

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. Understanding the role of a mentor, effective mentoring practices, and the mentor 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, especially those with apprentices.

Course Competencies:

Upon completion of this course the student will be able to:

1. Define mentor, supervisor, and coach, noting similarities and differences
2. Support, discuss and comply with regulations, licensing standards and early learning standards.
3. Identify and be able to access professional resources for children and families.
4. Value reflection on teaching, credentialing, learning using staff interaction, training/education and journals.
5. Explain the professional code of ethics for early care and education and its main topics.
6. Define leadership and map the leader's role in communication.
7. List the unique qualities of an Early Childhood Mentor, including emotional Intelligence.
8. Discuss the mentor's role in the values, creativity and culture of an Early Childhood Program.
9. Define and demonstrate mentoring for Early Childhood providers.

Course Content:

- A. Early Childhood Professional Guidelines
- B. Understanding the Mentors Role
- C. Mentoring relationships
- D. Developing the Organizational Culture
- E. Mentors as coach, leader and change agent.
- F. Mentor coaching , creativity and innovation
- G. Mentor coaching and emotional intelligence.

Learning Assessments:

Participation, key terms, reflective practice journals, and learning journals

Instructional Materials:

Mentoring Coaching and Leadership in Early Care and Education, 2007. Mary Nolan, Thomson Delmar Learning. ISBN 1-4180-0584-3
Strengths Finder 2.0, Tom Rath, Gallup Press, ISBN# 978-1-59562-015-6

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.