



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number EDU 131	Course Title Supervised Field Experience in Infant/Toddler Settings	Credits 3
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Hours: Lecture/Lab/Other 2/0/60 hours practicum	Co- or Pre-requisite EDU 130 must be taken before or concurrently	Implementation Semester & Year Fall 2022
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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.

General Education Category:
Not GenEd

Course coordinator:
Dr. Angela Sansone
sansonea@mccc.edu

Required texts & Other materials:

Galinsky, E. (2010) *Mind in the Making 12 Modules Comprehensive Learning Program, Families and Work Institute* ISBN 9780061732324

Martin, S. and Berke, J. (2007) *See How They Grow: Infants and Toddlers*, Thompson, Delmar Learning. ISBN 978-1418019228

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

Course Student Learning Outcomes (SLO):

Upon successful completion of this course 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) [Supports ILG 1, 5; PLO #3, 4, 5, 7]
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) [Supports ILG 1, 5; PLO # 3, 4, 5, 7]
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) [Supports ILG 1, 5, 8; PLO # 3, 4, 5]
4. Apply social, emotional, cultural, and intellectual principles to childcare practices. (NAEYC Standard 4 Teaching and Learning) [Supports ILG 8, 9; PLO # 3, 4, 5]
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) [Supports ILG 1, 5, 8, 9; PLO # 3, 4, 5]
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) [Supports ILG 1, 8, 9; PLO # 3, 4, 5, 6]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Program Learning Outcomes for Early Childhood Education/Special Education AAS (PLO)

1. Identify and explain the historical and philosophical foundations of American education;
2. Interpret current issues facing educators on the basis of study and research;
3. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. Conduct small instructional groups under the supervision of a teacher;
5. Tutor individual students in selected subjects;
6. Implement lesson plans that have specific learning outcomes and procedures, support inclusion, and reflect differentiation of instruction;
7. Demonstrate the use of classroom technology for instructional, adaptive, and enhancement purposes.

Units of study in detail – Unit Student Learning Outcomes:

Unit I. Assessing the Learning Environment [Supports Course SLOs # 1, 2, 4]

Learning Objectives

The student will be able to:

- Evaluate the childcare setting and identify evidence of developmentally appropriate practice.
- Implement effective “baby-watching” skills and practice.
- Identify the role and impact of nutrition on development and learning.

Unit II. Developing Lesson Plans and Activities [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student will be able to:

- Develop age appropriate lesson plans reflecting awareness of theories of cognitive development
- Apply an understanding of whom and what supports learning through the selection of activities appropriate for young children.
- Implement activities which tap into a child's sensory input (vision, hearing, touch, smell, taste and movement).
- 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.

Unit III. Awareness of and Application of Current Research [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student will be able to:

- Integrate activities which reflect an awareness of brain based development and infant/ toddler care-giving research.
- Support the importance of movement through implementation of activities.
- Integrate myriad strategies to encourage and support language and acquisition, especially a print-rich environment.

Unit IV. Making Connections: Learning Theory [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student will be able to:

- Integrate a variety of learning activities which connect infant/toddler learning theories to practice.

Unit V. Making Connections: Social and Emotional Development [Supports Course SLOs # 1, 2, 4, 5]

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.

- Implement activities which reflect an awareness and attention to the social and emotional theory of bonding for infants/toddlers.

Unit VI. Observing, Managing, and Fostering Behavior and Temperament [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student will be able to:

- Design activities which reflect an understanding of infant and toddler behavior and temperament.
- Evaluate and document the actions and responses of babies and identify appropriate strategies to enhance development.
- Observe and evaluate infants' nonverbal and verbal cues.
- Identify appropriate responses to temperament which reflect an awareness of child development.

Unit VII. Cultivating Confidence in Infants/Toddlers [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student will be able to:

- Discuss and identify characteristics of child development from birth to age three.
- Identify and implement daily activities as natural opportunities to shape confidence and esteem.
- Implement the components of successful interactions; support and enhance the child's current social development.

Unit VIII. Identifying and Encouraging Communication in Infants/Toddlers [Supports Course SLOs # 1, 2, 4, 5]

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.
- Evaluate and observe how emotional development changes from the first year (infancy) to the second year (toddlerhood).
- Implement activities which foster resiliency and the capacity for empathy in infants and toddlers, as well as the encouragement of expression.

Unit IX. Cultivating Language and Literacy Skills [Supports Course SLOs # 1, 2, 4, 5]

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.
- Provide relevant experience from the field of receptive language and expressive language periods.

Unit X. Identifying Milestones: 6 weeks to 6 months [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student will be able to:

- Identify concrete examples (from the field) of child development from approximately 6 weeks to 3 months.
- Identify concrete examples (from the field) of child development from approximately 3 to 6 months.
- Identify (and implement) methods to cultivate milestones; identify observations which could signal a developmental delay.

Unit XI. Identifying Milestones: 6 months to 12 months [Supports Course SLOs # 1, 2]

Learning Objectives

The student will be able to:

- Identify concrete examples (from the field) of child development from approximately 6 months to 9 months.
- Identify concrete examples (from the field) of child development from approximately 9 to 12 months.
- Identify (and implement) methods to cultivate milestones; identify observations which could signal a developmental delay.

Unit XII. Milestones: 12 to 24 months, Age 2-3 [Supports Course SLOs # 1, 2]

Learning Objectives

The student will be able to:

- Identify concrete examples (from the field) of child development from approximately 12 months to 18 months.
- Identify concrete examples (from the field) of child development from approximately 18 to 24 months.
- Identify concrete examples (from the field) of child development from approximately age 2-3.

- Identify (and implement) methods to cultivate milestones; identify observations which could signal a developmental delay.

Unit XIII. Building Partnerships: Families and Colleagues [Supports Course SLOs # 3, 5, 6]

Learning Objectives

The student will be able to:

- In the field, demonstrate the work habits of effective caregivers.
- Implement effective techniques for building partnerships with parents/families.
- Implement effective techniques for health and safety in the workplace.
- Collaborate with colleagues to assess, promote, and maintain a positive early learning environment.

Evaluation of student learning:

	Percentage of Grade
Since this course is a practicum, students will be evaluated in the following manner: Evaluation Tools	
Portfolio of reflective journal assignments and lesson plans completed throughout the course.	25%
Instructor Field observations of the student (at least 2 per student, with more recommended and as required).	35%
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	20%
Participation in all seminar discussions and class activities	20%