CSU, Chico • Department of Child Development

CHLD 462 Child Development Spring 2024

Instructor:	Valerie Singleton, M.A.
Office location:	Anywhere! I'm virtual!
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Student hours:	Wednesdays 11am-1pm; Thursdays 1-2pm
Class days and times:	Online, asynchronous
Classroom:	Anywhere!
Prerequisites:	None

Course Usage of Canvas

Copies of the course syllabus and major assignments may be found on Canvas. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at canvas.csuchico.edu.

Course Description and Goals

This course offers opportunities to gain skills and knowledge about supervising adults in the workplace. Topics include interpersonal communication techniques, adult learning theory, leadership skills, professional collaboration, and personnel assessment in the early childhood education field.

This course meets the adult supervision requirement for the Child Development Permit issued by the Commission on Teacher Credentialing. The completion of this course is necessary to meet the Option 1 of the Master Teacher, Site Supervisor and Program Director levels of the Child Development Permit.

Prerequisites: CHLD 251, CHLD 252, junior standing.

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 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.

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.

Course Objectives & Contribution to the Child Development Major:

Upon completion of CHLD 462: Adult Supervision in Child Development Programs: Advanced, 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:

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.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:	ASSESSMENT	DEPARTMENT SLOs
Identify the key theories of supervising adults in the workplace	Canvas Assignments	VI
Demonstrate effective interpersonal communication techniques	Canvas Assignment Final Project	I, III
Develop collaboration skills, both internally and externally, in the early childhood education setting including training and continuing education models	Canvas Assignments Leadership Philosophy Final Project	I, VI
Evaluate the methodology and ethical implications of adult assessment techniques	Metrics Assignment	I, VI

Required Text, Recommended Readings, and Resources

Recommended Textbook & Resources
Additional readings may be assigned via Canvas.

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

Classroom Protocol

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 for 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.

Email and Internet Access Requirements
For typical class communication, please use Canvas messages. For urgent messages, please email me at vsingleton@csuchico.edu.

Attendance and Participation Requirements
Since this is an asynchronous course, there are no required in person requirements. Office hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours. I encourage you to contact me or attend office hours if you have any questions or problems in the course or would just like to discuss any of the concepts or ideas raised throughout the course. The best way to contact me is via **Canvas Messages**.

Mode of Instruction (MOI) Details and Instructions
This section is in a fully online, asynchronous format and does not have scheduled meeting days and times. Students complete course activities and assignments as detailed in the course syllabus. Internet access required. The course is based on the philosophy that active engagement with the material fosters quality learning. Participation is crucial to the learning process and demonstrates respect both for your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information and are responsible for all material for the section exams. Additionally, it is anticipated that you will be spending 7.5 – 9 hours per week on activities related to this course (i.e., for most courses, two hours of out-of-class preparation is expected for each hour of in-class lecture, with one week of class consisting of 2.5 hours). Finally, class activities may require your text.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found http://www.csuchico.edu/catalog/. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assessment

Course Requirements (please read carefully):	Points
1. **Various Canvas Assignments:** Since we do not meet in person, there will be assignments in Canvas that will take the place of lectures and in class time. Some are videos, some build on the text, some are discussions…be sure to check the folder weekly for your assignments. They are due at the end of each week and correspond directly with the week's topic.	~475
2. **Qualitative and Quantitative Metrics Assignment**	50
3. **Leadership and Supervision Philosophy (Draft and Final)**	50
4. **Final Training Outline and Oral Presentation**	100
Total:	~675

Late Policy

Late assignments will be accepted for one week past the due date, penalized 10% for each 24-hour period (INCLUDING weekends and holidays). No assignments will be accepted past one week after the due date; this means that the most credit you can receive on an assignment that is one week late is 30% of the original points. *Exception to this policy are the Final Training Outline and Presentation, for which no late submissions will be accepted/offered.*

Grading Policy

This course has approximately **675 points** and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please see the Class Schedule for specific assignments and due dates. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy:

		93-100%	= A	90-92%	= A-
87-89%	= B+	83-86%	= B	80-82%	= B-
77-79%	= C+	73-76%	= C	70-72%	= C-
67-69%	= D+	60-66%	= D	0-59%	= F

Writing Format

APA (American Psychological Association) is the writing format used by the Education profession. Online references and examples of APA writing format can be found at apastyle.org.

University Policies and Campus Resources

Land Acknowledgement
We acknowledge and are mindful that Chico State 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, the flora, the fauna, and the waters that run through campus. We are humbled that our campus resides upon sacred lands that since time immemorial have sustained the Mechoopda people and continue to do so today.

Academic Integrity
Students are expected to be familiar with the University's Academic Integrity Policy. Your 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 on the Student Conduct, Rights, and Responsibilities website.

Specifically, use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct as described above.

IT Support Services and Wildcat Computing Support
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the ITSS website. Tutorials and guides are available for all of the programs and software that are provided to you at no cost through a campus license; access to these resources is available through the Wildcat Computing Support website.

Student Affairs, Services and Resources
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 on the Division of Student Affairs website. Information on available student resources can be located on the Student Resources and Services website.

Americans with Disabilities Act
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact the Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for

students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you with further assistance with requesting and arranging accommodations.

Accessibility Resource Center
530-898-5959
Student Services Center 170
arcdept@csuchico.edu

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 University Writing Center has been combined with the Student Learning Center. You can also visit the Student Learning Center website.

ALLY
Chico State is committed to providing you with the best learning experience possible. With this goal, we have activated ALLY in your courses. ALLY is a revolutionary product that focuses on making digital course content more accessible to all students. You will now be able to download any content in this course in the format that fits best with your learning style. PDF, HTML, .EPUB and Audio files are now available for most content items. Here is a link to more information on formats available as well as what each format offers. Should you have any questions or experience issues while using ALLY please contact the Office of Accessible Technology and Services at oats@csuchico.edu or 530-898-6532.

Mental Wellness
Mental health concerns or stressful events (ex: a global pandemic) may lead to diminished academic performance or reduce your ability to participate in daily activities. Free, easily accessible, confidential mental health services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of mental health services available on campus at the WellCat Counseling Center website.

COVID-19 Vaccination and Exposure Guidance
All students are required to complete their COVID-19 Vaccination Self-Certification. 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.

Important note about a work stoppage during the semester
The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. As of the time this syllabus is being created, the CFA is scheduled to conduct a strike during the first week of school. This would mean that your work would be available to you, but I would not be responding to emails, grading assignments, or performing any other work related duties. Please know that I will try to make sure that these actions will in no way impact your learning this semester. I promise to promptly inform you of any schedule disruption. **Our working conditions are your learning conditions; we seek to protect both.** For further information go to www.CFAbargaining.org.