard 2 Building Family and Community Relationships)
4. Apply social, emotional, cultural, and intellectual principles to childcare practices. (NAEYC Standard 4 Teaching and Learning)
5. Identify and use appropriate strategies to facilitate learning in young children as well methods for assessment and communication with families regarding progress and development. (NAEYC Standard 4 Teaching and Learning)
6. Demonstrate professional and ethical behavior; support families and collaborate with co-workers to create a dynamic learning environment. (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 demonstrate an awareness of child development when implementing specific instructional practices.

Goal 8. Diversity. Students will understand the family system in the context of its own culture, value systems, and community resources. Students will create an inclusive environment.

Goal 9. Ethical Reasoning and Action. Students will demonstrate professional and ethical practices when serving families in the field.

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 apply content knowledge to field situations.

Goal C. Ethical Decision-Making. Students will demonstrate appropriate ethical behaviors and actions.

Goal F. Collaboration and Cooperation. Students will demonstrate effective communication and collaboration skills vital to working in a childcare setting.

Units of Study

Unit I. Assessing the Learning Environment

Learning Objectives

The student will be able to…
• Evaluate the childcare setting and identify evidence of developmentally appropriate practice. (Course Competencies 1, 2; Gen Ed Goal 5)
• Implement effective “baby-watching” skills and practice. (Course Competencies 1, 2, 4)
• Identify the role and impact of nutrition on development and learning. (Course Competencies 1, 2, 4)

Unit II. Developing Lesson Plans and Activities

Learning Objectives
The student will be able to…
• Develop age appropriate lesson plans reflecting awareness of theories of cognitive development/ (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Apply an understanding of whom and what supports learning through the selection of activities appropriate for young children. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5; Core Skill B)
• Implement activities which tap into a child’s sensory input (vision, hearing, touch, smell, taste and movement). (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Support the importance of play, playfulness and imagination in the development of infants and toddlers as evinced through the development and implementation of specific activities. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit III. Awareness of and Application of Current Research

Learning Objectives
The student will be able to…
• Integrate activities which reflect an awareness of brain based development and infant/toddler care-giving research. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Support the importance of movement through implementation of activities. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Integrate myriad strategies to encourage and support language and acquisition, especially a print-rich environment. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit IV. Making Connections: Learning Theory

Learning Objectives
The student will be able to…
• Integrate a variety of learning activities which connect infant/toddler learning theories to practice. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit V. Making Connections: Social and Emotional Development

Learning Objectives
The student will be able to…
• Integrate a variety of learning activities which reflect an awareness of social, emotional, and cognitive development in infants and toddlers. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Implement activities which reflect an awareness and attention to the social and emotional theory of bonding for infants/toddlers. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit VI. Observing, Managing, and Fostering Behavior and Temperament

Learning Objectives
The student will be able to…
• Design activities which reflect an understanding of infant and toddler behavior and temperament. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5; Core Skill B)
• Evaluate and document the actions and responses of babies and identify appropriate strategies to enhance development. (Course Competencies 1, 2, 4, 5; Gen Ed Goals 1, 5)
• Observe and evaluate infants’ nonverbal and verbal cues. (Course Competencies 1, 2, 4, 5)
• Identify appropriate responses to temperament which reflect an awareness of child development. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit VII. Cultivating Confidence in Infants/Toddlers
Learning Objectives
The student will be able to…
• Discuss and identify characteristics of child development from birth to age three. (Course Competencies 1, 2; Gen Ed Goal 5)
• Identify and implement daily activities as natural opportunities to shape confidence and esteem. (Course Competencies 1, 2, 4, 5)
• Implement the components of successful interactions; support and enhance the child’s current social development. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit VIII. Identifying and Encouraging Communication in Infants/Toddlers
Learning Objectives
The student will be able to…
• Provide examples from the field of how the infant/toddler communicates and/or expresses the following: indicates interest, protests, escapes, requests comfort, requests a social routine, requests help. (Course Competencies 1, 2, 4, 5)
• Evaluate and observe how emotional development changes from the first year (infancy) to the second year (toddlerhood). (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Implement activities which foster resiliency and the capacity for empathy in infants and toddlers, as well as the encouragement of expression. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit IX. Cultivating 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 through the development and implementation of appropriate activities and interactions. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Provide relevant experience from the field of receptive language and expressive language periods. (Course Competencies 1, 2, 4, 5)

Unit X. Identifying Milestones: 6 weeks to 6 months
Learning Objectives
The student will be able to…
• Identify concrete examples (from the field) of child development from approximately 6 weeks to 3 months. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Identify concrete examples (from the field) of child development from approximately 3 to 6 months. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
• Identify (and implement) methods to cultivate milestones; identify observations which could signal a developmental delay. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit XI. Identifying Milestones: 6 months to 12 months
Learning Objectives
The student will be able to…

- Identify concrete examples (from the field) of child development from approximately 6 months to 9 months. (Course Competencies 1, 2; Gen Ed Goal 5)
- Identify concrete examples (from the field) of child development from approximately 9 to 12 months. (Course Competencies 1, 2; Gen Ed Goal 5)
- Identify (and implement) methods to cultivate milestones; identify observations which could signal a developmental delay. (Course Competencies 1, 2; Gen Ed Goal 5)

Unit XII.  Milestones: 12 to 24 months, Age 2-3

Learning Objectives
The student will be able to…

- Identify concrete examples (from the field) of child development from approximately 12 months to 18 months. (Course Competencies 1, 2; Gen Ed Goal 5)
- Identify concrete examples (from the field) of child development from approximately 18 to 24 months. (Course Competencies 1, 2; Gen Ed Goal 5)
- Identify concrete examples (from the field) of child development from approximately age 2-3. (Course Competencies 1, 2; Gen Ed Goal 5)
- Identify (and implement) methods to cultivate milestones; identify observations which could signal a developmental delay. (Course Competencies 1, 2; Gen Ed Goal 5)

Unit XIII. Building Partnerships: Families and Colleagues

Learning Objectives
The student will be able to…

- In the field, demonstrate the work habits of effective caregivers. (Course Competencies 5,6; Gen Ed Goals 8, 9; Core Skill F)
- Implement effective techniques for building partnerships with parents/families. (Course Competencies 3, 6; Gen Ed Goal 8; Core Skill f)
- Implement effective techniques for health and safety in the workplace. (Course Competencies 3, 6)
- Collaborate with colleagues to assess, promote, and maintain a positive early learning environment. (Course Competencies 3, 6; Core Skill F)

Evaluation of student learning:

Since this course is a practicum, students will be evaluated in the following manner:

<table>
<thead>
<tr>
<th>Evaluation Tools</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Portfolio of reflective journal assignments and lesson plans completed throughout the course.</td>
<td>25%</td>
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<tr>
<td>Instructor Field observations of the student (at least 2 per student, with more recommended and as required).</td>
<td>35%</td>
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<tr>
<td>Feedback of childcare administrators and staff (as per attached form). Feedback includes the following elements: attendance and performance in the childcare setting; evidence of regular lesson plans</td>
<td>20%</td>
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<tr>
<td>Participation in all seminar discussions and class activities</td>
<td>20%</td>
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**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.
Fieldwork Procedures and Policy Guidelines for
EDU 131 (and possibly EDU 211)

I. Purpose

The following is intended to provide guidelines and procedures for engaging in and the evaluation of Fieldwork for the Infant/Toddler Credential.

II. Background

A joint venture between CITE (Coalition of Infant Toddler Education) and Professional Impact NJ is leading New Jersey in the way of developing an Infant Toddler Credential to improve learning experiences and overall care of young children ages birth through three. This initiative reflects a national endeavor to improve the training of care givers in early childhood settings. The fieldwork course is designed to afford practitioners (future and present) the opportunity to apply acquired theory and content to practice to professional early childhood settings.

III. General Policy

The fieldwork course (EDU 131) may be taken concurrently or following EDU 130; the foundation for the experience is established through the course content of EDU 130.

Placement/Field-Experience

Students who are currently employed in an accredited (NAEYC) infant/toddler setting (must be 0-3) may maintain their employment for consideration for the fieldwork experience. Students who are not employed should seek a suitable placement on their own, however; assistance and support (including necessary documentation and course verification) will be provided by the Instructor, Education Program Coordinator, and Provost of JKC. A suitable placement must be confirmed at the start of the course so that hours can commence immediately.

Since many students taking 131 will be current practitioners, a formally assigned cooperating teaching will usually be unnecessary. In most cases, the center’s administration will be responsible for feedback and evaluation—not far beyond their regular evaluation of all employees. It is Mercer’s goal to develop strong connections with community childcare centers and as these relationships develop, stipends would be waived.

It is realized that the pursuit of an infant/toddler credential may be of interest to in-home caregivers; some of whom provide all-day care for families and rely on the income. In this situation, the in-home provider can complete his or her field experience in this capacity. Since this setting does not allow for feedback from a cooperating teacher or center administrator, early childhood experts (administrators from early childhood centers, and/or full-time education faculty) will accompany the course Instructor on field visits. Additional visits (beyond the recommended two) will seek to provide the in-home caregiver with ample feedback.

If a student is out of the realm of the above situations, he or she should consult with Mercer’s faculty before commencing the coursework.
Evaluation/Student Assessment

The role of the student in this course is active. He or she should plan to spend the majority of course time in the field, serving in the capacity of an infant/toddler caregiver. Additionally, approximately two hours a week will be scheduled for face-to-face seminars. During these seminars, the Instructor will lead the class through a structured analysis of the field experience. All course work (i.e. journals and portfolio) will be presented during seminar sessions and evaluated by the course Instructor. Attendance at class sessions, as well as the field placement, is mandatory and expected. Failure to comply with this policy may result in a failing course grade.

Field students will be evaluated in two ways: by the course Instructor and by the placement staff, and any and all cooperating teachers. In the case of an in-home caregiver, the course Instructor will be entirely responsible for the student’s grade, incorporating feedback and input from the administrators/faculty who accompany the Instructor on field visits. The course Instructor will ultimately be responsible for determining the final grade of the student in all cases.

The final grade will be based upon: field work observations conducted by the Instructor, feedback provided by the placement administration and staff, attendance and participation in scheduled seminars, and written assignments including, but not limited to, a portfolio and reflective journal entries. The Instructor will observe all students in their respective placements at least twice during the semester (attempts will be made to identify a mutually agreeable time/date, but students should be prepared for Instructor visits at any time during scheduled fieldwork). The Instructor may choose to conduct observations which exceed this minimum recommendation. During the visit, the Instructor must be able to witness the student engaged in activities and exercises relevant to the care of infants and toddlers. Evidence of competency in caring for children age birth through three must be demonstrated. Field students, unless otherwise noted, are expected to present a lesson plan for Instructor evaluation during any and all field visits.

IV. Student Eligibility

All students wishing to pursue the Infant Toddler Credential are eligible. Students must complete EDU 130 prior to, or concurrently with EDU 131. Students wishing to pursue matriculation at Mercer beyond this point are encouraged to meet with the Education Program Coordinator to discuss degree options as well as course offerings. Beyond 12 credits, all students are required to meet all of the college’s entrance requirements, including placement testing.

V. Placement Information and Expectations

During the fieldwork, the student will conform to the expectations of the placement. This includes keeping a supervisor informed of absences, tardiness, and any other related issues.

The student will be required to register for the fieldwork as a regular education course and pay the credit charges and related fees.

Students will have a minimum of 60 hours of fieldwork.

Students may choose to maintain their current employment for the fieldwork experience provided the site is accredited by NAEYC. In this case, the Instructor, Education Program Coordinator, and employer must be notified of the situation. The amount of time spent at the placement must at least meet the minimum course requirement—no exceptions will be made. Since the field experience must be current, previous work experience will not be considered.

Fieldwork students must reflect professionalism at all times. This includes dressing according to the standards of the learning environment, behaving ethically and appropriately, responding to feedback from the course Instructor and supervisors, working collaboratively with all colleagues, communicating regularly
and respectfully with family members of children, and being prepared each day with lesson plans and appropriate exercises to serve in the fullest capacity.

Any issues relating to a placement MUST be brought to the attention of the course Instructor and Program Coordinator immediately.