



CFS 250 - Adult Supervision and Mentoring in Early Care and Education Course Outline

Approval Date: 09/08/2016

Effective Date: 01/13/2017

SECTION A

Unique ID Number CCC000092303

Discipline(s) Early Childhood Education

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 250

Course Title Adult Supervision and Mentoring in Early Care and Education

TOP Code/SAM Code 1305.80 - Child Development* / B - Advance Occupational

Rationale for adding this course to the curriculum To align with CAP (Curriculum Alignment Project) in Child Development.

Units 2

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 36.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 72.00

Total Contact Hours 36

Total Student Hours 108

Open Entry/Open Exit No

Maximum Enrollment 25

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online
Hybrid more than 50%

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course explores the methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners
- B. Demonstrate competency in communication and reflective practices when working with diverse adult populations
- C. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Examine methods of supervision for student teachers and others in early childhood education settings.
- B. Identify characteristics of effective leaders and mentors
- C. Critique and practice strategies to support adult learners
- D. Demonstrate reflective practice, cultural competency, and ethical conduct.
- E. Evaluate various personnel, program and environmental assessment tools.
- F. Develop effective interactions and communication techniques.
- G.

3. Course Content

A. Leadership and Development

1. Time management
2. Characteristics of effective mentors/leaders

3. Diverse perspectives
4. Ethics-professional behaviors
5. Professional development
 - a. Career ladder
 - b. Professional resources and organizations
 - c. Advocacy

B. Adult Mentoring and Supervision Strategies

1. Coaching
2. Modeling
3. Shadowing
4. Reflective supervision and feedback
5. Mentor/mentee relationship

C. Adults in Early Care and Education Settings

1. Adult learners
2. Orientation
 - a. Program
 - b. Role and expectations
3. Positive interactions and communications
4. Conflict resolution.

D. Evaluation and Assessment

1. Tools
2. Methods

4. Methods of Instruction:

Discussion: Groups discussion on course content.

Distance Education: Course offered in a Distance Education format.

Lecture: Some content delivered in a lecture format incorporating Socratic questioning.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes -- Short answer and varied questions on content.

Projects -- 1. Write a response to the reading assignment. Each response should be 1-2 pages in length. Responses should be a reflection on the reading or on the class discussion of the reading. 2. Completion of Early Childhood Environment Rating Scale

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read Chapter 5 in Developing Mentoring and Coaching Relationships in Early Care and Education : A Reflective Approach.

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B. Writing Assignments

1. Critical analysis of reading assignments

For example:

a) Analyze the development of your own mentoring skills compared to the traits identified in the readings.

b) Evaluate the theories identified in the readings and their applicability to mentoring new teachers.

2. Question responses

For example:

a) Why is learning in new ways important for educators and mentors?

b) Why is being culturally competent important in early care and education programs?

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:
Author: Chu, Marilyn
Title: Developing Mentoring and Coaching Relationships in Early Care and
Education: A Reflective Approach
Publisher: NAEYC
Date of
Publication: 2013
Edition:

B. Other required materials/supplies.