

Child Development Practice: Children and Families
Child Development 492
Department of Child Development
Spring 2022

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Course Messages:	For all course communication, please use Bb Messages
Online Student Hours:	Tuesdays from 10:30am-12:30pm and Thursdays from 11:30am-1:30pm. A designated Zoom Room will be posted in Blackboard. I will also be answering emails/phone calls during this time. If you call me, it will ring on my computer! What a time to be alive!

ITEMS THAT PERTAIN ONLY TO FACE TO FACE INTERNSHIP STUDENTS ARE DENOTED WITH ** IN THE SYLLABUS

****Course Description:**

This class is a guided internship for majors in Child Development. The internship will provide students with opportunity to apply theory and research to practice with individuals, families, and/or community-based programs. Students may select a community-based agency placement that matches their career interest in children from birth through 18 years of age and/or their families and develop individually determined internship learning objectives. Students spend approximately 7.5 hours a week in their internship placement for twelve weeks, for **a minimum total of 90 internship hours** for the semester. Students discuss their experiences electronically with peers and faculty. In addition, students work in groups as well as independently to create electronic presentations on diverse current issues to communicate information related to Child Development to beyond the class environment.

Amendment to the Above Course Description

Due to the transition to fully online coursework, there will be a fully virtual/Self Contained option to complete the course. Students will self-select the method by which they complete the course, no later than Week Two of the semester. Those who select the Face-to-Face option will complete the course as described above; those who choose the Self-Contained option will complete a variety of coursework in place of the 90 hours of internship that would typically be required. This will be discussed more specifically in small group meetings during the first two weeks of the semester.

Class Specifics:

Students will develop their competence in understanding diverse programs that affect children and families in our community. Purpose of this civic engagement is to push students to critically analyze their role (along with the role of global citizens) in supporting this agency's mission and why it is important to support this agency for the greater good in the community. Civic Engagement will help achieve this by bringing awareness to real world, community-based needs from both a personal and global perspective. Honoring one's personal diversity will be explored and the ways in which we can respect our life experiences while in service will be highlighted.

****NOTE FOR FACE-TO-FACE INTERNSHIPS:**

This course will begin with an independent module focused on the development of the Individualized Learning Objectives for the internship and portfolio section of this course as well as student acquisition of individualized internship sites. All work will be completed independently and submitted online

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through the course Blackboard site. Successful completion of the tasks during this module is necessary to ensure continuation in the course.

****Student Internship Hours**

90 hours total or approximately 7.5 hours per week if student begins internship hours in week 4; individually determined and evenly distributed across the course of the semester.

This class is conducted within an electronic format. Thus, the assignments outside of the actual internship hours will be completed online. Students will need to have high speed internet access, a webcam with recording capabilities and Adobe Reader to complete class assignments. Course materials will be housed within the Chico State Portal/ Blackboard Learn. Adobe Reader can be downloaded from [Adobe](#). Zoom can be downloaded from [Chico State Zoom](#).

Prerequisites

BIOL 318 or 303 or CHLD 321; CHLD 382; CHLD 392; senior standing; CHLD major.

Required Texts

Readings/videos as assigned by instructor; these readings are posted in Blackboard

Class Structure

Class time is in electronic format to create an asynchronous learning environment. This format will allow students to have more flexibility in maximizing time spent completing internship hours or self-contained assignments. Electronic group discussion assignments are focused on presenting and communicating information specific to assigned readings and individualized internship experiences/self-contained assignments. This format is designed to support students' self-directed learning and thinking.

Additionally, students will have the opportunity to individually demonstrate and strengthen professional skills in their internship settings (as applicable). Finally, students will provide various means by which they document of their learning (competency) from the internship experience/civic engagement/course content.

For Face to Face Internship students, a course quiz **must be passed with 100% accuracy before internship hours begin to count for the course.

For Self-Contained students, a course quiz **must** be passed with 100% accuracy by week 4 to continue in the course.

Course Objectives:

The student will be able to:

1. **Critique** professional knowledge, skills and dispositions in settings serving children and families.
2. **Integrate** knowledge and experiences to develop and evaluate personal career plan
3. **Enhance** professional responsibility and integrity in a field-based work (internship site)
4. **Integrate** professional ethics with shared professional values, program (internship) practices and policies.
5. **Create** and **assess** communication material (written and verbal) that effectively demonstrates the ability to translate and disseminate Child Development knowledge to others.
6. **Integrate** the relationship between theory and practice as related to the student's internship experience and learning.

Unifying Principles across these Courses: CHLD 382/CHLD 392/CHLD 440/CHLD 492

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We recognize that as child development majors we are:

- Reflective professionals, and as such we are continually:
 - Evaluating ourselves both internally (e.g., biases), and externally (e.g., practices that worked or didn't with children);
 - Working to understand the children and families we work with;
 - Engaging in evaluation of the organizations we work with and for;
 - Using best practices, which are evidence-based and theoretically driven, with intentionality; and
 - Are learning more about what it means to be a professional in our field.

As you take these courses in some predictable sequences, as faculty teaching these courses, we have attempted to capitalize on this opportunity. We have sought to integrate across these courses in attempt to deepen your understanding—geared toward those three principles (reflection, best-practices used with intentionality, and developmentally appropriate) in meaningful ways through:

- Shared organizational structure
- Shared readings
- Shared activities

This does not mean that you must be engaged in any particular sequence across these courses, simply that if you are, you'll be pushed to think about certain readings and reflect on activities from different lenses. We are hoping that you find value in this enhanced learning opportunity and take advantage of our attempts to push you deeper in your learning.

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:

1. Foundations of Child Development
2. Child and Environmental Assessment and Study
- 3. Developmental Context and Diversity**

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4. Professionalism
5. Critical Thinking

The material covered in CHLD 492 has a primary emphasis on three of the Strategic Learning Outcomes for the major (in bold above). The relationship among the Strategic Learning Outcomes CHLD 492 course objectives, and CHLD 492 course assignments are outlined below:

****Internship Placement Guidelines**

- Internship placements are arranged by the student and approved by both the University professor and the internship supervisor.
- Students should be considered volunteers by the internship agency and internship personnel should interview and screen each intern as they would any potential volunteer or employee.
- A document explaining the internship expectations has been created for potential internship supervisors and is available to students on the Blackboard web site. Students are also encouraged to submit a resume to the potential internship supervisor.
- Students may complete their hours between two internship sites. In this case, individualized learning objectives will be completed separately for each site. The split of hours must be approximately 50/50. Students must be under the supervision of a designated individual during the internship.
- Most internship hours should be completed at the internship agency or site. In some cases, the intern may be delivering services for the agency at off-site locations. If the student expects to spend more than 10% of the total internship hours off-site, this **must be stated** in the student's final learning objectives (ILO Phase 2) or the hours will **not** be counted. If the off-site hours relate directly to the internship, the student should have prior approval from the internship supervisor for doing so and include those hours on the time sheet signed off on by the internship supervisor. Hours spent off-site to work independently on approved objectives cannot total more than 10% of the total internship without prior approval from the course instructor.
- Paid internships are acceptable should the student be able to arrange one. If a student chooses to complete an internship at a site where he or she is currently employed or volunteering, he or she must demonstrate that his or her individually determined learning objectives do not overlap with either current job or volunteer responsibilities. However, it is important that learning objectives for this course be focused on new experiences or learning. This must be done in two ways:
 - The student's job description must accompany Phase One objectives.
 - The internship supervisor must provide a signed statement that the student's internship does not overlap with student's current job responsibilities or competencies previously demonstrated by the student as an employee.

****Notes:**

1. Any volunteer or internship experience with the Chico Unified School District must be arranged through CSU Chico's CAVE program. This process changes each semester, takes several weeks, and closes approximately 6 weeks after the beginning of the semester. It is a good idea to get started on this process immediately at the beginning of the semester.
2. CHLD 492 students do not have permission to drive their personal vehicles or company vehicles during internship hours. Please see faculty for more information if needed.
3. If an internship site requires, fingerprinting clearance or background check for interns or volunteers, a student may have to cover that expense.

****Injuries**

If a student is injured at an internship site, there are several options for medical care:

- Emergency Services

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- Student Health Center 530.898.5241
- The student's private insurance arrangements

The student should inform both the internship supervisor and the faculty as soon as possible of the details regarding the incident. It is imperative that the student DOES NOT report incident as an employee, as this would be considered a Worker's Compensation claim. The faculty will refer the incident to Risk Management and some follow up paperwork may be required from the student.

****Internship Hours**

In order to complete the course successfully, students are required to spend a minimum of 90 hours at their selected internship site after learning objectives have been approved by the faculty member and the internship supervisor. These hours should be distributed across the semester.

It is important that your internship placement is best suited to your individual career goals; that being said, it will be useful for you to visit and explore your site before committing your semester to that site and will be allowed to count up to 6 hours of your internship hour requirement during this exploration/decision making process. **THESE HOURS MUST BE SIGNED OFF BY YOUR SUPERVISOR.** Any hours after those initial six hours will not be counted without approved Individual Learning Objectives. If, after six hours at a site, you do not choose that placement, you will not be able to use those hours towards a new placement. Any hours accumulated at a new site investigated will be counted towards your total internship hours.

Subsequent (after the initial six hours) internship hours begin to count toward the 90 hour requirement **only when**

1. Faculty member and the site supervisor have signed off on a student's individualized objectives,
2. A signed copy of the agreement with required attachments has been received by the faculty member
3. The student has successfully passed the syllabus quiz with 100% accuracy.

Students, who have not successfully met these requirements by the end of week 7 of the semester will be unable to continue in the course and will receive a failing grade, regardless of any other coursework completed. Likewise, students must complete the 90-hour minimum requirement by the end the semester (finals week) to be eligible to pass this course.

Internship hours must be verified by internship supervisor's signature on a time sheet format. Time sheets will be submitted to the instructor both bi-weekly (check-in) and at the end of the semester. Note: Falsification of hours completed is a breach of ethical conduct and will be handled as outlined below. The instructor reserves the right to require more frequent hours completed reports as deemed necessary.

****Notice Regarding Driving During Internship Hours**

Students are discouraged from driving as part of their internship responsibilities for the following reasons:

- The general and professional liability policies that cover our students during their placements do not extend to the use of an auto.
- Students should be aware that their own auto liability insurance is primary in the event of an accident, even when they are transporting on behalf of the agency. The auto insurance for the agency would be excess, but there is a potential exposure to the University if the student and agency do not carry substantial auto liability limits.

Ethical Conduct and Professional Behavior

Students are expected to always demonstrate ethical conduct during the course of their internship as

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specified in the Code of Ethical Conduct developed by the National Association for the Education of Young Children. A copy of this code is available [HERE](#). Any violation of ethical conduct will result in immediate termination of the internship and a referral of the student to the Office of Student Affairs. Professional behavior and attitude are necessary when working with professionals, clients, and other members of the community. Students at internship sites must realize that they are part of their agency placement and are subject to agency policies. Placement duties and responsibilities are important. Students can be removed from an agency placement for failing to meet the professional expectations of the organization. Students must be prompt for all internship appointments and duties. Dress appropriately. Notify the agency if you will not be in or when you will be late for hours you have arranged.

Faculty-Student Communication

Communication between students and the faculty member is critical during the internship, especially during the initial weeks when students are developing individualized objectives. The instructor is available through Blackboard, email, phone, and student hours.

Student Professional Behavior

The campus, both physical and virtual, 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, cooperation, and following course policies. 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. If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements

All major writing assignments will be graded for literacy, spelling and grammar. Please read the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. Proofreading is ESSENTIAL. If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, OR the Writing Tutors—ask about hours).

Academic Integrity

Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." It is the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. All written work is to be individually produced unless otherwise noted in the assignment. Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz (including online exams) or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). 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 assignment will receive a

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zero and the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe, up to and including failing this course, removal from the major and removal from the University. If you have any questions regarding these policies/issues, please see me or access the Student Judicial Affairs website at www.csuchico.edu/scr

Title IX Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for 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 (530-898-6345) or Safe Place (530-898-3030).

Disability Services

If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC)

The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work 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. Please visit www.csuchico.edu/slc. for more information.

WellCat Counseling Center

College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please do not ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students

CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 10am–2:00pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>
2. The Center for Healthy Communities, CalFresh Outreach physical office is open Monday –

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Friday 8am-5pm. See the Center for Healthy Communities website for up-to-date information at:
<https://www.csuchico.edu/chc/index.shtml>

Land Acknowledgement

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.

Course Objectives & Contribution to the Child Development Major:

Upon completion of CHLD 252: Introduction to Child Development, the following course objectives describe competencies that students will demonstrate after completion of the course. For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Child Development Department:

SLO I: Foundations of Child Development	Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.
SLO II: Child and Environmental Assessment and Study	Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.
SLO III: Developmental Context & Diversity	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 wellbeing.
SLO IV: Professionalism	Students will engage in professional behavior appropriate to the discipline in professional contexts.
SLO V: Critical Thinking	Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's wellbeing.

Overview of 492 Points – Face to Face Internship (F2F)

Assignments	Frequency/Points	Due Date/Format	Points
Orientation Assignments Syllabus Quiz/Survey	4 @ varied points	Varied Due Dates	30
Creation of Individualized Learning Objectives	2 @ 10 points each	BY Week 3, (Saturday) @ 11:59pm	20
Mid-point check: ILOs	1 @ 18 points	Week 10, (Saturday) 11:59pm	18
Bi-weekly check: Timesheet with hours to date w/ signatures	5 @ 5 points each	Weeks 6, 8, 10, 12, 14 (Saturday) 11:59pm	C/NC (25)
"Face to Face" check: Portfolio	1 @ 18 points	Week 12: during "Face to Face" mtg	18
Final portfolio & Timesheets	2 @ 42 points each 1 @ 12 points each	Finals Week, (Monday) 11:59pm	96
Internship Discussion Journals	10 @ 13 points each	2x/Wk (Tue. 11:59pm & Sat. 11:59pm)	130
Bulletin Board: Electronic Public Service Announcement	1@10 points Varied @ 50 points	Individualized on a Sat. @ 11:59pm Various – see course calendar	10 50
TOTAL			397

(F2F) Assignments

The internship itself constitutes part, but not all, of the course learning expectations. Student learning will be evaluated through student created individualized learning objectives, the development of an internship portfolio, feedback from their immediate supervisor, weekly group journaling, and an individual bulletin board presentation of the internship experience.

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(F2F) Orientation Assignments / Syllabus Quiz / Course Evaluation Survey

There are introductory assignments to get your creative juices flowing, located in the Orientation Folder. There is also a required syllabus quiz, as well as a course evaluation at the end of the semester. These items will be available in the appropriate weekly module, as well as in the Specific Assignments folder.

(F2F) Creation of Individualized Learning Objectives: 20 points

Two phases of individualized objectives are written by students during the first weeks of the semester, which provide the structure for the course experience and guide the learning of each student's internship. The final phase of the process (ILO #2) will result in an internship contract with student-created individualized internship objectives that will in turn be used to document the individual student's internship experience by means of the Internship Portfolio. You will need to obtain the instructor's signature first, then your internship supervisor's signature, then you will sign it. See the Blackboard online site for details regarding specific assignment criteria.

Note: All revisions of objectives must be completed and approved by Week 12. Any changes after this time will not be considered in the final portfolio submission.

(F2F) Mid-Point Check In Individualized Learning Objectives: 18 points

Student progress over the course of the semester will be monitored. There will be an electronic internship check-in point mid-way through the semester. Students will submit detailed progress on each of their learning objectives and a timeline for finishing all required components of each objective. Also, in week 10, students will submit a copy of his/her timesheet signed by the supervisor which shows hours completed to date. A schedule for remaining internship hours will also be provided. This timesheet will be turned in electronically as an attachment.

(F2F) Mid-Point Check In Portfolio: 18 points

During the semester, students will share their ELECTRONIC internship portfolio link with the instructor in Blackboard with required documentation as detailed within the assignment guidelines provided on the course Blackboard site. An electronic portfolio is a **REQUIREMENT** for this assignment. We will be signing up for timeslots to meet "Face to Face" using Zoom - see assignment on Blackboard for more information.

(F2F) Public Service Announcement: 50 points

Students will develop Public Service Announcements to reflect their civic engagement in our community and how to engage the community in supporting their work. Points will be distributed among multiple progressive assignments, cumulating in a final, polished PSA that connects your internship work with your community agency's importance in the community/state/world. Lecture and support will be distributed through our "virtual class time" each week. In addition, materials will be posted on Blackboard. You are encouraged to work in a group with others placed at the same internship site type, with no more than three people per group. Students may opt to work alone or with another similarly placed classmate. More details will be given in the specific assignment. Groups must be approved by Professor Singleton during the proposal phase.

(F2F) Internship Final Portfolio: 96 points

The culminating product of each student's internship is the CHLD 492 internship portfolio created by the student as documentation of his or her learning during the course of the internship. The portfolio is based on the individualized internship objectives. Each objective requires documentation as per signed Individualized Learning Objectives Phase II (ILO #2) to be considered fulfilled. Additional details regarding the specific assignment criteria can be found in Blackboard course site.

- An internship supervisor evaluation will be submitted with your final internship portfolio. The

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template for this will be provided by your instructor to your internship supervisor.

- A time sheet documenting hours with a session-by-session format and total hours, signed and dated by the internship supervisor must be included in the internship portfolio for the student to receive credit for the internship.
- Each objective is worth 42 points each; 84 points total for the portfolio, plus an additional 12 points for submission of original timesheets.
- This needs to be in ELECTRONIC format (Word, Google Drive) with the accessible link submitted on Bb.

(F2F) Group Participation/Discussion Journals: 130 points

Due to the electronic format of this class, group participation is a critical component. Students will be required to make twice weekly electronic contact with their classmates during weeks 5 through 14. These discussions will focus on the guiding questions from the assigned readings, as well as the practical connections to your internship. The guiding questions are available on the course Blackboard webpage. Later in the semester, students will discuss their weekly internship experiences, including the presentation of situations that arose during the week for which they would like to receive input from the group. To receive full credit, students must respond to the weekly prompt by Tuesday at 11:59pm and respond to a group member's entry by Saturday at 11:59pm each week of journaling.

A maximum of 13 points per week (8 points for initial posting, 5 points for response) will be assigned for participation in group discussion. Overall quality and level of each student's participation in the group discussion and group activities are considered in the grading of the discussion postings.

(F2F) Bulletin Board/Electronic Presentation of Internship: 20 points

The bulletin board presentation should provide information to students regarding agencies in the community serving children and families and the learning and volunteer opportunities that are available at this site. Students will create an electronic bulletin board using similar information and computer software. More details provided within the assignment, as well as on Blackboard.

Overview of 492 Points – Self Contained Internship (SC)

Assignments	Frequency/Points	Due Date/Format	Points
Orientation Assignments Syllabus Quiz/Survey	4 @ varied points	Varied Due Dates	30
Ally Assignments	1 point each + 8 incentive points	Varied Due Dates	20
Mid-point check in "Face to Face" check in	1 @ 18 points 1 @ 18 points	Week 8, (Saturday) 11:59pm Week 10: during "Face to Face" mtg	18 18
Emergent Process Assignments	Varied	Varied Due Dates	25
Path to Allyship Action Plan	1 @ 95 points	Finals Week, (Monday) 11:59pm	95
Discussion Journals	10 @ 13 points each	2x/Wk (Tue. 11:59pm & Sat. 11:59pm)	130
Bulletin Board: Electronic Public Service Announcement	1@10 points Varied @ 50 points	Individualized on a Sat. 11:59pm Various – see course calendar	10 50
TOTAL			396

(SC) Orientation Assignments / Syllabus Quiz / Course Evaluation Survey

There are introductory assignments to get your creative juices flowing, located in the Orientation Folder. There is also a required syllabus quiz, as well as a course evaluation at the end of the semester. These items will be available in the appropriate weekly module, as well as in the Specific Assignments folder.

(SC) Ally Assignments

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The Ally Assignments constitute part, but not all, of the course learning expectations. These will be in place of a typical internship experience. **YOU MUST COMPLETE ALL OF THESE ASSIGNMENTS TO PASS THIS COURSE.** Student learning will be evaluated through a diverse selection of coursework, which is awarded credit (1 point)/no credit (0 points). The first set of assignments are due by Week 7 to continue in this course. Those who do not complete these assignments by this point will be released from the course and receive a failing grade. Each assignment is worth 1 point (12 assignments) and four incentive points will be awarded after each set of assignments that is completed on time.

(SC) Mid-Point Check In: 18 points; "Face to Face" Check in: 18 points

During the semester, students will meet with the course instructor to discuss their individual progress in the course. A prompt to guide this discussion will be provided prior to the meeting. We will be signing up for timeslots to meet "Face to Face" using Zoom - see assignment on Blackboard for more information.

(SC) Emergent Process Assignments

Emergent Process Assignments will emerge through readings and writings that occur throughout the semester. For example, assigned reading and discussion could present a topic for exploration and would be investigated in an Emergent Process Assignment. These will change each semester, according to the direction of course conversations and events of the world.

(SC) Pathway to Allyship Action Plan

Over the course of the semester, you will be exploring ideas around emergent allyship, as well as challenging your understandings of historic and present realities in the field of Child Development, locally, nationally, and internationally. You will be prompted to reflect on various pieces of the semester, while integrating these reflections into your emergent status as an ally.

(SC) Group Participation/Discussion Journals: 130 points

Due to the electronic format of this class, group participation is a critical component. Students will be required to make twice weekly electronic contact with their classmates during weeks 5 through 14. These discussions will focus on the guiding questions from the assigned readings. The guiding questions are available on the course Blackboard webpage. To receive full credit, students must respond to the weekly prompt by Tuesday at 11:59pm and respond to a group member's entry by Saturday at 11:59pm each week of journaling.

A maximum of 13 points per week (8 points for initial posting, 5 points for response) will be assigned for participation in group discussion. Overall quality and level of each student's participation in the group discussion and group activities are considered in the grading of the discussion postings. Specific details are posted in the Discussion Board folder.

(SC) Bulletin Board: 20 points

Each student will present their interest area for their future career in an electronic bulletin board format (ebulletin). Students will create an electronic version of their bulletin board using information and ideas considered in the course, along with their future career plans and reflections. More details provided within the assignment, as well as on Blackboard.

(SC) Public Service Announcement: 50 points

Students will develop Public Service Announcements to reflect their understanding and advocacy regarding a specific issue in the local Butte County area or an area localized to their current residence or intended career location. Points will be distributed among multiple progressive assignments, cumulating in a final, polished PSA that connects your learning over the course of the semester to your potential community agency's importance in the community/state/world. Lecture and support will be distributed through our "virtual class time" each week. In addition, materials will be posted on

*This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning. Changes will be posted on Blackboard.

Blackboard. Students are encouraged to work in a group, with no more than three people per group. Students may also opt to work alone. More details will be given in the specific assignment. Groups must be approved by Professor Singleton during the proposal phase.

Grade Scale

In accordance with CSU, Chico grading criteria, the grading 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). Check each assignment for information on how it should be submitted; assignments due in class are due at the beginning of virtual class time.

Late assignments will be accepted for two days, penalized a minimum of 20% for the first day late and 50% for the second day late. Group discussion postings (journals) are an exception to the late assignment policy, as they **will not** be graded if submitted late.

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