Department of Child Development  
Child Development 392  
Child Development Practicum: Advanced  
Fall 2017

**Instructor & Course Information**

**Instructor:** Valerie Singleton  
**Office:** Modoc 102  
**Phone:** (530) 898-4761  
**Office Hours:** Tuesdays from 8:30-10:30am & by appointment. I will be on and off site observing students during other times of the day; please see my office bulletin board to locate me.  
**E-mail:** Please use Blackboard for all class communication, including absence reporting. In emergencies only, email me at vsingleton@csuchico.edu

**Associated Students Child Development Lab (ASCDL) Information:**

Office in AJH 120; Phone 898-5564  
**Director:** Sally Miller; **Site Supervisor:** Jackie Hansen  
Willow Room (0-24 months): 898-4549  
Maple Room (22 to 36 months): 898-5197  
Lilac Room (3 to 5 year olds): 898-4174  
Magnolia Room (3 to 5 year olds): 898-6439

**Innovative Preschool Information:**

Office: 343-2028  
**Director:** Cate Sczepanski; **Site Supervisor:** Brittany Vidales  
Address: 2404 Marigold Ave. Chico, CA 95928

**Course Pre-requisites:**

CHLD 251, CHLD 252, CHLD 282, CHLD 353 (with a C- or better), BIOL 303 or BIOL 318; junior standing; department permission

**Course Texts:**

**Required**
- In addition to the required course text, you may be required to purchase a poster print from Rapid Graphics (on campus) that will cost between $12-$18 per person

**Class Specifics:**

Students will develop their competence in understanding a diverse program that affect children and families in our community. Purpose of this civic engagement is to push students to critically analyze their role (along with the role of global citizens) in supporting this agency’s mission and why it is important to support this agency for the greater good in the community. Civic Engagement will help achieve this by bringing awareness to real world, community based needs from both a personal and global
perspective. Honoring one’s personal diversity will be explored and the ways in which we can honor our life experiences while in service will be highlighted.

*This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning. Changes will be posted on Blackboard and announced in class as possible.

Department of Child Development Mission Statement:
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience.

Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement:
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Course Objectives and Student Learning Outcomes (SLO’S):
All the assignments completed in this class may be appropriate contributions to the Cumulative Portfolio to be submitted in Child Development 495. Elements of all the Child Development Program SLO’s are found throughout this course. Of primary importance in this class are and SLO 3 (Developmental Context), SLO 4 (Professionalism), and SLO 5 (Critical Thinking). SLO 2 (Child and Environmental Assessment) is of secondary emphasis. SLO 1 (Foundations of Child Development) is the foundational skills that are more embedded in the course experience.

Course Expectations:

Ethical Conduct
This course is operated within a civic engagement experience that educates and cares for diverse groups of children and families. As such, there are certain expectations such as a dress code, behavioral expectations, and personal obligations that are different than other coursework. These expectations are for the well-being, health, and safety of the children and adults in the program. These expectations are discussed at Orientation.

Additionally, students should refer to the NAEYC Code of Ethical Conduct as a guide. This document is available with the Orientation material as well as within the Course webpage. Questions regarding
these expectations should be discussed with your faculty instructor. Refusal or inability to demonstrate ethical conduct at all times during this course as specified in the Code of Ethical Conduct developed by the National Association for the Education of Young Children may result in termination of this course, the major, and a referral to the Office of Student Judicial Affairs.

Civic Engagement/Internship Orientation
All students must complete the four hour orientation led by the ASCDL/Innovative staff. Those students who are not able to attend and complete the regularly scheduled orientation which occurs immediately before each semester begins will use their first four hours of scheduled on-floor time to complete a self-guided orientation.

On-floor requirements
Before working with children, students must have turned in a current, negative TB skin test, as well as documentation of MMR and TDAP vaccines. A current (within a year) flu shot is also required, though you may sign an exemption. This is required even if students have worked in the facility previously.

If a student is injured at an internship site, there are several options for medical care:
- Emergency Services
- Student Health Center 530.898.5241
- The student’s private insurance arrangements

The student should inform both the internship supervisor and the faculty as soon as possible of the details regarding the incident. It is imperative that the student DOES NOT report incident as an employee, as this would be considered a Worker’s Compensation claim.

Time requirements
As part of this course, you are required to participate 8 hours per week throughout the 15 week semester in your assigned placement. You are expected to sign in and out for each scheduled on-floor session using the designated sheet in each classroom using exact time (use clocks in classrooms) rather than scheduled time. This process will be reviewed in class or orientation. You should sign in when you start your individual shift and sign out when you leave. You SHOULD NOT sign out until your individual shift is complete and you are leaving for the day. If a student misses an assigned session, the missed hours must be made up.

Students that fail to complete the required hours of lab will not pass this course.

Falsification of documentation of hours and/or signatures can result in consequences to a course grade as well as a referral to the Office of Student Judicial Affairs.

Additionally, students are expected to be on time and engaged in center activities for the entirety of their assigned shift. Your schedule is set for the semester unless your request is made in writing (see below). Students who are habitually late or frequently leave early are not demonstrating professional expectations required in this class. Students should treat the lab time as professional commitment and demonstrate an understanding of such. Failure to meet these expectations can lead to the student being removed from the course.
During the second hour of the weekly Monday class each week (5:30-6:30), students attend the Staff Meeting in their assigned classrooms (Modoc 120 for Innovative students) with cooperating teachers, faculty supervisor, and student staff members. Student attendance and participation is expected. As this is part of the CHLD 392 class expectations, there will be a reduction in class points for missed sessions. Subsequently, absences or tardies to the first session or second session of our class meeting will result in a loss of points.

Schedule changes
All requests for permanent changes from exact hours of scheduled time must be first submitted in either via course email or in writing to Professor Singleton for approval. Any changes will also need approval from the ASCDL/Innovative Director.

Handling absences
Each CHLD 392 student has the responsibility to be present during scheduled lab hours except when an absence is unavoidable (for example, personal illness or death in family). When such an unanticipated emergency will cause an absence, the CHLD 392 student is responsible for promptly* notifying their classroom and their instructor. Absences for any other reason are discouraged; however, planned anticipatory absences may be approved at the discretion of the CHLD 392 Instructor.

Procedures for Unavoidable Absences
In the event you are ill or unable to make your assigned shift, call your assigned classroom as soon as you can with a minimum of a 2 hour notice required. The exception to the 2 hour notification requirement would be only for those students who have the early morning shifts (7:30 or 8:00 a.m.). The classroom numbers to call are: Willow: 898-4549; Maple: 898-5197; Lilac: 898-4174; Magnolia: 898-6439; Innovative 343-2028.

Note: The ASCDL phones do not have voice mail so you will need to be sure to talk to a “real” person. If the phone is not answered, call the ASCDL office at 898-5865 and leave a message with a person or on voicemail.

*Additionally, you must notify your CHLD 392 Instructor via the course (Blackboard) email by the end of the day of your absence indicating the day and time missed. The words “Absence Report - Your Name” should be used in the subject line. Any student that fails to follow this procedure will be subject to point deductions for each infraction; 15 points will be deducted from your final point total for every infraction. Additionally, repeated infractions may lead to additional penalties including removal from the course.

Procedures for Anticipatory Absence Requests
Sometimes students will have situations that arise that would constitute a need for an anticipatory absence. While to be used sparingly, the following steps must be used to request an anticipatory absence.

1. Anticipatory absence requests should first be submitted in writing or via Class email to the CHLD 392 Instructor at least 2 weeks ahead of time. The subject line should contain the words, “Anticipatory Absence Request” and the date of the absence is being requested.
2. If the anticipatory absence request is approved by the CHLD 392 Instructor, he/she will inform the ASCDL Director and Classroom Career Staff or Innovative Director staff via email of the decision.
3. The student will arrange make up time using the procedure outlined below.

**Procedures for late arrivals/early departure**
It is expected that students arrive on time for each and every shift. Therefore, it is not anticipated that CHLD 392 students will be late except in rare circumstances. If a student should be more than 5 minutes late, he/she should call the classroom letting them know when they should be arriving. Using class email, students should inform the class instructor that they were late within 24 hours of the incident. Students arriving late may not “make up” the time by staying longer on that specific day but arrange for make-up time using the procedure outlined below. This make up time can be added to a regularly scheduled shift. Unless a student becomes ill during a shift, no early departures from a lab time are allowed.

**Make-up of missed time in the lab**
Makeup of missed time will be addressed at the end of the weekly ASCDL/Innovative Staff Meeting. You will be expected to arrange your make-up the Monday following your absence. Make up arrangements are made with the classroom Career staff. Make-ups SHOULD NOT be arranged at time other than a staff meeting. Make-ups should occur as soon as possible; time for make-up should be convenient to classroom needs and student schedules. Once make-up time has been arranged, students are expected to fulfill this commitment unless they are ill. If they are ill, they should follow required procedures regarding classroom notification and rescheduling of time for make-up.

*Additionally, you must use Blackboard email and let your instructor know once your make-up has been completed.

**Late assignments**
There is a 10% deduction for the first 24 hour period for late assignments; 50% for two days. No assignments will be accepted if late beyond two days. Please see individual assignment descriptions for specific information on each assignment as well as additional assignments that may be due throughout semester.

**Due weekly throughout semester**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Frequency</th>
<th>Points Each</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Journals</td>
<td>1 per week; submitted ELECTRONICALLY; entries discuss time on floor as well as address weekly prompt and are due by 5pm on Fridays</td>
<td>9</td>
<td>126</td>
</tr>
<tr>
<td>Class meeting participation/392 class (both sessions)</td>
<td>Timely attendance, enthusiasm, regular contribution to meeting; students who habitually miss class/attend late will incur additional point deductions</td>
<td>varied</td>
<td>50</td>
</tr>
<tr>
<td>392 Monday Night Attendance</td>
<td>15 weeks</td>
<td>2</td>
<td>30</td>
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Students with Disabilities (taken from Accessibility Resource Services website)
- If you have a documented disability that may require a reasonable accommodation, please contact Accessibility Resource Services (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. More information about their services can be found at: ARC

Academic Honesty as it relates to written work, from the Student Judicial Affairs Website
- All written work is to be individually produced unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, falsified internship hours or signatures, altered class material or scores, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe, including failure of this course, dismissal from the CHLD major, academic probation, and expulsion from the university.

Academic Honesty as it relates to all student work
All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

Title IX: Confidentiality and Mandatory Reporting
As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.
Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: Title IX

Contributions to the Child Development Major Cumulative Portfolio
In order for the Department of Child Development, and more importantly, the student to assess whether or not they have met the Student Learning Outcomes, a final cumulative portfolio will be required from Child Development students. Within this cumulative portfolio, students will be asked to reflect upon what they have learned and how they can apply learned material upon graduation. In order for students to reflect upon their own personal growth and development, they will be asked to compile a cumulative portfolio of their college/university work. Students must safeguard all
assignments, particularly the assignments listed below which will be needed to compile the Child Development Major Cumulative Portfolio.

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<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<td>B-</td>
<td>82-80</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>66-60</td>
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<td>F</td>
<td>59 or below</td>
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