Adult Supervision in Child Development Programs
Child Development 462
Spring 2016

Instructor: Lisa Jackson, MA
Office: Modoc 102
Office phone: 898-4761
Office Hours: Wednesday 1:30-3:30; and by appointment

E-mail: ldjackson@csuchico.edu. For all class assignment communication, use email from Chico State Blackboard.

Required Readings:

http://store.tcpress.com/0807747319.shtml

Articles or readings posted on Blackboard may be assigned in class.

Pre-requisites:
CHLD 250/251 or equivalent. This course is primarily intended for upper division students. Previous experience in a child development programs will be helpful. If not, you may consider volunteering in a child development program while taking this course.

Course Information:
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 to complete class assignments. Course material will be housed within the Chico State Blackboard portal. Adobe Reader can be downloaded for free from www.adobe.com.

This course meets the adult supervision requirement for the Child Development Permit issued by the Commission on Teacher Credentialing. The completion of this course is necessary to meet the Option 1 of the Master Teacher, Site Supervisor and Program Director levels of the Child Development Permit.

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, meeting a deadline and an ability to use new technologies are paramount. It will be presented through 15 modules presented on a Thursday to Thursday format. The major
cumulative project is a design of a training unit, which will be worked on by students over the course of the semester.

**Faculty-Student Communication:**
I am available through course Blackboard email or university email. I check email frequently throughout the week and will normally reply within 24-48 hours. I am available to meet face to face during my office hours. I only get voice mails during my office hours, so prefer email and blackboard email communication over phone. I am happy to call you back during office hours or by appointment (made through email) if necessary.

**Course Objectives**
Upon completion of this course, students will be able to:
- Identify the key theories of supervising adults in the workplace. (Programs for Children and Families, Professional Qualities).
- Demonstrate effective interpersonal communication techniques. (Developmental Context, Programs for Children and Families, Critical Thinking Skills).
- Develop collaboration skills, both internally and externally, in the early childhood education setting including training and continuing education models. (Professional Qualities, Critical Thinking Skills).
- Evaluate the methodology and ethical implications of adult assessment techniques. (Programs for Children and Families, Professional Qualities, Critical Thinking Skills).

**Student responsibilities:**
1. Complete reading assignments within the week they are assigned.
2. Complete and submit assignments for each module by the due date provided.
3. Obtain all course information, announcements, and readings on blackboard during the semester.
4. Obtain all materials for this class, including (but not limited to) textbooks, handouts, and video segments posted on blackboard.
5. Be “present” online and prepared for final project.

**Assignments & Evaluation Criteria**
The content delivery of this course will be presented through 15 modules on a Thursday to Thursday format; available through the course Blackboard website. Each week you will have assigned readings and other assignments to complete and submit. There will be a major cumulative project (found in the weekly modules) that you will be working on over the course of the semester. There are no exams in this course.

Each weekly module will total 50 points.
10@50 points = 500 points
Final project = 200 points
Total course points = 700

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). See more information in the “grading” section of the Orientation Module. Check each assignment for information on how it should be submitted. Points will be deducted or no credit given if assignment is submitted in the wrong place or format.

**GRADE SCALE**

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<th>Grade</th>
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<tr>
<td>A</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>
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<td>D+</td>
<td>69-97</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**
Assignments will be accepted for up to one week late, penalized a minimum of 50%. Remember, everything online is time stamped. If an assignment is turned in even one minute after it’s due, it is considered late.

**Attendance**
The instructor reserved the right to drop any student from this course without notice who does not log into this class on Blackboard for two weeks in a row.

**Syllabus**
The syllabus constitutes a contract between instructor and student. The instructor reserves the right to alter elements of this syllabus as appropriate, with notice through Blackboard email or announcements.

**Class and University Policies**

**Academic Dishonesty & Plagiarism**
The university has a strict policy concerning academic dishonesty, misuse of sources and plagiarism. These may result in a failing grade for a course. One of the most common forms of plagiarism is the copying of someone else’s (author, professor, another student) words, ideas, or work and presenting them as your own.

Plagiarism and misuse of sources is not allowed. Proper referencing is required. In this class APA citations and referencing format is required. Any paper assessed “high” on “similarity match”, assessed through “Turnitin.com”, will receive no credit and can result in a referral to judicial affairs – University Policy concerning plagiarism will be followed. If you have any questions, come see me!

**Cheating on exams** also falls into this category and will result in a failing grade.
Disabilities
Qualified students with disabilities needing appropriate academic adjustments should inform the instructor during the first week of the course.

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.

Department of Child Development Student Learning Objectives
1. Foundations of Child Development
   Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.

2. Child and Environmental Assessment and Study
   Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

3. Developmental Context
   Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.

4. Professionalism
   Students will engage in professional behavior appropriate to the discipline in professional contexts.
5. Critical Thinking

Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

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 [http://www.csuchico.edu/arc/students/register.shtml](http://www.csuchico.edu/arc/students/register.shtml).