

Child Development Practice: Children and Families
CHLD 456: Administration of Child Development Programs
Spring 2023

Instructor: Tess Manley, M.Ed
Office: Modoc 102
Telephone: (530) 898-5250
E-mail: tmanley@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.).
Student Office Hours: **Via Zoom (and in-person option):** Tuesdays 2:30pm-4:30pm; Fridays 11:00am-12noon & by appointment.

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

Jack, G. (2005). The business of child care: Management and financial strategies. Belmont, CA: Delmar Cengage Learning. ISBN: 978-1401851804

***IMPORTANT:** you do **not** need to purchase the Jack, G. (2005) textbook. Chapters will be provided and you may access in our weekly course content module folders on Blackboard.

Sciarra, D. J., Dorsey, A. G., Lynch, E. (2018). Developing and administering a child care and education program. (10th Ed). Belmont, CA: Wadsworth Cengage Learning. ISBN: 978-0357513200

****IMPORTANT:** You **do** need to purchase (or "rent") the Sciarra, D.J., Dorsey, A.G., Lynch, E. (2018) textbook.

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

Other readings (or recommended readings): As assigned and presented on Blackboard

Class Structure

This class is provided entirely within an online, asynchronous 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 Weekly Module (WM) is released on Sunday at 12midnight (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.

CHLD 456 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 are below (and expanded definition at the close of this syllabus document).

Upon graduation from the major students are expected to be knowledgeable in the following areas (highlighted SLOs are aligned with CHLD 456 Course Objectives):

- 1. Critical Thinking in Child Development**
- 2. Written Communication in Child Development**
- 3. Oral Communication in Child Development**
- 4. Information Literacy in Child Development**
- 5. Quantitative Literacy in Child Development**
- 6. Professionalism in Child Development**

Online Course Protocol

Student Responsibilities:

- Students are responsible for knowing the content of the syllabus and the course schedule.
- Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in original work that was completed independently unless otherwise indicated in individual assignment instructions (group work).

- Students are responsible for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before computer help desk closes, so they can help you in the event of a problem. Students are responsible for contacting the computer help desk in the event that you experience technical difficulty.
- Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. Again, if you anticipate computer problems, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. Remember this number: (530) 898-HELP.
- Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check Blackboard for announcements and emails daily, Monday through Friday, and once on the weekend.
- Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word. If your computer does not support this format, then you can submit in .rtf. Do not submit documents in .wps; submissions in this format will not be graded. These submissions will receive a "0."
- Students are responsible for being able to navigate Blackboard Learn to the extent that is required in this course.
- Students are responsible for managing the circumstances of their lives.

Instructor Responsibilities:

- The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48-72 hours. Emails and phone calls over the weekend may take up to 72 hours.
- The instructor is responsible for being available during office hours.
- The Instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student to student interaction.
- The instructor reserves the right to alter the course at any time. Please stay tuned in to Blackboard regularly.
- Instructor is responsible to provide a diverse and responsive (and hopefully fun!) online learning community. 😊

Changes to Course Assignments, Schedule or Syllabus

The course instructor maintains the right to make changes at any time to meet the strengths, needs and interests of the CHLD 456 learning community within the social and cultural context that we create. The course instructor is also committed to communicate changes (if any) as soon as possible on Blackboard. Staying "tuned in" (checking announcements and class messages/e-mails on Bb) is always recommended.

Total points earned in the course will be converted to a percentage. Final grades will be calculated as follows:

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.

Grading Scale

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

Late assignments will be accepted for up to two days, penalized 10% for the first day late and 30% for the second day late. A day is 24 hours from the time the assignment was due including holidays and weekends. Group Discussion assignment postings (within individual weekly modules) are an exception to the late assignment policy, as they **will not** be graded if submitted late.

How to Contact Your Professor

All email correspondences should be through Bb Learn messages. You will get a much faster response, as I will recognize your name as a student in my class and give you priority. You may also email and arrange a time to talk if my office hours are not convenient for you.

Attendance in the Course for Online Students

Your instructor understands that online students choose this form of education so that they can attend higher education from a distance, continue to work, raise families, and attend classes simultaneously (or any combination of these). Online students are not required to be logged in to the class at specific times during the day. It is essential that students make timely progress throughout the course. There are readings that are assigned, and class assignments that are due, so not logging in regularly will put a student very far behind and make it hard to keep up. Daily progress is crucial for success in this class.

Course Usage of Blackboard Learn—This is very important!

Copies of the course syllabus and major assignments may be found online in the course. You are responsible for regularly checking the online resources, which are accessed through the portal at <http://portal.csuchico.edu>. Plan to log on at least once every day (except holidays). If the portal is down or not working, you can access Bb Learn through the TLP website at this link <http://www.csuchico.ed/tlp/>.

Required Readings

Required readings are located in your textbook (you do have the option to purchase an e-book version of the text through the bookstore) and on Blackboard Learn. You are responsible for making sure that you can open the readings. If you cannot open a reading, contact student computing. A complete reading list with assigned dates is in the course schedule online.

Other Equipment Requirements

Students may be required to purchase a microphone and/or earphones (or headset) that is compatible with your computer. They can be purchased for about \$20 at retail stores. Some computers come already equipped with this technology, so check before purchasing. This will enable you to communicate with the class and to complete assignments. If you have any questions please contact computer help desk.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., found in the [CSU Chico University Catalog](#). You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

- Assignments turned in late will lose points. All work in this course is submitted online to the Blackboard platform. Assignments will lose 20% of potential points for the first 24 hour period they are late, 30% for the second 24 hours. No assignments will be accepted after 2 days past the due date. See schedule for specifics. Weekend days not excluded.
- **There will be no make-up for Discussion or Quiz assignments.**
- Late policy does not apply to extra credit – no extra credit will be accepted late.
- Assignments, Papers, Projects etc. as well as extra credit opportunities, have strict (non-flexible) requirements that MUST be met to receive credit, so be sure you to ask if you have any questions.

University Policies and Campus Resources

Academic Integrity

Have integrity. Unless otherwise indicated on individual assignment instructions, all student work is expected to be original and completed independently. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on a quiz or having unauthorized access to quiz material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Misuse of sources includes incorrect citation of a source, such as failing to provide quotation marks or page numbers in copied material. Students who plagiarize, misuse sources, cheat on quizzes or assignments earn a "0" for that quiz or assignment, and will be referred to judicial affairs. Students who plagiarize, misuse sources, or cheat on 2 or more requirements will earn an "F" for the course. Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and

other resources related to student conduct can be found at:

<http://www.csuchico.edu/sjd/sja.shtml>

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

<http://www.csuchico.edu/arc/students/register.shtml>.

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 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: www.csuchico.edu/title-ix.

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.

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.

IT Support Services/Student Computing

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Merriam Library room 116 and 450, Tehama Hall Rm. 131 and the BMU Room 301. Additional labs may be available to students in your department or college.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college coursework by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is on line at <http://www.csuchico.edu/slc/>. The University Writing Center has been combined with the Student Learning Center.

Corona Virus-19 (COVID-19) Information

All students are required to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement please visit <https://www.csuchico.edu/coronavirus/vaccinecertification-student.shtml>. Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in this course when in person. When face coverings are optional, they are always welcome on campus. You will be notified if face coverings are required. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines. Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any COVID-19 related safety policy or mandate may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system. It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline is (530) 898-2222 or covidhotline@csuchico.edu.

Child Development Major Specifics

The Child Development Major Cumulative Portfolio, an outcome of the Child Development Senior Internship CHLD 495:

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.

Student Learning Objectives (SLO)

The Student Learning Objectives (SLO) encompasses five Strategic Learning Priorities. Upon graduation as a Child Development Major, you are expected to be knowledgeable in these six Strategic Learning Outcome Areas:

Child Development SLOs aligned with the AAC&U ELOs

1. Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs,

and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

Acknowledgements, Affirmation and Professional Behavior Agreement

Acknowledgements: We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

Affirmation: I want our course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework (and/or as we've shifted to this virtual platform) is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in BBL, a time outside of those hours to meet.

Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as following course agreements. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students' opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different from yourself. This does not mean that we avoid sensitive topics—in fact it is precisely those topics that we most want to address in order to really promote learning and challenge or further understand our pre-existing beliefs! It does mean that we want to do so from a place of curiosity about other's perspectives and honor other's experiences.

Additionally, during these unique times of virtual classes—"attending" class from our homes, cars or other places, the line between what's acceptable and not might seem less clear. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person are not acceptable in our virtual space. If you would like to learn more about expectations, please visit the SCRR website (<https://www.csuchico.edu/scrr/>). If you have any questions about what constitutes professional

behavior, please feel free to ask.

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.