

CFS-250: ADULT SUPERVISION AND MENTORING IN EARLY CARE AND EDUCATION

Effective Term

Fall 2017

BOT Approval

01/13/2017

SECTION A - Course Data Elements**CB04 Credit Status**

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

250

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Adult Supervision and Mentoring in Early Care and Education

Short Title

Adult Sup & Mentor Early Care

CB03 TOP Code

1305.80 - *Child Development Administration and Management

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

B - Advanced Occupational

Rationale

To align with CAP (Curriculum Alignment Project) in Child Development.

SECTION B - Course Description**Catalog Course 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.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

2.00000

Lecture Hours

36.00

Outside of Class Hours

72

Total Contact Hours

36

Total Student Hours

108

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.
2.	Demonstrate competency in communication and reflective practices when working with diverse adult populations.
3.	Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Examine methods of supervision for student teachers and others in early childhood education settings.
2.	Identify characteristics of effective leaders and mentors
3.	Critique and practice strategies to support adult learners.
4.	Demonstrate reflective practice, cultural competency, and ethical conduct.
5.	Evaluate various personnel, program and environmental assessment tools.
6.	Develop effective interactions and communication techniques.

Course Content

1. Leadership and Development
 - a. Time management
 - b. Characteristics of effective mentors/leaders
 - c. Diverse perspectives
 - d. Ethics-professional behaviors
 - e. Professional development
 - i. Career ladder
 - ii. Professional resources and organizations
 - iii. Advocacy
2. Adult Mentoring and Supervision Strategies
 - a. Coaching
 - b. Modeling
 - c. Shadowing
 - d. Reflective supervision and feedback
 - e. Mentor/mentee relationship
3. Adults in Early Care and Education Settings
 - a. Adult learners
 - b. Orientation
 - i. Program
 - ii. Role and expectations
 - c. Positive interactions and communications
 - d. Conflict resolution
4. Evaluation and Assessment
 - a. Tools
 - b. Methods

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Groups discussion on course content.
Lecture	Some content delivered in a lecture format incorporating Socratic questioning.

Online Adaptation

Types	Examples of learning activities
Activity	
Discussion	
Group Work	
Individualized Instruction	
Journal	
Lecture	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
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

Assignments

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.

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?

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Chu, Marilyn

Title

Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach

Publisher

NAEYC

Year

2013

SECTION G - Diversity, Equity and Inclusivity

Course Codes (Admin Only)

CB00 State ID

CCC000092303

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No