

Child Development Practice: Children and Families
CHLD 456: Administration of Child Development Programs
Fall 2015

Instructor: Valerie Singleton, M.A.
Office: Modoc 102
Telephone: (530) 898-4761
E-mail: vsingleton@csuchico.edu
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: Tuesdays 8:30am-12 noon & by appointment;
SPECIAL NOTE: I will be having a baby in the middle of the semester © My office hours will change at that time. I will also be taking a few weeks off in the middle of the semester; since our course is online, please continue your coursework as scheduled. I will grade as necessary and upon my return.
Document Drop Off: Outside of office hours, all physical deliveries of materials can be made to Modoc 216

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 www.adobe.com.

Prerequisites
CHLD 250/251 or equivalent. 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

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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 Wednesday 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 child care center, which will be worked on by students over the course of the semester.

Students with special needs/concerns are invited to meet with me early in the semester to discuss possible accommodations. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Accessibility Resource Center (ARC), 170 Student Services Building, V/TTY: 530-898-5959. Online at: http://www.csuchico.edu/arc/.

**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.

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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
III. Developmental Context
IV. Professionalism
V. Critical Thinking

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.

100-93% = A
92-90% = A-
89-87% = B+
86-83% = B
82-80% = B-
79-77% = C+
76-73% = C
72-70% = C-
69-67% = D+
66-60% = D
59% or below = F

Late assignments will be accepted for up to three days, penalized a minimum of 10% for each 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.

Academic Integrity: Plagiarism will not be tolerated and could result in course failure. Always cite your sources and acknowledge quotes. Any form of cheating, including use of past student papers, not working independently on assignments (unless group work or assistance is specified) will be taken seriously. You are strongly encouraged to review information on how to avoid plagiarism as well as the student code of conduct at the California State University, Chico Student Judicial affairs website: http://www.csuchico.edu/sjd/index.shtml.

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