Child Development Practice: Children and Families  
CHLD: 456: Administration of Child Development Programs  
Fall 2017

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Course E-mail: To insure on time submission of assignments, students must use the appropriate tool within the Blackboard course environment for all class communication (assignments, updates, etc.).  
Office Hours: On SKYPE Thursdays 8:30-10:30am & by appointment;  
Document Drop Off: Outside of office hours, all physical deliveries of materials can be made to Modoc 216 or the Student Drop Off folder outside of Modoc 102.

Course Information  
Catalog Description: This course focuses on the role of the program administrator in various types of licensed child development facilities. Topics include programming, fiscal oversight, licensing regulations, personnel decisions, legal issues, and management aspects of children's programs.

This class is exclusively conducted within an electronic format. All coursework will be completed online. Students will need to have Internet access and Adobe Reader (free) to complete class assignments. Course material will be housed within the Chico State Portal. Adobe Reader can be downloaded from Adobe.

Prerequisites  
CHLD 251, CHLD 252, Junior standing. This course is primarily intended for upper division students. Previous experience in child development programs will be helpful. If not, you may consider volunteering in a child development program while taking this course.

Required Texts  
Note: E-version of textbooks maybe available. Students can use either format (printed or electronic) for the course.

Class Structure  
This class is provided entirely within an on-line format. This format allows students to work at times that are most productive for them and provide an opportunity for students to have more immediate feedback from peers and faculty to their questions and issues. It is designed to prepare students for a world of work in which flexibility, creative thinking, and an ability to use new technologies are paramount. However, this is not completely a work-at-your-own-rate course. You are expected to complete assignments weekly and keep on track with the rest of the class. This course will be presented through weekly modules on a Sunday to Saturday format. This means that a Module (M) is
released on Sunday at 8am (PST) and, unless otherwise noted, the assignments are due on Saturday at 11:59pm (PST). The major cumulative project is a design of a childcare center, which will be worked on by students over the course of the semester.

**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**
The student will be able to:
1. analyze the varied human and technical roles of the early childhood program administrator.
2. evaluate the planning functions of an administrator, including types of programs, philosophy, curriculum, family involvement, and program policies.
3. analyze the operational functions of an administrator, including regulation maintenance, accreditation acquisition, legal issues, resource management and fiscal management.
4. demonstrate the knowledge and skills necessary to plan for, start, manage, and lead an early childhood program.
5. describe the supervisory functions of an administrator, including employment processes, personnel management, and communication skills.
6. summarize the evaluation functions in an early childhood program, including evaluation processes for staff, children, and program.
7. explain the administrator's role in advocacy, including current issues and challenges facing early education professionals, families, and policy makers.

**Relevance to the Student Learning Outcomes (SLO)**
The Student Learning Outcomes (SLOs) for Child Development that upon graduation from the major students are expected to be knowledgeable in fall into the following five areas:

I. Foundations of Child Development
II. Child and Environmental Assessment and Study

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 as possible.
Grading

The following scale will determine grading. In addition to grading criteria for each assignment, points will be deducted for poor quality written work (typos, legibility, grammar, style errors) and ability to follow instructions completely. Check each assignment for information on how it should be submitted.

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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<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>C</td>
<td>76-73</td>
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<td>C-</td>
<td>72-70</td>
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<td>D+</td>
<td>69-67</td>
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<td>D</td>
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<td>F</td>
<td>59 or below</td>
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Late assignments will be accepted for up to two days, penalized 10% for the first day late and 50% for the second day late. A day is 24 hours from the time the assignment was due including holidays and weekends. Group discussion postings (within individual modules) are an exception to the late assignment policy, as they will not be graded if submitted late.

Students With Disabilities from Accessibility Resource Center (ARC) Website

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. 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, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident
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will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

• 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.

Portfolio Contribution
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 are encouraged to safeguard all assignments as they will be valuable in compiling the Child Development Major Cumulative Portfolio.