Department:

Early Childhood

Course Description:

This course is for the committed Early Childhood Professional. Early Childhood Professional Ethics and Standards will be infused throughout the course. Students will reflect on their personal and professional growth and leadership skills. The leader’s role, effective supervision, and the leader as a change agent will be explored. This course will provide individuals working in the Early Childhood field the basic foundation needed for developing mentoring relationships.

Course Competencies:

In this course, students will...

1. Define mentor and supervisor, noting similarities and differences
2. Support and comply with regulations and licensing standards
3. Become aware of professional resources
4. Value reflection on teaching, credentialing, learning using staff interaction, training/education and journals.
5. Become aware of the professional code of ethics for early care and education and it’s main topics.
6. Define leadership
7. Recognize the unique qualities of an Early Childhood Leader
8. Explain leaders and followers
9. Describe how leaders are role models
10. Explain how leaders demonstrate respect
11. Map the leader’s role in communication
12. Define how the culture is set by the leader
13. Provide documents for staff understanding of program
14. Discuss teacher expectations from a leader/supervisor
15. Explain the functions of a supervisor
16. Reflect on the characteristics of adult learners
17. Define oneself as new, experienced, or accomplished supervisor
18. Develops an outline for a comprehensive orientation program
19. Describe a quality evaluation process for staff
20. List the skills needed to implement change
21. Explain principle-centered leaders
22. Collect resources to follow current trends
23. Define and articulate a current advocacy issue
Course Content:

A. Early Childhood Professional Guidelines
B. Leadership in the Early Childhood Field
C. Understanding the Leaders Role
D. The Leader as a Role Model
E. Developing the Organizational Culture
F. Development of Teachers and Supervisors
G. Program Orientation
H. The Process of Supervising
I. The Leaders as a Change Agent
J. The Leaders as a Professional

Learning Assessments:

Participation in chats and forums, Weekly assignments, Exploration and collection of outside resources, quizzes,

Instructional Materials:

Leaders and Supervisors in Child Care Programs, Dorothy June Sciarra and Anne G. Dorsey, ISBN 978-0-7668-2577-2


Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.
On-Campus Students: At enrollment, any on campus student may complete a form that will allow them to self-identify any disability.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor, preferably prior to the first class meeting.

Online Students: Self-identify your disability and accommodation needs by contacting the Disabilities Coordinator. Students must provide their own programs to allow accessibility on their home computer.

Any student may also identify their disability by completing an online form located on the HCC homepage under Students Services/Resources/Disabilities. Questions should be directed to the Disabilities Coordinator.