I. **OVERVIEW**
The following information will appear in the 2010 - 2011 catalog

**CLDDV 267 Director Seminar** 0.5 Unit

*Recommended for Success: Before enrolling in this course, students are strongly advised to successful completion of ENGL 50.*

Directors, site supervisors and other administrators of early childhood programs attend monthly seminars to explore issues related to professional duties. Seminars will include quality improvement efforts, advocacy, supervision and mentoring of colleagues. Seminar content will be individualized to meet the needs of participants.

Four maximum completions.
Field trips might be required.  (Non-Graded course) Lecture

**Transfer:** (CSU)

II. **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. Mentoring
      
      i. Developmental stages of teachers
      
      ii. Adult learning styles
   
   b. Communication Skills
      
      i. Interpersonal
      
      ii. Public speaking
      
      iii. Writing
   
   c. Developing & Supporting Professional Growth
      
      i. Professionalism & ethics
      
      ii. Diversity training
   
   d. Additional topics selected from the following
      
      i. Advocacy skills
      
      ii. Public policy
      
      iii. Quality assessment tools
iv. Strategies for change  
v. Supervision and administration issues  
vi. Computer skills  
vii. Licensing laws - current changes  
viii. Budgeting/fiscal management  

B. **ENROLLMENT RESTRICTIONS**  

1. **Advisories**  
   Before enrolling in this course, students are strongly advised to successful completion of ENGL 50.  

2. **Requisite Skills**  
   *Before entering the course, the student will be able to:*  
   a. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).  
   b. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);  
   c. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;  
   d. Comment and analyze reading selections in directed class discussion.  

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>9</td>
<td>0.50</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Division: Family & Consumer Sciences*  
*Printed on: 12/08/2009 10:38 AM*  
*Meeting Date: 11/03/2009*  
*EFFECTIVE: Summer 2010*
D. **METHODS OF INSTRUCTION (TYPICAL)**

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

1. Lectures
2. Class discussions
3. Small group activities
4. Guest speakers
5. Field trips
6. Media/videos
7. Participation in class discussions and small group projects
8. Observation and analysis of adult leadership roles
9. Project to demonstrate role as early childhood professional in the community
10. Assigned readings

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   **Time spent on coursework in addition to hours of instruction (lecture hours)**

   Monthly written reflections (4)
   Professional Growth Activity (1)
   Recruitment Activities (3)
   Article review on mentoring strategies (1)

2. **EVIDENCE OF CRITICAL THINKING**

   **Assignments require the appropriate level of critical thinking**

   1. Complete one section of the Program Administrator Scale (PAS)
   2. Make a presentation about the California Early Childhood Mentor Program to a group of directors to explain the program and for recruitment.

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:

   successfully mentor and support Child Development center directors.

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:
Identify appropriate models, guidance and evaluation for colleagues.

Define and support developmental stages of adult learners.

Identify ethical and professional standards.

Demonstrate ability to utilize appropriate quality assessment measures and instruments in analysis of child care and development programs.

Demonstrate ability to facilitate appropriate quality improvement measures for child care and development programs.

Demonstrate enhanced leadership, communication and advocacy skills.

Articulate current public policy issues related to the provision of quality services to families of young children.

Articulate and implement strategies to build professionalism among staff.

Analyze current issues related to staff and families of young children.

**IV. METHODS OF ASSESSMENT (TYPICAL)**

**A. FORMATIVE ASSESSMENT**

1. Participation in class discussion and group projects.

2. Observation and analysis of adult leadership roles.

3. Project to demonstrate role as early childhood professional in the community.

**B. SUMMATIVE ASSESSMENT**

1. Individual presentation on experience with mentee.