

**Child Development 462**  
**Adult Supervision in Child Development Programs**  
**Spring 2022**

**Instructor: Theresa Manley (Tess), M.Ed**

**Office:** Virtual

**Office Hours (In-person/face-to-face and on Zoom):** Tuesday 3-5pm, Friday 11am-12noon and by appointment

**E-mail:** [tmanley@csuchico.edu](mailto:tmanley@csuchico.edu) (for emergencies only)

For all class assignment and other communication, **please** use Blackboard messages.

**Required Readings**

Bruno, Holly Elissa. (2012). What You Need to Lead. NAEYC. ISBN: 978-1-928896-80-7

Caruso, J.J. & Fawcett, M.T. (2006). Supervision in Early Childhood: A Developmental Perspective. Third Edition. NY: Teacher's College

ISBN: 08007747319

<http://store.tcpress.com/08007747319.shtml>

Articles or readings posted on Blackboard may also 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](http://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 delivered through modules presented on a Sunday to Friday format. The major

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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 if absolutely necessary. I check email frequently throughout the week and will normally reply within 24-48 hours. I am available face to face or virtually through Zoom or email.

### **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.

### **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 and Diversity**
- IV. Professionalism**
- V. Critical Thinking**

### **Course Objectives**

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

1. Identify the key theories of supervising adults in the workplace. (Professionalism).
2. Demonstrate effective interpersonal communication techniques. (Developmental Context and Diversity, Critical Thinking Skills).
3. Develop collaboration skills, both internally and externally, in the early childhood

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education setting including training and continuing education models. (Professionalism, Critical Thinking Skills).

4. Evaluate the methodology and ethical implications of adult assessment techniques. (Professionalism, 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 modules on a Sunday to Friday 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. Hooray!!

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. To be clear, my preferred method of submission is in the submission box (unless otherwise specified for the assignment). My accepted forms of attachments are word and pdf.

### **GRADE SCALE**

Grad	%
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

### **Late Assignments**

Assignments will be accepted for up to two days late; up to 24 hours late will be a penalty of 20%, up to 48 hours late will be a penalty 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.

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## **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. That means please log in – let's do this!

## **Class and University Policies**

### **Notice Regarding Students with Disabilities from Accessibility Resource Center (ARC)**

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 [ARC](#).

### **Notice Regarding 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, falsified internship hours and/or signatures, 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.

### **Notice Regarding Syllabus Wording regarding Academic Honesty as it relates to all student work**

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: [Title IX](#)

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## COVID-19 Information for Spring Semester, 2022

I recognize this is an online course and am also required to share the following information about COVID-19.

**Reminder:** *The CSU requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless you have an approved exemption. Boosters are required by Feb. 28<sup>th</sup>, 2022, unless you have an approved exemption. Currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order to participate in this course. 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 other COVID-19 related safety policy or mandate, including the face covering requirement, 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.*

*Individuals unable to wear a face covering due to a medical condition should contact the Accessibility Resource Center by phone at (530) 898-5959 or by email at [arcdept@csuchico.edu](mailto:arcdept@csuchico.edu).*

**Mandatory mask wearing:** Please come to class and office hours with an approved mask. While the university will attempt to provide some masks in the classroom for those of you who do not have one, you should come to class assuming masks are unavailable. Students may not attend in person classes without a mask, and will be asked to leave the classroom.

If you are experiencing COVID-19 symptoms, do not come to class. Call the COVID hotline at 530-898-2222.

The hotline is staffed during University operating hours—8 a.m.-5 p.m., Monday-Friday. If calling outside of University business hours, please leave a confidential message with your name and phone number, and your call will be returned within 24 hours (even on weekends). You can also email hotline staff at [covidhotline@csuchico.edu](mailto:covidhotline@csuchico.edu)

### **Participation and Attendance related to COVID-19:**

Your participation and attendance in class is integral components of CHLD 282; and, important to your success in the course.

Though not required, I appreciate when you communicate with me on Blackboard e-mail or during office hours (or by appointment) about absences; especially if you are quarantining due to COVID-19.

### **Important Links related to COVID-19:**

Protocols for students, faculty and staff. There's a flowchart on this page:

<https://www.csuchico.edu/coronavirus/combatacovid.shtml>

Link to the Booster Clinic: <https://www.csuchico.edu/coronavirus/vaccinations.shtml>

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## **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 office 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.

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