



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number EDU 130	Course Title Infant/Toddler Social and Emotional Well-being	Credits 3
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Hours: Lecture/Lab/Other 3	Co- or Pre-requisite none	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. Develop an awareness of brain-based development to support the learning processes of young children. (NAEYC Standard 1 Promoting Child Development and Learning) [Supports ILG 1, 5, 8; PLO-A #4, 5; PLO-B # 3]
2. Describe the learning characteristics of all children, birth to 3, including typical and atypical development. (NAEYC Standard 1 Promoting Child Development and Learning) [Supports ILG 1, 5,8, 9 ; PLO-A # 3, 4, 5, 7; PLO-B # 3]
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) [Supports ILG1, 5, 8, 9; PLO # 2, 3, 4, 5]
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) [Supports ILG 1, 5, 8, 9; PLO # 2, 4, 5]
5. Apply social, emotional, cultural, and intellectual principles to childcare practices. (NAEYC Standard 4 Teaching and Learning) [Supports ILG 1, 5, 8; PLO-A # 2, 4, 5; PLO-B # 3, 6]
6. Identify the basic concepts of nutrition, the nutritional needs of infants and toddlers and the impact of nutrition on growth and development. [Supports ILG 1, 5, 8; PLO-A # 3, 6; PLO-B # 3, 6]
7. Identify and use appropriate strategies to facilitate learning in young children. (NAEYC Standard 4 Teaching and Learning) [Supports ILG 1, 5, 8, 9; PLO-A #4, 5, 6, 7 ; PLO-B # 3, 6, 7]
8. Analyze the responsibilities of the caregiver role. (NAEYC Standard 5: Becoming a Professional) [Supports ILG 1, 5; PLO-A # 3, 7; PLO-B # 3, 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 Education (K-12) AA (PLO-A)

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. Take responsibility for their own learning as they make the transition from learners to teacher/learners.
4. Analyze how children learn and develop, and provide learning opportunities that support a child's intellectual, social, and personal development.
5. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
6. Demonstrate effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Describe and demonstrate a variety of teaching techniques and strategies.
8. Create and implement planned instructional activities for individuals, small and large groups.
9. Identify and apply assessment measures.
10. Articulate own teaching proficiency base.

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

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 Socio-Emotional Development [Supports Course SLO # 1, 2, 3, 8]

Learning Objectives

The student will be able to:

- Define socio-emotional development
- Demonstrate effective “baby-watching” skills and practice

Unit II Learning [Supports Course SLO # 1, 2, 3, 5, 6]

Learning Objectives

The student will be able to:

- Discuss theories of cognitive development
- Demonstrate an understanding of who and what supports learning
- Understand how children regulate sensory input (vision, hearing, touch, smell, taste and movement) and how sensory input affects cognitive, social and emotional development
- Understand the importance of play, playfulness and imagination in the development of infants and toddlers
- Understand the impact of nutrition on development and learning

Unit III Current Research [Supports Course SLO # 1, 2, 3]

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
- Demonstrate an understanding of “the dance of attunement”
- Discuss the importance of movement
- Discuss language and acquisition

Unit IV Linking Learning and Learning Theories [Supports Course SLO # 2, 3, 5]

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
- Discuss the links between learning and learning theories and development

Unit V Links between Social, Emotional, and Intellectual Learning [Supports Course SLO # 2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Analyze the links between social, emotional, and cognitive development in infants and toddlers
- Identify the developmental sequence of foundational interactions that grow into the relationships that are so important in infant toddler care and education

Unit VI Behaviors and Temperament [Supports Course SLO # 2, 3, 5, 7]

Learning Objectives

The student will be able to:

- Demonstrate an understanding of infant and toddler behavior and temperament
- Observe the actions and responses of babies and provide appropriate strategies to enhance development
- Demonstrate an understanding of infants nonverbal and verbal cues
- Discuss the role temperament plays in child development

Unit VII Building Confidence and Competence [Supports Course SLO # 2, 3, 5, 7]

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
- Use daily activities as natural opportunities to shape social and emotional development
- 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

Unit VIII Learning to know others’ thoughts and feelings [Supports Course SLO # 2, 3, 5]

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
- Describe how emotional development changes from the first year (infancy) to the second year (toddlerhood)
- Discuss how to foster resiliency and the capacity for empathy in infants and toddlers

Unit IX Language and Literacy Skills [Supports Course SLO # 1, 2, 3, 7]

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
- Describe what happens during the receptive language and expressive language periods
- Understand the impact of language on thought and cognition

Unit X Milestones: 6 weeks to 6 months [Supports Course SLO # 1, 2, 3, 7]

Learning Objectives

The student will be able to:

- Demonstrate an understanding of child development 6 weeks to 3 months
- Demonstrate an understanding of child development in 3 to 6 months
- Identify typical developmental stages of children birth to 6 months
- Describe how learning occurs during each stage

Unit XI Milestones: 6 months to 12 months [Supports Course SLO # 1, 2, 3, 7]

Learning Objectives

The student will be able to:

- Demonstrate an understanding of child development 6 to 9 months
- Demonstrate an understanding of child development 9 to 12 months
- Identify typical development stages of children 6 to 12 months.

Unit XI Milestones: 12 months to 24 months [Supports Course SLO # 1, 2, 3, 7]

Learning Objectives

The student will be able to:

- Demonstrate an understanding of child development 12 to 18 months
- Demonstrate an understanding of child development 18 to 24 months
- Identify typical developmental stages of children 12 to 24 months
- Describe how learning occurs during each stage

Unit XIII Building Partnerships with colleagues and parents [Supports Course SLO # 3, 7, 8]

Learning Objectives

The student will be able to:

- Model the work habits of effective caregivers
- Demonstrate effective techniques for building partnerships with parents
- Demonstrate effective techniques for health and safety in the workplace

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