

**Senior Seminar in Child Development**  
**Child Development 495/495H**  
**Fall 2011**

Instructor: Cindy Ratekin, Ph.D.  
Office: Modoc 102/Modoc 216  
Telephone: 898-5250  
E-mail: cratekin@csuchico.edu  
Course E-mail: For all class communication use email within the Vista website environment.  
Office Hours: In office: Tuesdays and Thursdays, Noon - 1:45 or by appointment  
Class Meeting Times: Tuesday, 2 - 4:50 p.m., Modoc 120 (see course outline)  
Mail Drop Off: Outside of office hours, all materials can be delivered to Modoc 216

**Prerequisites**

Prerequisites: Bio 318 or Bio 303; CD 392; Psych 355; senior standing and no incomplete grades pending from other classes.

**Texts**

Various required readings will be available throughout the semester on the course Vista site

**Note:**

- Communication via the course Vista website is required in this class.
- 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.
- Students with special needs/concerns are invited to meet with the professor early in the semester to discuss possible accommodations.

**Course format**

This course is intended for upper division senior students who have completed the majority of requirements in the Child Development major. Since it is a seminar, much of the responsibility for the learning depends on the preparedness, organization and contributions of the student. This course is presented on the course Vista webpage. Thus the opportunity to master the content of this course is in your control. As a beginning professional, it is expected that you will complete the required work. You are held responsible for all material in discussions, readings, medias, reading and guest speakers. This includes required readings before each class, preparation of papers based on thoughtful analysis of the material, and contributions to both large and small group discussions. It is expected that all writing in this course will reflect the information you gained in your writing proficiency course. This course is one of your last opportunities to launch into the child development profession from the academic environment.

## **Course Objectives**

In accordance with the Student Learning Outcomes (SLOs), this course fulfills the following objectives:

1. Gain knowledge, develop skills and appreciate Programs for Children and Families (SLO III) in relation to appropriate program practices, government policies, child advocacy, program evaluation techniques and relevance to the needs of children and their families.
2. Increase understanding of and commitment to Professionalism (SLO IV) in the Child Development field, including professional ethics, collaboration, referral techniques, case management, effective communication, leadership styles, self evaluation and professional responsibilities (e.g. reporting child abuse).
3. To integrate the Foundations of Child Development (SLO I) with public policy, governmental practices, education and other social institutions.
4. To appreciate the analytical diagnosis of growth and development and an ecological team approach to Child and Environmental Assessment and Study (SLO II).
5. To further refine Critical Thinking (SLO V) by reviewing the relationship between theory and research, practicing writing skills in APA style and appreciating the development of long term approaches to complex problems.
6. To correlate the myriad of influences of families, peers, schools, culture and government upon the growth and development of children (Developmental Context, SLO VI).

## **The Mission of the Child Development Program**

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 areas of investigation are the Foundations of Child Development, Child and Environmental Assessment and Study, Programs for Children and Families, Professionalism, Critical Thinking, and Developmental Context.

## **The Vision of the Child Development Program**

Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students' professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.

## Grading

### Point breakdown for Fall 2011

<u>Course Requirements:</u>	<u>Points</u>
<b>Case Studies</b>	<b>100</b>
Case Study Papers                    6 @ 10	60
Leadership                                1 @ 10; 1 @ 30	40
<b>Career and Professional assignments</b>	<b>100</b>
Career Plan and Resume Part 1	20
Career Plan and Resume Part 2	50
Professional Development	30
Attendance and write up; <u>two</u> professional meetings (2 @ 15)	
<b>Self-Reflection Portfolio</b>	<b>100</b>
<b>Professional Portfolio</b>	<b>100</b>
<b>Total</b>	<b>400 points</b>

Failure to complete the two initial exit assignments and the six final components of the exit interview assignment will result in an incomplete grade in CHLD 495.

### Honors Component

For students taking this course as 495H, work with your honors advisor will be substituted for the case study papers, or 25% of the course. The course will be designed so that group work related to the case study papers will be scheduled for the last portion of this class, at which time students enrolled in 495H are excused.

In place of the final case study presentation and leadership points, students enrolled in 495H will be given an alternative assignment. Please see the faculty member for specifics. All other assignments and course expectations are the same.

### Grading Criteria

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). After an assignment has been turned in and graded, it is not eligible for re-grading. Check each assignment for information on how it should be submitted; assignments due in class should be turned in at the beginning of class. Late assignments will be accepted for one week, penalized a minimum of 10% for each day late. Group projects are an exception to the late assignment policy, as they will not be graded if submitted late.

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

## Course Activity Descriptions

### 1. Case Studies:

A case study approach will be used to learn about the complex situations faced by children, family in today's society. All case study work will be completed in group settings with specific individual responsibilities for each group member. Studies will have several opportunities to lead the group, as well as to participate as a group member and present information. Specific assignment information is available on the course Vista website.

### 2. Career and Professional Development Assignments:

Partnering with the Chico State Career Planning and Placement program and members of the Child Development Program Advisory Board, an extensive exploration of career opportunities and preparation will be undertaken. Students will be expected to make multiple revisions of a resume, identify employment opportunities that match their skills and abilities, and become familiar with resources that will assist them in their life-long learning journey.

In order to experience professional components within the field of child development, each student is expected to attend and reflect on two professional meetings. These meetings should be at least two hours long and be directed by a professional person with a topic focused on children and families. Professional meetings will be announced in class and posted on the Vista website, but students are encouraged to check with the instructor regarding the appropriateness of any meeting not announced in class or on the course website. Additional information about this assignment can be found on the course Vista webpage.

### 3. Self-Reflection Portfolio:

Students will create reflection portfolios based on the six Student Learning Outcomes (SLOs) of the Child Development Program. As a starting point, students will participate in a series of reflective assignments. Then, based upon these responses, students will write about their areas strengths and growth as well as identifying areas for future growth. These SLOs are

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|--|---------------------------|
| I. Foundations of Child Development              | IV. Professionalism       |
| II. Child and Environmental Assessment and Study | V. Critical Thinking      |
| III. Programs for Children and Families          | VI. Developmental Context |

### 4. Professional Portfolio:

Students will use papers and assignments from their higher educational experience courses as well as current writings to develop a professional portfolio designed for career placement.

### 5. Student Outcome Data:

Students will participate in the data collection and exit interview process in order to collect data for use in program evaluation.

## **Student Learning Outcomes**

### **Course Objectives**

1. Gain knowledge, develop skills and appreciate Pro-grams for Children and Families (SLO 111) in relation to appropriate program practices, government policies, program evaluation techniques and relevance to the needs of children and their families.
2. Increase understanding of and commitment to Professionalism (SLO IV) in the Child Development field, including professional ethics, collaboration, referral techniques, case management, effective communication, leadership styles, self evaluation and professional responsibilities (e.g. reporting child abuse and advocacy).
3. To integrate the foundations of child development (SLO 1) with public policy, government practices, education and other social institutions.
4. To appreciate the analytical diagnosis of growth and development and an ecological team approach to Child and Environmental Assessment and Study (SLO 11).
5. To further refine Critical Thinking (SLO V) by reviewing the relationship between theory and research, practicing skills in the APA writing style and appreciating the development of long term approaches to complex problems.
6. To correlate the myriad of influences of families, peers, schools, culture and government upon the growth and development of children (Developmental Context, SLO VI).

### **Assignments**

Class Assignments  
Case Studies

Professional Meeting  
Class Assignments  
Case Studies  
Group Leadership  
Portfolios

Class Assignments  
Case Studies

Class Assignments  
Case Studies

Class Assignments  
Case Studies  
Portfolios

Class Assignments  
Case Studies