

Adult Supervision in Child Development Programs
Child Development 462
Spring 2011

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Course E-mail: For all class assignment communication use email within the Vista website environment.
Online Office Hours: Mondays 10am-11am and Wednesdays 12-1pm or appointment.
Instructor is also available to meet in person by appointment.

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 Vista 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.

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

Bloom, P.J., Sheerer, M., & Britz, J. (2005). *Blueprint for action*. Lake Forest, IL: New Horizons.

ISBN: 0-9621894-8-0

http://www.newhorizonsbooks.net/early_childhood.htm#Blueprint%20for%20Action

Caruso, J.J. & Fawcett, M.T. (2006). *Supervision in early childhood: A developmental perspective*. Third edition. NY: Teacher's College.

ISBN: 0807747319

<http://store.tpress.com/cgi/sc/productsearch.cgi?storeid=tpress>

Rodd, J. (1998). *Leadership in early childhood: The pathway to professionalism*. NY: Teacher's College.

ISBN: 0807737763

<http://store.tpress.com/cgi/sc/productsearch.cgi?storeid=tpress>

These textbooks are available at the CSU Chico bookstore or can be ordered online.

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 weekly modules on a Wednesday to Wednesday 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.

Child Development Program Vision Statement

"Students in the Child Development Program will be active and self-directed learners. They will be knowledgeable and reflective professionals who value the uniqueness and diversity of children and their families. Students will be supported by faculty who exhibit leadership, currency, and scholarship in the discipline, while practicing student-centered instruction."

Child Development Program Mission Statement

"Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child Study and Assessment, Programs for Children and Families, Professional Qualities, Critical Thinking Skills, and Developmental Context."

Course Objectives

Upon completion of this course, students will be able to:

1. To identify the key theories of supervising adults in the work place. (Programs for Children and Families, Professional Qualities).
2. To demonstrate effective interpersonal communication techniques. (Developmental Context, Programs for Children and Families, Critical Thinking Skills).
3. To develop collaboration skills, both internally and externally, in the early childhood education setting including training and continuing education models. (Professional Qualities, Critical Thinking Skills).
4. To evaluate the methodology and ethical implications of adult assessment techniques. (Programs for Children and Families, Professional Qualities, Critical Thinking Skills).

Faculty-Student Communication

I am available through course VISTA email, university email or Skype. My preference is that you use the course Vista email to communicate with me. I am online almost everyday and I have established on-line office hours so you have a time that I am defiantly online at a

certain time. I am available to talk live via the Chat in Vista or Skype. I am also available to meet in person by appointment.

Assignments

The content delivery of this course will be presented through 15 weekly modules on a Wednesday to Wednesday format; available through the course Vista website. Each week you will have assigned reading and other assignments to complete. There will be a major cumulative project (part of the weekly modules) that you will be working on over the course of the semester.

Each weekly module 15 @ 50 Total course points 750 points

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

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

Note: Students with special needs/concerns are invited to meet with Professor Evaro early in the semester to discuss possible accommodations.

Late assignments will be accepted for up to one week, 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.

Missing class:

The instructor reserves the right to drop any student from this course without notice who does not log into this class in Vista for two weeks in a row.

Syllabus:

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

Note:

- Students with special needs/concerns are invited to meet with me (online or in person) early in the semester to discuss possible accommodations.
- If you have a documented disability that may require reasonable accommodation, please contact Disability Support Services (DSS) for coordination of your academic accommodations. They can be reached at 898-5959. More information about their services can be found at <http://www.csuchico.edu/dss/index.shtml>

ACADEMIC HONESTY (taken from Student Judicial Affairs website)

- Any form of cheating, including plagiarism of published works, plagiarism of past student papers, or not working independently on assignments (unless group work or assistance is specified) will be taken seriously in conjunction with the office of Student Judicial Affairs. If you have questions, please see the professor.
- 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 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 will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.