Modesto Junior College
Course Outline of Record
CLDDV 154

OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CLDDV-154 Adult Relationship & Mentoring in School 2 Units

Prerequisite: Satisfactory completion of CLDDV 101 with a minimum grade of C or better
CLDDV 103 with a minimum grade of C or better  CLDDV 104 with a minimum grade of C or better  and  CLDDV 105 with a minimum grade of C or better

Impact of staff interaction on children and adults in the classroom environment. Roles and functions of adults as professionals. Course is repeatable - three completions allowed. Field trips might be required.

Course is applicable to the associate degree.

I. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:
   A. Roles of staff in the Early Childhood Education classroom.*
      1. Teacher / Director
      2. Teacher Aide
      3. Parent
      4. Student Teacher
      5. Health Aide
      6. Student or Community Volunteer
      7. Mentor / Student Teacher
   B. The Importance of Effective Adult Relationships for a Healthy Learning Environment*
      1. Children’s perceptions of adults in the classroom
      2. Effects of conflict in the classroom environment
      3. Effects of inconsistency in the classroom
      4. Modeling appropriate behaviors and curriculum
      5. Effect of personal philosophy on staff relationships
      6. Inclusion of parents in curriculum planning
   C. Supervising Staff in a Partnership Approach*
      1. Formulating, communicating, and understanding expectations and common goals
      2. Communicating tools
      3. Dealing with problems
      4. Importance of planning
      5. Positive reinforcement for adults
      6. Effects of personal style, philosophy, cultural background in the classroom
      7. Cultural differences in adult relationships
   D. Professional Behaviors*
      1. Communication / interaction with colleagues
      2. Communication / interaction with parents
      3. Confidentiality
      4. Ethical and legal responsibilities
      5. Individual and cultural variations in communication style
      6. Involvement in community and professional organizations
      7. Advocacy for children and families

B. ENROLLMENT RESTRICTIONS
1. **Prerequisites**

   Satisfactory completion of CLDDV 101 with a minimum grade of C or better
   CLDDV 103 with a minimum grade of C or better
   CLDDV 104 with a minimum grade of C or better
   CLDDV 105 with a minimum grade of C or better

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. A. Demonstrate an understanding of the issues and ethical behavior in the early childhood
      profession.*
   b. B. Identify the importance of the role of adults in the lives of young children and their families.*
   c. C. Compare and contrast the contributions to the field of early childhood including historical,
      theoretical, and curricular contributions.
   d. D. Demonstrate an understanding and knowledge of basic observation skills.
   e. E. Identify the components of program planning for young children, including health, safety,
      routines, and schedules.
   f. F. Demonstrate an understanding of the field of early childhood education programs in a diverse
      society, including communication, interaction, guidance, planning, observing, reporting, and
      inclusion.*
   g. G. Complete an educational plan.
   h. H. Review child development certificates, degrees, and transfer requirements.
   i. CLDDV 103
   j. A. Identify characteristics and patterns of physical, cognitive, social, and emotional development
      from infancy through adolescence
   k. B. Analyze the relationships between the factors in physical, cognitive, creative, social and
      emotional development from the whole child perspective including cultural factors from infancy
      through adolescence
   l. C. Compare the emotional and external influences on growth and development including
      culturally influenced interactions, implications from infancy through adolescence *
   m. D. Apply developmental theories in selected examples*
   n. E. Interpret the needs of infants, young children, and adolescents and propose implications for
      adult responses*
   o. F. Evaluate how behavior relates to factors in growth and development
   p. G. Identify personal biases towards infants, children, and adolescents, including bias toward
      culture, race, abilities, and gender*
   q. Or CLDDV 104
   r. A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and
      social-emotional development from conception through early childhood
   s. B. Discuss the relationships between the factors in physical, intellectual, social, and emotional
      development from the whole child perspective including cultural factors from conception through
      early childhood
   t. C. Compare the emotional and external influences on growth and development including
culturally influenced interactions, implications from conception through early childhood*

u. D. Apply developmental theories in selected examples*

v. E. Interpret the needs of infants and young children, and propose implications for adult responses*

w. F. Evaluate how behavior relates to factors in growth and development

x. G. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender*

y. And CLDDV 105

a. A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence

aa. B. Discuss the relationship between the factors in physical, intellectual, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence

ab. C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from late childhood through late adolescence*

ac. D. Apply developmental theories in selected examples*

ad. E. Interpret the needs of children and adolescents and propose implications for adult responses*

ae. F. Evaluate how behavior relates to factors in growth and development

af. G. Identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender*

ag. Child Development 101

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>36.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture – discussion
2. Role playing / cooperative learning groups
3. Video
4. Guest speakers
5. Participation in class discussions and group projects
6. Oral and written reports
E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

Weekly review of the reading and class participation
Two written assignments to assess understanding and synthesis of content per term
Research and preparation for two oral presentations
Study for 2 Quizzes per term
Study for 1 Exam per term

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

Typical Assignment: Development of a Philosophy statement: Based on the class discussion and your understanding of High Quality and Best Practices, write a program philosophy statement. Include your vision, mission, and philosophy including the agreed upon criteria.

Quiz or Exam Question:

Describe the difference between the roles of a supervisor and a mentor.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Identify and describe the role of supervisor in programs providing Early Care and Education services
demonstrate improved interpersonal skills in working with staff, groups, community agencies, and parents advocate for best practices in the field of Early Care and Education

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Identify current staffing trends in Early Childhood Education programs.

   b. Describe the roles of staff in Early Childhood Education programs.

   c. Analyze how adult behavior and relationships affect the learning environment.*

   d. Describe models of partnership incorporating mentoring approach.

   e. Design and implement appropriate evaluation of program quality.

   f. Construct professional procedures and processes for effective staff development and training.

   g. Rate the quality of programs for children using appropriate assessment tools.

   h. Formulate plans for program improvement.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Application of principles in defined situations
2. Midterm and final examinations
3. Oral reports
4. Participation in class discussions and group projects
5. Written analysis of defined situations

B. SUMMATIVE ASSESSMENT

1. Final class project and/or examination