Cerro Coso College
Course Outline of Record Report
10/13/2021

CHDVC281 : Adult Supervision and Mentoring in Early Care and Education

General Information

Author:	• Vivian Baker • Fuller, Elisabeth • French, Kristina
Course Code (CB01) :	CHDVC281
Course Title (CB02) :	Adult Supervision and Mentoring in Early Care and Education
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000573188
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	05/11/2016
Course Description:	This course addresses the methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. There is an emphasis on the roles and development of early education professionals as mentors and leaders. Students are required to observe licensed and license-exempt programs in their community. This course satisfies the adult supervision requirement for the Master Teacher and Site Supervisor levels of the Child Development Permit Matrix.
Submission Type:	Mandatory Revision
	This is a cyclical revision. The description, methods of instruction, methods of evaluation, SLOs, and topical outline were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

• Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Site Supervisor-	Certificate of Achievement	Summer 2018
CC Child Development Master Teacher- (In Development)	Certificate of Achievement	Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Because Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation. **Outcomes**

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C281 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C281 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	Students keep a learning journal with reflections from the readings, videos, and real life experiences. For example: "Describe any insights or "ah-has" that you have experienced as the result of reading and doing the activities from this week".

Methods of Instruction	Project-based learning
Rationale	Students will develop a professional development training on a chosen topic.

Methods of Instruction	Peer-to-peer instruction
Rationale	Students will role play scenarios as protege and mentor. Example: The protege brings the following scenario to the mentor. A parent has confronted the protege in the classroom and is demanding to know the name of the child who has been biting her child as well as the child's parent's names. As the mentor, what suggestions can you give to the protege.

Methods of Instruction	Outside reading
Rationale	Research and read professional articles such as those found in Young Child, Exchange, etc. Share main ideas from the articles with the class in the form of mini-presentations.

Methods of Instruction	Job Shadowing
Rationale	Students will shadow a program leader during a staff meeting and a staff training.

Methods of Instruction	Informational Interviews
Rationale	Students will interview Mentor Teachers who have three or more years of experience as a Mentor.

Methods of Instruction	Discussion
Rationale	Weekly discussions related to the learning materials and student's insights.

Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics. Example: *Coaching in Early Care and Education Programs and Quality Rating and Improving Systems (QRIS): Identifying Promising Features*

Writing assignment. For example: What are the key differences between directing, managing, and leading a child development center?

Text reflections. For example: What is the role of the leader as change agent?

Observation of programs. For example: Shadow a program leader during a staff meeting, and a staff training.

Exams related to course subject matter. Discuss the four-quadrant theory related to Learning Success Systems.

Methods of Evaluation	Rationale
Project	Small group project. For example: Present on the role of the leader as change agent.
Tests	Exams related to course subject matter. Example: Why is emotional intelligence important for leadership in the field of early care and education?
Project	Analysis of observations and interviews of program administrators. For example, job-shadow supervisors currently working in the child development field and analyze their role in supporting new staff.
Research Paper	Research paper. For example, research evidence based coaching/mentoring strategies for quality improvement in early care and education.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	This is a standard text for this course state wide and has not been updated. There is no other text that addresses the developmental process of supervising adults in the child development field.			
	This is a standard text for this class state wide and has not been updated. There is no other text that addresses shared decision making and participative management in the child development field that is supervisory oriented and not business oriented. Ca			
	This is a comprehensive book that looks at the role of mentoring specifically in the field of child development, more current books only look at one aspect of mentoring have a business model that is difficult to apply to this field. Bloom, P.J. . (2011) C			
	Robins, A. (Ed.). (2006) Mentoring in the early years, , SAGE Publications Inc.			

| Caruso, J.J. & Fawcett, M.T.. | Supervision in early childhood education. 3rd ed. | Teacher's College Press | 2007 |

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Examine methods of supervision for student teachers and others in early education settings.

Identify characteristics of effective leaders and mentors.

Critique and practice strategies to support adult learners.

Demonstrate reflective practice, cultural competency, and ethical conduct.

Evaluate various personnel, program, and environmental assessment tools.

Develop effective interactions and communication techniques.

CSLOs

Develop individualized mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Expected SLO Performance: 70.0

Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
ISLOs Core ISLOs	Students who are completing a program will be able to think critically and creatively and apply reasoning.
Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.

Use effective communication and reflective practices when working with diverse adult populations.

Expected SLO Performance: 70.0

Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
ISLOs Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly
Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.

Apply a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Expected SLO Performance: 70.0

Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.

Examine systems of change and the role of advocacy to support teachers' development as professionals. Expected SLO Performance: 70.0

ISLOs Core ISLOs	Students who are completing a program will be able to access, evaluate, and effectively use information.
	Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.

Outline

Course Outline

A. Leadership and Development
  1. Time management
  2. Characteristics of effective mentors/leaders
  3. Diverse perspectives
  4. Ethics and 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 interaction and communication
  4. Conflict resolution

D. Evaluation and Assessment
  1. Tools
  2. Methods

E. The Leader as Change Agent
  1. Using change to move an organization forward
  2. Determining the need for change
  3. Planning the change process
  4. Addressing fears and concerns of staff

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 281 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work
Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums
Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessiblity checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no