California State University|Stanislaus

ACADEMIC PROGRAM REVIEW
BACCALAUREATE IN CHILD DEVELOPMENT 2014

Dr. Rita Asher

Dr. Gina Cook

Dr. Victoria Cortez

Dr. Aletha Harven

Jose Nunez

Dr. Grace Paradis

Dr. Rosanne Roy

Libby Soria

_____ *Child Development*_____
Title of Program

Signatures:

Rosanne Roy	*Rosanne Roy*	Associate Professor	12·15·14
Program Faculty Member (Print)	Signature	Title	Date
Rita Asher	*Rita Asher*	Professor	12-12-14
Program Faculty Member (Print)	Signature	Title	Date
Grace Paradis	*Grace Paradis*	Lecturer	12/12/14
Program Faculty Member (Print)	Signature	Title	Date
Gina Cook	*Gina Cook*	Asst. Professor	12/12/14
Program Faculty Member (Print)	Signature	Title	Date
Victoria Cortez	*V. Cortez*	Professor	12/12/14
Program Faculty Member (Print)	Signature	Title	Date
Aletha Harven	*signature*	Asst. Professor	12/12/14
Program Faculty Member (Print)	Signature	Title	Date
Libby Soria	*Soria*	Lecturer	12·15·14
Program Faculty Member (Print)	Signature	Title	Date
José C. Núñez	*José C. Núñez*	Lecturer	12/15/14
Program Faculty Member (Print)	Signature	Title	Date
William Potter	*William J. Potter*	Chair	12-15-14
Department Chair (Print)	Signature	Title	Date
College Curriculum Committee (Print)	Signature	Title	Date
General Education Subcommittee (Print)	Signature	Title	Date
College Dean (Print)	Signature	Title	Date
AVP (Academic Affairs) and ALO (Print)	Signature	Title	Date
Graduate Council (if applicable) (Print)	Signature	Title	Date
University Educational Policies Committee (if applicable) (Print)	Signature	Title	Date
Provost and VP for Academic Affairs	Signature	Title	Date

TABLE OF CONTENTS

I. PROGRAM OVERVIEW

A. INTRODUCTION AND HISTORICAL CONTEXT

Introduce your program. Provide historical information to set the context.

PROGRAM HISTORY

The undergraduate program in Child Development at CSU Stanislaus was developed more than forty years ago to study theories and research that detail the developmental processes of change from prenatal development to adulthood. The Bachelor of Arts degree in Child Development was created in 1973 as an interdisciplinary major involving the departments of Communication Studies, Psychology, and the Division of Education. Dr. Max Norton of the Communication Studies Department was its first program coordinator. A Liberal Studies Concentration in Child Development was added in 1974-1975 to mostly serve students pursuing a Multiple Subject Teaching Credential upon graduation. Moreover, the CSU Stanislaus Child Development Research and Demonstration Center – also known as the Child Development Center (CDC) – was established in 1977 as a joint effort among faculty from Communication Studies, Psychology, and Education as well as staff from The Women's Center in Student Services, and Gary Novak, the first faculty director. The inception of the CDC provided a vital laboratory and research site for the college students and faculty studying Child Development in addition to assisting the campus community in meeting childcare needs. It has also provided unique learning opportunities for students. Since its inception, the Child Development program has undergone several program revisions to the major, added a Child Development minor in 2009, a graduate certificate in Child Development, and a Child Development concentration in the Master of Arts Program for Interdisciplinary Studies as well as substantial changes to the Child Development Center programs and facility in both Turlock and Stockton.

Structural changes have impacted the Child Development programs over the years. The Child Development major was moved from the Department of Speech and Language to the Psychology Department in 1981 where it remains and is administered as one of several undergraduate and graduate majors. In 1994, the Department of Psychology voted to separate into two departments – Psychology and Child Development – in order to increase access to resources and expand visibility for the Child Development major. An operational plan was approved by Dean Christofferson of the College of Arts, Letters, and Sciences (ALS). However, subsequently, the decision to create a Department of Child Development was reversed by Dean Cullinan of ALS who expressed concerns for the welfare of small departments within the very large College of ALS. Some changes were made to increase independence and sustainability of the Child Development program with the inception of the CDEV prefix and an appointment of a Child Development Program Coordinator. The discussion of departmental status for Child Development has been ongoing, but is not being pursued at the present time. Child Development is currently administered by the Child Development Program Coordinator and the Child Development Committee of the Department of Psychology and Child Development. The committee is responsible for the following: curriculum, advising, student articulation, academic standards, assessment, student petitions, scheduling, hiring, and other matters pertaining to program. Further, since 2010, the committee has been providing support and oversight for the Child Development Center when it moved from the College of Health and Human Sciences to the Department of Psychology and Child Development.

Curriculum for the undergraduate Child Development programs was originally designed as an interdisciplinary program with many departments participating and courses offered with many prefixes. Curriculum revisions to the interdisciplinary Child Development major were instituted in 1981, 1986 and 1993. The CDEV prefix was first introduced in winter term 1996 and today the program includes predominantly CDEV prefix courses with limited participation by other programs. In 2003, an assessment project led to a complete program revision that separated the major into a core of Child Development research, theory, and lab/application courses as well as created four tracks to provide students with preparation for various careers in Child Development. A program matrix was created, program competencies (i.e., program learning objectives) were developed, and the faculty and community came together in a series of focus groups to create a program that integrates junior and senior level courses to provide a mentoring experience for students as they progress in the program. Additionally, this structure allows faculty to assess students' knowledge and learning from junior to senior year through the portfolios that they compile as they complete the major. The most recent program revision in 2009 restructured the major's tracks, added new lab/application and writing courses, and updated the program competencies. The Child Development program is continually reviewed to be certain that the program meets the needs of students, faculty, and the community.

THE CHILD DEVELOPMENT CENTER (CDC)

CSU Stanislaus has the unusual advantage of maintaining an on-campus Child Development Center (CDC) that is integral to the educational quality of its academic programs. To facilitate its academic focus, the CDC has been administrated by Child Development program faculty members throughout its history. At various times in its history, the CDC and its directorship have been subsumed under the office of the University Provost, the Academic Dean of ALS or CHHS, and, currently, the Department of Psychology and Child Development. Begun in 1977, the CDC became licensed to operate a preschool (#500317738) in 1993 and an infant/toddler program in 1995 (#500321740). It has continued to run quality programs for children ages 8 weeks to 5 years in compliance with Title 22 and regulated by the State of California Department of Social Services Community Child Care Division. The CDC Director is responsible for maintaining compliance to licensure. Throughout most of its history, from 1982-2006, the CDC was led by Dr. Rita Asher, but after a sequence of three faculty directors within a few years, a Child Development Center Task Force was established in 2009 to study the Center's structure. Under the leadership of Dr. Rosanne Roy, the CDC Task Force Report (2010) recommended that the CDC be moved to become part of the Child Development Program. At that time, changes were made to administrate the CDC with a 100% time director/lecturer as well as add a 100% time demonstration teacher/lecturer to oversee the implementation of the children's programs and daily participation by lab students and interns.

The CDC began off-campus at Beulah Covenant Church in Turlock in 1977 and was relocated to its current location in 1979 to the northern end of the campus' Educational Services Building (ES), which is a temporary structure scheduled for demolition at an undesignated date. The building and play yards have been remodeled several times with grant funding since the CDC first occupied the ES building. Plans for a much needed permanent facility attached to the Science One Building Seismic Retrofit Project were cancelled a few years ago when the funding source was changed for the building's remodel. Thus, funding and construction of a permanent

facility as shown on the university master plan remain a critical need of the Child Development program.

The Child Development program has made significant contributions to the mission of the university, with dedication to application of theory and research for university students and quality programs for children and families. In a university where engagement is key to developing lifelong-learning patterns for its students, the Child Development program offers theory courses with observational and applied content, lab/application courses where students learn child guidance, assessment, case-study analyses, language development, and social cognition as well as research courses that inform students about how the field studies children's development. Fieldwork, internships, and research offer an array of opportunities to practice the necessary skills of the discipline. The move of the CDC to within the Child Development program in 2010 has enhanced these opportunities with varied applications across CDEV program components in such areas as infancy, early childhood, middle-childhood, parent education, and early intervention. The CDC is an integral laboratory for the program's mission of engaged learning and professional practice across an array of professional applications.

ECONOMIC CHALLENGES AND CHILD DEVELOPMENT PROGRAM

As is true of programs at the university and within the CSU, the past five years have precipitated extreme economic challenges that caused hard decisions to have been made with substantial and long-term repercussions, from which the program is still recovering. During the period from 2003-2012, the Child Development faculty decreased from having seven tenure-track faculty members to three whilst no hires were made. This drastically reduced the potential for course offerings, research, advising, committee work, assessment, articulation, and outreach. The Department of Psychology and Child Development, and in particular the Child Development faculty, chose to make serious cuts to its programs in response to the drastic changes in economic climate. Some of these changes are as follows:

1. Offerings of core classes in the major were reduced to one section per semester or per year and the maximum enrollment of each section was temporarily increased to enable maximum enrollment for such courses

2. Courses within the tracks, major electives, general education and WP offerings that could be met within other parts of the university, were limited or not offered. Students were thus able to complete their programs with fewer options for course choice and schedule.

3. Despite a growing program in Stockton, the program in Stockton was eliminated.

4. Courses that could not be maintained by senior faculty were taught by a multitude of part-time lecturers.

5. The graduate program was temporarily suspended. A new cohort has not yet begun after the completion of the first two cohorts.

CURRENT OUTLOOK

The Child Development program is a strong and essential program. After a period of economic challenge, new lab/application, writing, and research courses are well-enrolled and the

Child Development Center is very active. The program appears to be recovering, but needs administrative and financial support to regain its strength and to move forward. Even with the addition of one visiting lecturer and two tenure-track faculty members hired in the past two years, the level of staffing is still less than it was in 2003. The entire program has not been offered and depends on part-time faculty for too many of the core courses. Language and Literacy Development (CDEV 4380), a lab/application course approved in 2009, was taught for the first time in spring 2014 and Child Advocacy (CDEV 4100), a writing course approved in 2009, has yet to be taught. The graduate programs and the Stockton program has not yet resumed, and program faculty are only now slowly rebuilding articulation and outreach within the regional community. The faculty is optimistic that with renewed support, the program will offer the university and community much needed undergraduate and graduate offerings in Child Development, including a uniquely integrative Child Development Center.

B. RELATIONSHIP TO MISSION AND STRATEGIC PLAN

Describe current and future curricular plans and their alignment with the college and University's Mission and Strategic Plan.

The University Mission and Strategic Plan indicate that programs take a student-centered approach emphasizing student engagement, student growth and development and student achievement. In addition, according to the Mission, the University strives to create connections with the community and support faculty teaching and learning. The current and future curricular plans of the Child Development program are directly in line with the sentiment of Mission and Strategic Plan.

Faculty from the Child Development program and the Child Development Center have worked hard to provide an academic program that engages students. The following highlights some of the numerous ways that the program supports student engagement.

First, the program requires students to take both a junior introductory course – Professional Issues in Child Development (CDEV 3000) – and a senior capstone course – Senior Seminar (CDEV 4965) co-required with Senior Internship (CDEV 4948). Between these two courses, students are encouraged to take ownership of their learning (e.g., by creating an individualized learning plan (IEP), creating a portfolio of their learning, etc.) and build knowledge and skills related to their career objective by taking career-related courses (i.e., choosing their Child Development track), interviewing professionals, doing 72 hours professional internship, etc. There is indication that both junior and senior Child Development courses facilitate student engagement as student make their way through the program. In the fall of 2012, students in the senior capstone course were asked to retrospectively report on how effective the junior class (CDEV 3000), taken when they entered the major, was for their academic and professional preparation. Here were some of the comments:

- "Very effective. It helped guide me and understand how the program works."
- "I enjoyed CDEV 3000 and felt well prepared as a professional."
- "My CDEV 3000 experience helped me to prepare for my future courses, and gave me a foundation to work towards senior seminar."

- "It was effective. It did not prepare me that well for my worldview, but it helped show me the areas I needed to work on."
- "3000 has prepared my development progress greatly. It has helped (me) stay organized and focused."
- "It was very helpful. I set goals for my future child development career."
- "Great. Really gained a sense of where I was going and what to focus on while completing my education."

The senior students were also asked to report on how effective the senior capstone course – Senior Seminar (CDEV 4965) and Senior Internship (CDEV 4948) – was for their academic and professional preparation. Here were some of the comments:

- "It was very effective. It allowed me to bring all my knowledge and classes together. It is very fulfilling to see everything I have worked hard for come together. Senior Internship really allowed me to grow as a professional and gain knowledge important to be successful."
- "Very. Allowed me to develop and create my worldview. Allowed me to see the areas I excel in as a professional."
- "I have gained a lot of leadership skills and professional skills in which I would use in my future career."
- "My experience in CDEV 4965 and 4948 has enabled me to precisely articulate the population I want to work with. Also, how to professionally act at sites."
- "It made me become a better professional and more prepared for the real world."
- "CDEV 4946/4948 have been an amazing experience and have prepared me to go into the field of education."
- "Extremely effective. Each assignment added to my knowledge. It also prepared me with my confidence level and prepared me for the interactions I will have with professionals in the field."
- "Our Child Development program is great in preparing students for life after graduation. All of the detail and emphasis on competencies has given me great insight into the field."

As the student comments demonstrate, both the junior and senior classes effectively facilitate student engagement in the Child Development program from the moment they begin the major to the time of graduation.

A second example of how the Child Development curriculum supports the university's emphasis on student development, while at the same time creating and maintaining connections with the community, is through the required Child Development Fieldwork course (CDEV 4940). All majors must complete between 1-3 unit(s) of fieldwork at a local site or agency so they can interact directly with community professionals and learn about programs related to the Child Development field. Each semester, Child Development majors do fieldwork at over 30 different sites, including preschools, elementary schools, family and social service agencies, hospitals and clinics. Through the program's fieldwork requirement, students develop from professional interactions and experiences, are encouraged to showcase their growing knowledge and skills, and help represent the Child Development program while helping to maintain the program's valued connections with professionals and the community.

A third example relates to the strategic plan's recommendation that programs include internships, workshops, and career development opportunities to provide students with the necessary preparation for career success after graduation. At present, the on-campus Child Development Center serves as a demonstration teaching and high quality early childhood education site. For university students studying child development, psychology, liberal studies, and nursing the Child Development Center offers teaching and administrative internships to provide student the opportunities to practice field specific skills in preparation for career readiness. Lab/application courses, fieldwork opportunities, and on-site research projects enable students to bridge their coursework with applicable real-world skills. With faculty guidance, mentoring, modeling and coaching, students enhance their professional skills, making them highly sought after professionals prepared for a breadth of careers upon graduation.

As demonstrated above, the Child Development program and the Child Development Center's curriculum aligns well with the University Mission and Strategic Plan and faculty work very hard to keep majors and non-majors engaged, to facilitate their development, and to support their achievement and professional skills throughout the program. However, more support and resources are needed from the university for the time and effort student engagement and community connections require from faculty. For example, the CSU Executive Order (EO) 1064 now dictates new policies for student internships and fieldwork which has dramatically increased what faculty are required to do for these student-centered learning activities. Prior to allowing students to start an internship off-campus, EO 1064 now requires faculty to evaluate the site for its learning value, identify potential risks, draft position description of the responsibilities of both the student and the site supervisor, create an emergency response plan for the site and periodically conduct site visits. And these tasks are only for sites that have a pre-existing MOU's with the university. Additional steps are needed if the Child Development program is going to try to form a new connection with a community agency (e.g., for majors who live outside of Stanislaus County and are requesting to do their internship and/or fieldwork at sites in surrounding counties at agencies without current MOU's). The Child Development program has over 150 majors, who all require at 1-3 unit(s) of fieldwork and a senior internship. However, all of these additional responsibilities have been added to (already heavy) faculty workloads without any support or resources.

Future curricular plans, with adequate university support and resources, will continue to emphasize student engagement, development, and achievement as well as maintain and create community connections, and the future direction the program curriculum will take is informed by community professionals in the field. Each semester, Child Development seniors are supervised by professionals in the community as part of the senior internship (CDEV 4948). At the end of the internship, the community professionals provide feedback to the Child Development program about trends in the field that interns should prepare for. The data collected over the years indicates a growing need in the community for graduates in Child Development with additional knowledge in the following areas:

- Infancy (*based on Early Head Start requiring additional infancy content for their teachers*)
- Early intervention (*based on research supporting the necessity of addressing developmental problems early*)

- Parent education and fostering parent involvement (*based on research and practice indicating the impact of effective parenting techniques on development*)
- Greater emphasis on biological and brain development (*based on new research and technology highlighting the environmental impacts on biological and early brain development*)
- Greater appreciation of multicultural development and perspectives (*supported by the benefits of culturally sensitive approaches to supporting children and their families*)
- Foster care and adoption services (*based research support for the benefits of intervention with at-risk populations*)
- Universal preschool and transitional kindergarten programs (*based on research and practice showing the benefits of high-quality programs on long-term development for at-risk populations*)
- Adolescence transition to adulthood (*based on research evidence showing the brain continues to develop into early adulthood*)

Many of the emerging areas listed above lend themselves to new community relationships and engaging career-relevant topics for students, which could be incorporated into the program and at the CDC through new course offerings, by adjusting course curriculum, and/or by broadening lab/application and fieldwork experiences. With dedicated support and resources from the university for the Child Development program and the CDC, future curriculum plans can continue to uphold the university's Mission and Strategic Plan of increasing student engagement and community connections.

C. PROGRAM DESCRIPTION

Describe the program and purpose of the program. Describe course requirements for majors. Note your program's Catalog description. Include your program's contribution to majors, general education, and to non-majors/graduate programs (if applicable) and complete Appendix 10. Degree Audit Information. Briefly describe important program and field changes over the past seven years and any curriculum revisions made in response to these or other changes. (CFR 2.7)

CONCEPTUAL FRAMEWORK

The impact, both positive and negative, that a child's development has on all aspects of society are greatly underestimated and undervalued. There is ample scientific evidence from the fields such as neurobiology and economics that investment in programs and policies that help foster children's healthy development from conception on, generate significant returns for society long-term. The National Scientific Council from the Center on the Developing Child at Harvard University published a report based on the strongest scientific findings from the field of child development (see Appendix A). In the report the Council strongly stated: "Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society" (p.1). In addition, the Council stressed the need for better informed parents, community professionals and policy makers on child development knowledge to collectively help facilitate more positive outcomes in children. This is the purpose of the Child Development program, to educate students to become informed professionals who can help make a difference in children's lives and ultimately, society.

Child Development is an interdisciplinary field that utilizes the research and theories of many disciplines to explain how children develop from conception until adulthood. Child Development is used by practitioners with enormously diverse needs for this information. Perhaps Child Development is characterized best for its perspective of advocacy; professionals use their knowledge of theory and research to take children's perspectives and thus better the lives of children in fields as diverse as child welfare services, pediatric care, elementary education, infant, toddler and preschool services, social work, counseling, parent education, etc. By knowing how young children think and behave, and by being able to discern normal growth patterns, professionals support children in childcare, classrooms, hospitals, clinics, courtrooms, etc. Moreover, because child development provides a foundation for understanding healthy patterns of development, it is a baseline for study and careers with children with special needs as in special education or psychology.

CHILD DEVELOPMENT PROGRAM

The Child Development Program offers a Child Development Major, Minor, Concentration for Liberal Studies Majors and Graduate Child Development Certificate and a Master of Arts in Interdisciplinary Studies (IS) with a Concentration in Child Development. The catalog copy for each is shown in Appendix B. See Appendix C for the Degree Audit.

Child Development Major

The Child Development major is organized around six broad competencies (i.e., program learning objectives; see Appendix D): child development knowledge/foundations; the research process; legal, ethical and pragmatic issues; professionalism and leadership; child guidance; and integration of a personal/professional world view.

Child Development majors complete lower division Introduction to Psychology and Psychological Methods prerequisites (6 units), major core (29 units), and a specialization track (14-15 units). The major core consists of a set of classes that prepare students with foundations that are required of all Child Development professionals. While students have choices within the core, all students complete coursework in Child Development theory, basic research, lifespan, family context, and professional development and applications. Professional Issues in Child Development (CDEV 3000) introduces students to the discipline, advises students about future course selection, and informs them of the six program competencies (i.e., program learning objectives) of the Child Development major.

In addition to the major core, students choose from four specialization tracks. Each track consists of professional preparation courses that most closely suit students' professional career goals. Tracks include specialized content and lab/application course(s). The Child Development Early Childhood Track prepares students as teachers and administrators of Child Development programs, curriculum specialists, program evaluators, etc. The Child Development Middle Childhood Track prepares students for careers as elementary teachers and administrators, recreation leaders, and other work with school-aged children and families in the community. The Child Development Services Track prepares students to meet the social welfare and guidance needs of young children, parents, families and the community in agencies, parent education programs, foster care, etc. A General Track is available for students with unique applications in

mind. Students creating a General Track work closely with faculty to create a thematic track to be approved by the Child Development Committee.

Lastly, students enroll in the senior capstone course Senior Seminar (CDEV 4965) concurrently with Senior Internship (CDEV 4948). Students meet together to share the benefits of one another's experiences. Students learn about diverse applications for the basic developmental principles and theories. Students prepare a professional portfolio organized around the six program competencies (i.e., program learning objectives) to present to the Child Development juniors, faculty, and community professionals.

The Child Development major includes a Fast Track option for community college transfer students with Associate of Arts Degrees in Child Development or Early Childhood Education. With appropriate articulated coursework completed at the community college, students may be eligible to waive the following major core courses: Child Abuse and Neglect (CDEV 3010, 1 unit), Human Development I: Childhood (CDEV/PSYC 3140, 3 units), a family course (3 units) and a lifespan course (3 units). Approved Fast Track requests can reduce the major core from 29 units to 19 units.

Child Development Minor

The Child Development minor provides developmental content for students planning careers in an array of settings where understanding children's development is critical. Students planning to become nurses, pediatricians, social workers, dentists, counselors use the Child Development minor to supplement their primary field of study – integrating developmental knowledge and skills into their profession. The minor is 19 units and fits inside the core of the major. The minor is the Child Development major core minus Professional Issues in Child Development (CDEV 3000), a lifespan course (CDEV/PSYC 3240 or 3340), and Senior Seminar (CDEV 4965) and Internship (CDEV 4948).

Child Development Concentration

The Child Development Concentration is designed for Liberal Studies students who plan to enter a credential program. The 19 unit concentration enables students to apply child development foundations to their pre-credential and credential coursework. The concentration includes child development theory, research and application courses that bridge child development content with classroom teaching applications. It also includes a Liberal Studies Integrative Inquiry course – Cognitive Development in School Settings (CDEV 3030) – created specifically for future teachers.

Child Development Graduate Certificate and Master of Arts in Interdisciplinary Studies (IS) with a Concentration in Child Development

The Child Development program also offers coursework at the graduate level to prepare professionals for a variety of field applications – a 15-16 unit Child Development Certificate and a 30-33 unit MA in IS with a Child Development Concentration. Both graduate programs are self-supported programs administered through University Extended Education. The Certificate program provides Child Development theory, application and advanced seminars. The Master of Arts degree includes two additional advanced CDEV seminar courses, a research methods course (MDIS 5900) and graduate project or thesis. The Child Development Concentration is designed

to prepare students with a foundation of graduate-level developmental science – a current interdisciplinary approach to the field of child development – and to synthesize this theme with current research in diverse contemporary issues. The program is designed to integrate this approach into diverse field settings to serve students who are professionals in the community as administrators, educators, child and family service workers, etc., as well as those individuals committed to pursuing doctoral study.

Contributions to Other Programs

Courses in the Child Development program contribute to general education and non-majors as indicated on the following page.

Child Development Course	Program	Purpose
Human Development 1: Childhood (CDEV/PSYC 3140)	General Education	Meets Upper Division, F3
Human Development II: Adolescence (CDEV/PSYC 3240)	General Education	Meets Upper Division, F3
Human Development III: Adulthood & Aging (CDEV/PSYC 3340)	General Education	Meets Upper Division, F3
Child Development in Cultural Context (CDEV 3040)	General Education	Meets Upper Division, F3; Area G. Multicultural Requirement; Service Learning Component
Multi-contextual Aspects of Parenting and Families (CDEV 4200)	University Wide	Meets Upper Division Writing Proficiency Requirement; open to non-majors
Policy and Advocacy for Children and Families (CDEV 4100)	University Wide	Meets Upper Division Writing Proficiency Requirement; open to non-majors
Child Abuse and Neglect (CDEV/PSYC 3010)	Psychology Major	Option in Major
Human Development 1: Childhood (CDEV/PSYC 3140)	Psychology Major	Option in Major
Human Development II: Adolescence (CDEV/PSYC 3240)	Psychology Major	Option in Major
Human Development III: Adulthood & Aging (CDEV/PSYC 3340)	Psychology Major	Option in Major
Infant Development and Group Care (CDEV 3320)	Psychology Major	Elective in Developmental Psychology Concentration
Early Cognitive Development (CDEV 3170)	Psychology Major	Elective in Developmental Psychology Concentration
Early Social & Emotional Development (CDEV 3180)	Psychology Major	Elective in Developmental Psychology Concentration
Human Development 1: Childhood (CDEV/PSYC 3140)	Liberal Studies Major	Meets California Commission on Teacher Credentialing, Growth and Development Requirement for Multiple Subject Credential
Cognitive Development in School Settings (CDEV 3030)	Liberal Studies Major	Meets Integrative Inquiry requirement- includes elementary classroom service learning component
Human Development II: Adolescence (CDEV/PSYC 3240)	Single Subject Credential Program	Meets California Commission on Teacher Credentialing; required for Single Subject Credential Program
Human Development I: Childhood (CDEV/PSYC 3140)	Kinesiology: Health and Wellness Promotion Concentration	Elective in Concentration
Human Development II: Adolescence (CDEV/PSYC 3240)	Kinesiology: Health and Wellness Promotion Concentration	Elective in Concentration
Human Development I: Childhood (CDEV/PSYC 3140)	Exceptional Youth	Elective in Minor and Concentration
Human Development II: Adolescence (CDEV/PSYC 3240)	Exceptional Youth	Elective in Minor and Concentration
Human Development III: Adulthood and Aging (CDEV/PSYC 3340)	Sociology	Required in the Gerontology Minor
Early Cognitive Development (CDEV 3170)	Cognitive Studies	Elective in Major and Minor

PROGRAM CHANGES SINCE LAST REVIEW

The following program changes have been made since our last review:

Child Development Major

The Child Development faculty made significant changes to the undergraduate program in Child Development in order to better facilitate accomplishment of academic competency of the majors. Revisions to the major were inspired by ongoing assessment of student competency with input from students, faculty, and community evaluators. Changes to the major were designed to increase the relevance of the program for those students planning to enter careers with older children, increase research competence for all students, better prepare students for careers and graduate education, provide better integration of writing into our program, and provide increased articulation with community colleges. Major program revisions were approved 2009. See Appendix E for table summarizing 2009 program changes. The most significant changes are highlighted below:

Modification to application-based core options: Significant changes were made to the selection of core-level application courses. Two new application courses were created: Development of Social Cognition (CDEV 4280) and Development of Language and Literacy (CDEV 4380). Developmental Assessment (CDEV 3440) was removed from the list of application options. Infant Development and Group Care (CDEV 3320) and Developmental Programs for Preschool Children (CDEV 4180) were removed from the core-level application options to the new Child Development Early Childhood Track Specialization. Developmental Program Laboratory (CDEV 4190) was discontinued. Note that since the last review, the special topic course Intervention Strategies (CDEV 4950) was proposed and approved as Early Interventions with High Risk Children (CDEV/PSYC 3550). Early Intervention with High-Risk Children (CDEV/PSYC 3550) was removed from the core-level application options to the revised Child Development Services Track and changed from 4 units to 3 unit to better align with other application courses. These changes allowed for us to have four basic-level, core application course options and at least one higher level application course in each of the track specializations. All majors complete at least two application-based courses, one in the core and one in the specialization area. The breakdown is as follows:

Core Lab/Application options (complete one):
- Guidance and Management (CDEV 3020)
- Early Childhood (CDEV 3181)
- Development of Social Cognition (CDEV 4280)
- Language and Literacy Development (CDEV 4380)

Track Lab/Application (complete according to specialization):
- *Child Development Early Childhood Track*
  - Infant Development and Group Care with Lab (CDEV 3320)
  - Developmental Programs for Preschool Children (CDEV 4180)
- *Child Development Middle Childhood Track*
  - Developmental Programs for Preschool Children (CDEV 4180)

- Cognitive Development in School Settings (CDEV 3030) with service learning component
- *Child Development Services Track*
  - Early Intervention with High Risk Children with Lab (CDEV/PSYC 3550)
- *General Track*
  - Must have experiential component that meets theme.

Addition of Research Course required in Core: The 2009 revision also added a required research course to the core of the major – Developmental Assessment (CDEV 3440) and Child Development Research Methods (CDEV 4000). These courses are designed to help students analyze research more critically and understand the research techniques that are relevant to professionals such as assessment, testing, program evaluation, observational design and analysis, etc.

Modifications to Track Specializations: The four Track Specializations include Child Development Early Childhood Track, Child Development Middle Childhood Track, Child Development Services Track, and a General Track. The purpose of the tracks is to provide students with specialized knowledge and abilities. In the 2009 revision, tracks were revised so that each track consisted of specialized content, application, and fieldwork. The unit value of the revised track increased to 14-15 units from 12 units. The information below describes the specific changes to the tracks revised in 2009.

The Child Development Programs Track was changed to Child Development Early Childhood Track. Infant Development and Group Care (CDEV 3320) was moved from core application option to the Early Childhood Track. Developmental Programs for Preschool Children Lab (CDEV 4190) was eliminated and the content was integrated into Developmental Programs for Preschool Children (CDEV 4180). Courses in this track prepare students for a Child Development Permit issued by California Teacher Credentialing Commission. With the addition of the Infant Development and Group Care (CDEV 3320) to the Early Childhood Track, students have specialized knowledge and lab training (CDC Child Development Center Infant/Toddler Program) to meet community needs for infant/toddler specialists. The need for expertise in early childhood, especially infants and toddlers, is anticipated to rise as the Child Development Permit issued by California Commission on Teacher Credentialing considers requiring additional coursework in areas of family engagement and home visitations. Changes in this track were also made in response to the ongoing discussions of Universal Preschool and Transitional Kindergarten (currently required in all California School Districts).

The Child Development Middle Childhood Track was added. This track focuses on middle school years, ages six to twelve, and designed for students planning to enter a credential program, those interested in coaching and recreational programs and other professions working with families with school aged children. This track provides a structured package of classes to facilitate students' understandings of elementary-school aged development. This track includes the lab/application curriculum course Developmental Programs for Preschool Children (CDEV 4180). Additionally, students in the Middle Childhood Track complete Cognitive Development in School Settings (CDEV 3030), which includes service learning hours in an elementary classroom, fieldwork and electives.

The Child Development Services Track was modified by adding the lab/application course Early Intervention with High Risk Children (CDEV/PSYC 3550) and increasing flexibility in options by allowing students to choose Psychological Disorders of Children (PSYC 4130) *or* Learning Disabilities (PSYC 4150) instead of the previous requirement for both courses.

The General Track parameters were tightened. All proposed tracks must demonstrate a track theme and rationale. Guidelines were included to ensure that General Tracks included content specialization and application component to parallel other track specializations.

The Child Development Research Track was eliminated since all majors are required to complete an upper-division research course in the core.

Integration of Writing Courses: Multi-contextual Aspects of Parenting and Families (CDEV 4200) was added as a family course option in the core of the major. This course can be used to fulfill both family requirement in the major core and WP. Policy and Advocacy for Children and Families (CDEV 4100) was added to the program as an elective. Prior to 2009, the program did not have its own WP course.

Changed Community College Articulation: The creation of a Fast Track Core for students with an Associate's Degree in Child Development - reducing the program's core for these students from 29 units to 19. The Community Colleges provide an Associate's Degree in Child Development and/or Early Childhood Education. Many of the students arrive at the University with more than 24 units of lower division Child Development as well as California Child Development Permits from the Commission for Teacher Credentialing. But they previously had limited articulation rights. The Fast Track Core reduces some of the redundant content in basic developmental theory, family studies, and child abuse and neglect thereby giving students with Associate degrees a faster route to their advanced coursework and to their degrees.

Addition of Upper Division, F3, General Education Courses The following theory lifespan courses were approved in 2009 as upper division General Education courses: Human Development I: Childhood (CDEV/PSYC 3140) and Human Development II: Adolescence (CDEV/PSYC 3240). As GE courses, Introduction to Psychology (PSYC 2010) was removed as a prerequisite. Child Development in Cultural Context (CDEV 3040) was approved as an F3 General Education, Area G Multicultural Requirement, and elective in the program.

2013 Revision to Human Development 1: Childhood (CDEV/PSYC 3140): At the request of the Liberal Studies Faculty, the course description of CDEV/PSYC 3140 was changed to include "adolescence" to meet California Commission on Teacher Credentialing. No change was made to the course content, only to the language in the course description.

Child Development Minor

In response to student interest, the Child Development Minor was created in 2009. It is 19 units and includes foundation, theory, application, research, and family. The minor is the major core minus Professional Issues in Child Development (CDEV 3000), a lifespan course (CDEV/PSYC 3240 or CDEV/PSYC 3340), and Senior Seminar (CDEV 4965) and Internship (CDEV 4948).

Child Development Concentration

The Child Development Concentration for the Liberal Studies was changed with the addition of two new application options, Development of Social Cognition (CDEV 4280) and Development of Language and Literacy (CDEV 4380). An integrative inquiry course was developed for the liberal studies major, Cognitive Development in School Settings (CDEV 3030) and was also added to the Child Development Concentration as an option to meet the 3 unit inquiry requirement in the concentration. Three units of electives were dropped from the concentration to reduce concentration from 22 to 19 units making the program more efficient.

D. ACTIONS SINCE THE LAST REVIEW: PREVIOUS IMPLEMENTATION PLAN

Discuss the previous implementation plan. The implementation plan provides an ongoing map for assessing components of the program over time and has been designed maintain the program through: 1) Learning maintenance – a study of program learning outcomes (e.g. study on student achievement of critical thinking skills) and 2) Program maintenance – a study of areas that support a program's development through program maintenance outcomes (e.g., the study of anticipated student profile over the next six years or schedule of equipment replacement). Please attach the previous implementation plan and the six annual reports submitted during the APR cycle to the APR Self Study (see Appendices 7 and 9 for both templates).

PROGRAM RECOMMENDATIONS AND IMPLEMENTATION PLAN FROM 2003 APR

The following lists the program recommendations from the 2003 APR and actions taken since that review. See Appendix F for previous annual reports.

1. *2003 APR: Prepare a document to plan the move toward departmental status and that addresses the manner and timeline in which the programs would separate. Consider issues such as space, budget, equipment, faculty and staffing resources, as well as courses, scheduling, dual-listed classes, etc.*

Update: In 1994, The Department of Psychology and Child Development voted to separate into two departments in order to better serve curriculum and resources for the Child Development program. This structural change was approved by Dean Christofferson, Dean of the College of Arts, Letters, and Sciences. Subsequently, Dean Cullinan reversed the decision, concerned that smaller departments might not be in the program's best interests within such a large college. In light of economic challenges since the last review, the issue of departmental separation has not been timely. However, with continued recovery from economic decline, and renewed growth in both undergraduate and graduate programs, the program might reopen such a discussion in the future with consideration of issues such as space, budget, equipment, faculty and staffing resources, as well as courses, scheduling, dual-listed classes, etc.

2. *2003 APR: Revise the articulation plan for community college transfer students. Create a major track for students arriving with an AA degree to take fewer Child Development units at CSU Stanislaus to complete the major. Articulate with the community college faculty a way for students to be introduced to the competencies of our program and bring with them at transfer evidence of competence, so that all graduating students with Bachelor's in Child Development have equal opportunity to fulfill the competencies of the CSU Stanislaus major in Child Development.*

Update: In the fall of 2009 a Fast Track was designed specifically for students with an Associate's Degree in Child Development, reducing the program's core for these students from 29 units to 19. The Community Colleges provide an Associate's Degree in Child Development and/or Early Childhood Education. Many of the students arrive at the University with more than 24 units of lower division Child Development as well as California Child Development Permits from the Commission for Teacher Credentialing (CTTC). The Fast Track core reduces some of the redundant content in basic developmental theory, family studies, and child abuse and neglect.

An additional transfer pathway is guaranteed for community college students completing the Associate in Science Transfer (AS-T) which complies with the Student Transfer Achievement Reform Act (SB 1440), now codified in California Education Code 66746-66749, effective fall 2011). AS-T community college students transfer with 60 CSU-transferable units and complete CSU Child Development major, Upper-Division Electives, and Writing Proficiency course for an additional 60 units maximum. Transfer students can complete Upper-Division units (9 units), WP (3 units), Child Development Major and Track Specialization (43-44 units) in less than 60 units.

3. *2003 APR: Increase focus upon recruiting. Improve web access. Continue recruiting majors at the community colleges. Continue to recruit majors at every new student orientation and to phone contact all incoming majors and concentrations each summer. Continue to work on securing Stockton Head Start transfer population. Continue to work on funded projects that assist students with financial support.*

Update: Since 2003, when the implementation plan was drafted the program lost seven tenure-track faculty members. These losses gravely impacted the program's ability to expend resources on recruiting new students. In the fall of 2013 and 2014, two new tenure-track faculty were hired. It is hoped that in the years to come, the program will have the resources to refocus on recruiting. The majority of students are community college transfer students. With the changes in articulation described above, an increase in majors is expected especially as employment in the field of child development is moving toward requiring a Bachelor's degree. Students are encouraged to seek Care Incentive Grant (CIG) funding available through the Child Development Training Consortium. CIG provides state funding to support Bachelor-level child development students in order to meet the increasing need for high-quality early childhood professionals.

There are several recruitment challenges that need to be overcome. The first is the limited visibility of the program on the university website. Students and colleagues have commented about difficulty of finding program information through Internet searches. Second, incoming students interested in teaching are directed to Liberal Studies. Students should be informed that there are many pathways to teaching and a degree in Child Development is one of them. Lastly, is the need to strengthen the connections with local high school students who are taking a child development class or participating in child development academies. Additional support is needed from the university outreach program to assist faculty with developing programs to recruit potential child development students.

4. *2003 APR: Investigate further the possibility of a Child Development waiver program that would increase the amount of Child Development background for students going on for multiple-subjects' credential. Determine a reasonable cap for this major option of about 50 new*

students per year so that it remains only one of several options in the Child Development program and so that Child Development major is viewed as an advocacy position in education and child and family services careers.

Update: There is no longer a teacher waiver program available for students preparing for entry to the multiple-subjects credential program. However, in the 2009 Child Development Program revision, a new Middle Childhood track specialization was created. The specific courses in this track focus on preparation for careers working with school-aged children. This track includes coursework in curriculum, cognitive development in schools and practical experience (20 hours of service learning and 98 hours of fieldwork) in a classroom setting.

5. *2003 APR: Commit to creating a master's program in Child Development. Continue to explore options that meet the needs of the community for Child Development professionals as well as those preparing for graduate school. Establish a plan and timeline to enroll a small graduate program of about 12 new students per year.*

Update: The Child Development program now has two graduate level programs: a Child Development Certificate and a MA in Interdisciplinary Studies (IS) with a Child Development Concentration. Both graduate programs are self-supported administered through University Extended Education (UEE). The Certificate program provides Child Development theory, application and advanced seminars. The IS degree includes two additional advanced Child Development seminar courses, a research methods course (MDIS 5900) and graduate project or thesis. The program has been offered for two cohorts of graduate students, each with approximately 12 students. The lack of faculty and resources during the economic crisis forced the graduate programs to be put on hold, however with the recent addition of two new tenure-track faculty and one lecturer, the program is now in the position to make decisions about future offerings of the programs.

6. **2003 APR:** Continue to work with Head Start to facilitate the creation of lab courses in Stockton. Determine the unique needs of Stockton students so that the Stockton program is complimentary, not duplicating the Turlock program. As of this writing, Stockton's Oak Hall Head Start is planning to open its center on campus by fall 2003; continue to explore ways to collaborate with the Oak Hall Head Start as a field site.

Update: Stockton Head Start provided three years of funding to support a faculty member on the Stockton campus. The goal was to provide a program for the Head Start teachers to take upper-division child development coursework required for a Bachelor's degree. Stockton Head Start Centers served as laboratory sites for Stockton Child Development Students. However, due to limited available departmental resources, cuts were made to the Stockton program so as not to pull resources away from the stronger Turlock program.

7. *2003 APR: Continue to use and evaluate the Parent Child Home Project that was piloted this year. Make future determinations as to whether or not to continue to use that model for intervention training in the social service track or whether other models might be used.*

Update: The Parent Child Home Project (PCHP) served as the intervention program for Early Interventions with High Risk Children (CDEV/PSYC 3550). The PCHP is a home based literacy program for at-risk toddlers. With risk management issues involved in home visitations,

the PCHP intervention site became the Parent Resource Center, a community partner. With limited resources and reduction of course offerings, it was not feasible to offer the intervention course every semester as required by PCHP for continuity of services for the children and families. Since then the Salvation Army mentor program was utilized and the program is currently partnered with the Sierra Vista Child and Family Services agency. The most recent faculty hire, fall 2014, is the program intervention specialist and it is anticipated that the program will continue its relationship with Sierra Vista as well as explore other options.

8. *2003 APR: Continue to evaluate and refine the service-learning program in Child Development. Determine whether or not it should be required and where, coordinating this requirement with other service learning opportunities on campus so as not to over burden the students. Continue to establish the differences between service learning and lab opportunities.*

Update: We have two service-learning courses. Cognitive Development in School Settings (CDEV 3030) is designed for students interested in a teaching career. It meets an integrative inquiry requirement for Liberal Studies Majors and is a required course for Child Development Majors in the Middle Childhood Track specialization. This course is offered every spring and enrolls 40 students. The service learning component is 20 hours (2 per week for 10 weeks) in an elementary classroom. Child Development in Cultural Context (CDEV 3040) is an Upper-Division F3 General Education course and meets Area G, Multicultural requirement. This course is offered every fall and enrolls 40 students. Students have a service-learning option. Service projects range from mentor programs, working with seniors, and creating anti-biased activities for children.

9. *2003 APR: Continue to refine the Child Development assessment plan, refining the Professional Issues in Child Development (CDEV 3000) and Senior Seminar (CDEV 4965) classes and the portfolio processes. Implement the full assessment with faculty, students and community.*

Update: Since the previous APR in 2003, the Child Development Program Competencies (i.e., program learning objectives) have been revised based on the feedback provided by community professionals. The most significant change to the program competencies was Competency V: Developmentally Appropriate Practices. Furthermore a matrix for the program competencies was created (see Appendix G). With the recent addition of new faculty and with adequate resources from the university for assessment, program faculty plan to revise the matrix to reflect program changes.

In Professional Issues in Child Development (CDEV 3000), students are introduced to the program competencies. In the senior capstone course, Senior Seminar (CDEV 4948) and Senior Internship (CDEV 4945) prepare and present a professional portfolio organized around a personal worldview that demonstrates the competencies. Senior students present their portfolios to junior students, Child Development faculty and community professionals. Faculty have collected data on junior and senior interactions, from senior students' competency narratives and professional community feedback on senior interns and portfolio presentations. The collected data has informed many of the Annual Assessment Plans (see Appendix F). The program's comprehensive assessment processes have also been presented at the Development Science Teaching Institute, a preconference to the Society for Research in Child Development's bi-

annual conference.

E. SUMMARY FOR PROGRAM OVERVIEW

Include a summary of curricular changes and implementation plan findings/actions.

The Child Development program has undergone considerable changes over the years. The program has been restructured to provide greater emphasis on theory, research, writing within the discipline (i.e., the Child Development WP courses), and includes more course work that requires students to apply their knowledge and practice their professional skills (i.e., increased fieldwork and lab/application requirements). The program has also implemented an innovative way to improve student engagement throughout the program by formalizing entry into the major with a junior class – Professional Issues in Child Development (CDEV 3000) – that has built-in academic advising (e.g., Individual Education Plans), introduces the program competencies (i.e., program learning objectives), and is directly tied to the senior capstone course – Senior Seminar (4965) and Senior Internship (CDEV 4948). The senior capstone course has been modified to help with program assessment allowing for the collection of invaluable program-level feedback from community professionals through the senior internships. Revisions of the program's tracks now offers students more career-oriented and relevant pathways, has more hands-on experiences, and helps to create a clearer link between student coursework and their career objective.

Changes have also helped to better integrate the Child Development Center into the program. The major now includes more lab/application courses that take advantage of the early childhood education program at the CDC and gives students considerably more professionally valuable experiences working directly with children and their families. The learning opportunities at the CDC have also improved as the result of the hiring a demonstration teacher who mentors and guides students doing their coursework, fieldwork, or internships by providing feedback on developmentally appropriate practices, professional skills, and the ethical code of conduct.

The Child Development program has also expanded over the years. Since 2009, a minor in Child Development, a graduate certificate and an IS concentration in Child Development have been added. In addition, the program has formalized and integrated a Fast Track that supports articulation with Community Colleges and minimizes repetition for transfer students.

While changes over the past years have helped to improve the program curriculum in many ways, several areas have been neglected due to faculty losses, budget cuts, and inadequate resources. Future curricular changes and actions will hinge on committed support from the university for the program to integrate new trends into the curriculum, to continue student engagement practices that align with the Mission and Strategic Plan, and to broaden the program's outreach efforts.

II.   PROGRAM DATA REVIEW

A. STUDENT PROFILES AND ENROLLMENT TRENDS

Discuss program trends using the following student profiles. Note student characteristics, degrees conferred, retention and graduate rates (time to degree), course grade distribution, course enrollment history, and comparisons with University enrollment trends if applicable.

Provide an evaluation of the program's success in recruiting, retaining, and graduating students, overall and disaggregated by demographic characteristics (e.g., gender, ethnicity, and transfer/native). Describe key actions taken or planned to ensure student success. Include Alumni Survey data if available.

The following information was compiled using available data from fall 2008 to fall 2012. Overall, the trends during this time distinctly show the effects of the recent budget that resulted in the state of California reporting a budget shortfall of over $10 billion and in huge spending reductions and budget cuts enacted across all state entities. During this time, the university greatly reduced funding for part-time instructors, enforced course maximums and FTE's, and closed spring admission to new students. These actions can be seen in the following graphs of Child Development applications, admissions, enrollment, and major headcount. A similar drop and then rebound in the number of applications, admissions, enrollments, and headcount can be seen across all majors at the university from 2008-2012. The following are charts representing the various data described above.

APPLICATIONS

Child Development Applications

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
First-Time Freshmen	82	58	77	96	79
First-Time Transfer	57	39	70	94	84

ADMISSIONS

Child Development Admissions

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
First-Time Freshmen	44	36	52	66	51
First-Time Transfer	37	18	39	55	41

ENROLLMENT

Child Development Enrollment

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
First-Time Freshmen	18	10	9	15	13
First-Time Transfer	24	12	23	26	21

HEADCOUNT

Child Development Headcount

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
148	144	145	161	160

Child Development New Students

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshmen Full-time	17	7	9	15	13
Freshmen Part-time	1	3	0	0	0
Transfer Full-time	19	6	15	19	13
Transfer Part-time	5	6	8	7	8

The Child Development program is comprised entirely of upper-division course work, as a result, all students begin the major as juniors. From 2008-2012 the numbers indicate a trend of slightly more full-time transfer students than full-time freshman. In addition, there are consistently more part-time transfers students than part-time freshman students enrolling in the major.

DEGREES CONFERRED

Child Development Degrees Conferred
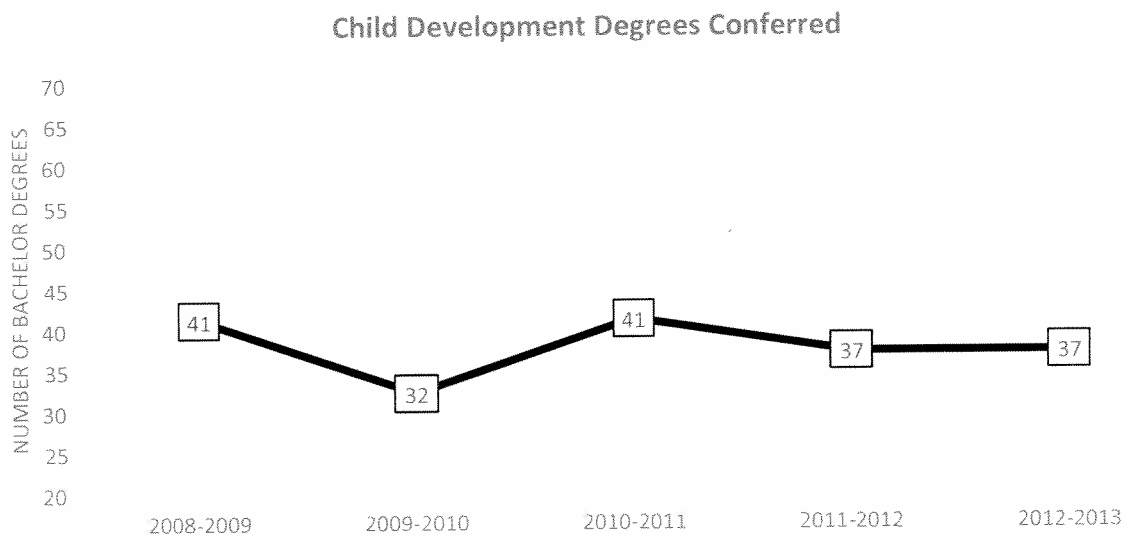
As can be seen in the above graph, the number of conferred degrees in Child Development has remained fairly steady from 2008-2012.

RETENTION & GRADUATION

Retention of Child Development majors has varied considerably from 2000-2011, however by "Year 4" at least 50% of majors are still enrolled in the major. For the academic years 2000-2004, most majors had not graduated by their 4th year, however at least 50% had by their 7th year which is in line with the university average for graduation. It should be noted that it is unclear, from the data made available, who these number represent, for example whether the numbers in "Year 1 Fall" coincide with freshman, transfer, full-time or part-time students. As "Child Development Enrollment" graph above indicates, most years there are at least 40 students (freshman and transfer combined) who enroll in the major.

Fall Cohort	Yr 1 Fall N	Yr 2 Fall N	Yr 2 Fall %	Yr 3 Fall N	Yr 3 Fall %	Yr 4 Fall N	Yr 4 Fall %	Grad Yr 4 N	Grad Yr 5 N	Grad Yr 6 N	Grad Yr 7 N
2000	9	6	66.7	4	44.4	4	44.4	1	2	4	4
2001	6	5	83.3	4	66.7	3	50	1	1	2	3
2002	2	2	100	1	50	1	50	0	1	1	1
2003	6	5	83.3	5	83.3	4	66.7	1	3	4	4
2004	4	2	50	2	50	2	50	1	1	1	2
2005	5	5	100	3	60	3	60	0	3	3	
2006	5	5	100	5	100	5	100	2	4		
2007	13	9	69.2	7	53.8	6	46.2	2			
2008	17	16	94.1	11	64.7	12	70.6				
2009	7	5	71.4	5	71.4						
2010	9	8	88.9								
2011	15										

Faculty & Student Ratios

In 2003, the FTES for the Child Development major was 41.3. The latest data indicate that the average FTES for the 2013-2014 academic year was 103.8; the Child Development major has more than doubled its FTES in the last 10 years and yet the number of full-time tenured faculty has decreased from 7 to 5 in that same time frame.

Child Development Full-Time Equivalent Students (FTES)
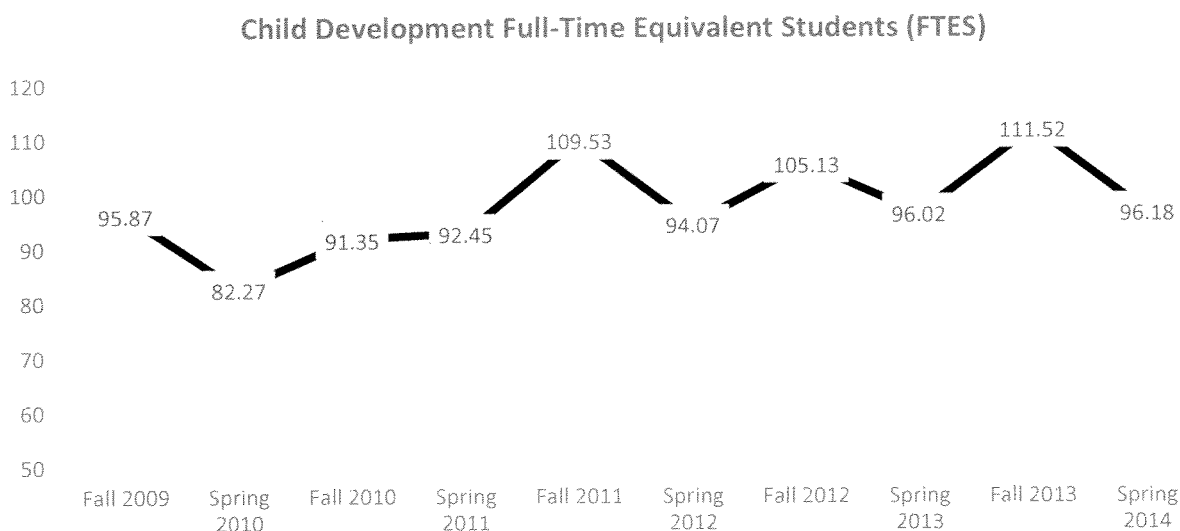
In addition to the increased FTES and decline of full-time faculty, the average SFR has increased from 16.62 in the fall of 2009 to 20.43 in the fall of 2013.

Child Development Student Faculty Ratio (SFR)
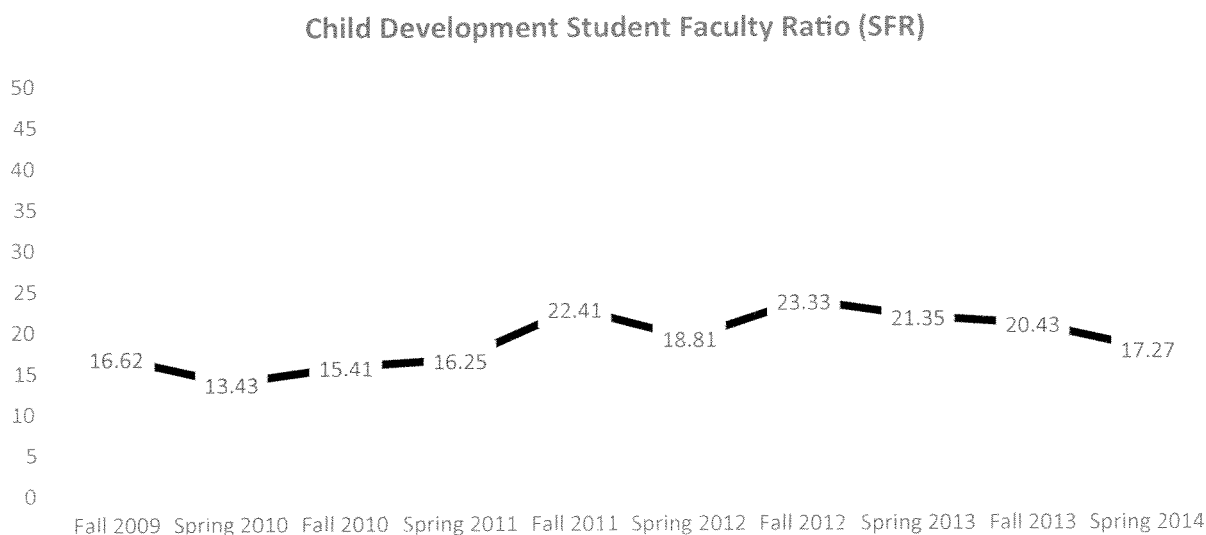
DEMOGRAPHICS

Available data on the program's demographic characteristics from 2008 to 2012 indicate that overall Child Development majors are predominantly young (24 years and younger), female (96%), and students of color (60%). The data seem to indicate that the number of Hispanic females who are full-time is increasing, while the number of White females who are full-time is decreasing. However, given the short time span and the economic crisis that occurred during this time, it is difficult to say whether this trend will hold in the upcoming years.

Ethnicity (averages for 2008-2012)

Native American 1%
Asian 12%
Black 2%
White 39%
Hispanic 33%
Other 13%
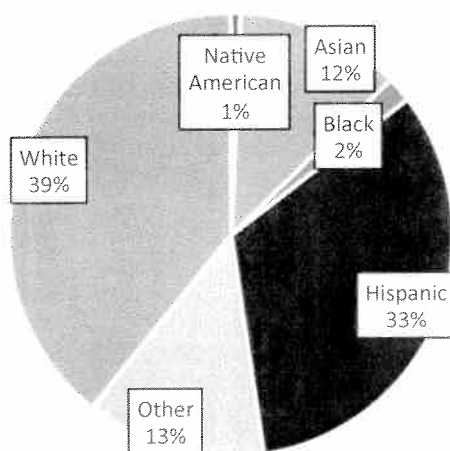
Gender (averages for 2008-2012)

Male 4%
Female 96%

Age (averages for 2008-2012)

25 and older 30%
24 and younger 70%
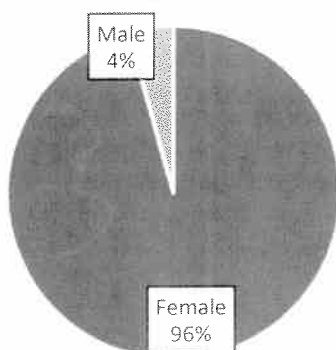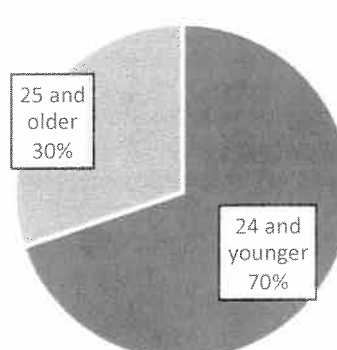
Part of the Child Development program's future recruitment endeavors would be to develop and sustain collaborative relationships with both local high schools and California State University, Stanislaus feeder community colleges, which will help with course articulation and allow discourse concerning incoming student preparation. Recruitment of males to the program would also be beneficial. To support such efforts, the program plans to employ an outreach committee to revisit the Child Development Fast Track to ensure efficiency, to update technology for easy access to program information including the Child Development program

website, the Child Development Center website, and develop broader high school and community college outreach programs that also appeal to the male student population.

B. FACULTY PROFILE

Review and discuss full and part-time faculty expertise and academic credentials as needed for delivering the program's curriculum. Include curriculum vitae for all program faculty. Include faculty diversity, released time and reimbursed time from grants/contracts, anticipated retirements and other faculty issues important for program effectiveness. (CFR 2.8).

CURRENT STATUS

The Child Development program is currently comprised of five tenured-tenure-track faculty: Dr. Rita Asher, Dr. Victoria Cortez, Dr. Rosanne Roy, Dr. Gina Cook and Dr. Aletha Harven. In addition, there are three full-time lecturers: Dr. Grace Paradis, Ms. Libby Soria, and Mr. Jose Nunez. All faculty members have the appropriate expertise and academic credentials to effectively deliver the academic program and/or manage the Child Development Center (see Attachment H for program faculty curriculum vitae).

Dr. Rita Asher (Professor) holds a Ph.D. in Human Development from Texas Tech University (1984) as well as permits and credentials for preschool and elementary education. She was the Director of the CSU Stanislaus Child Development Center from 1982-2006. Her areas of expertise include cognitive development of children and adolescents, the development of mental representation, emotional regulation, child guidance, and developmentally-appropriate practice and curriculum.

Dr. Victoria Cortez (Professor) holds a Ph.D. in Developmental Psychology from University of California, Santa Barbara (1992). Her areas of expertise include social and emotional development, emotional regulation, risk and resiliency, and perceptions of control.

Dr. Roy (Associate Professor) holds a Ph.D. in Developmental Psychology from McGill University in Canada (2000). Her areas of expertise include social and emotional development, gender differences, parenting, the influence of technology on parent-child interactions, and children's competitive and cooperative play.

Dr. Gina Cook (Assistant Professor) holds a Ph.D. in Family and Human Development from Utah State University (2010). Her areas of expertise include parenting practices and father involvement, attachment, working with families and family services, social competence development, and measurement development. She also studies longitudinal developmental processes and supportive environments in homes, centers, and preschools and how they are related to children's school readiness, especially for groups at risk due to income level or disability.

Dr. Aletha Harven (Assistant Professor) holds a Ph.D. in Education with an emphasis on Human Development & Psychology from the University of California, Los Angeles (2014). Her areas of expertise include psychosocial development, academic motivation, school achievement, risk and resiliency, K-12 education, and adolescents in context. Dr. Harven specifically explores the relation between school-related risk factors and the mental health, academic motivation, and

school achievement of underrepresented youth. She also explores the psychological assets and social environmental resources that adolescents utilize to stay resilient in the face of adversity.

Dr. Paradis (Visiting Lecturer) holds a Ph.D. in Developmental Psychology from the University of Montana (2011). She has been a part of the Child Development program since August, 2012. Her areas of expertise/research include parent-child relationships, attachment relationships throughout the lifespan, language development (including Deafness) and use in the context of parent-child interactions, the influences of media on young children, and how current technological trends affect various aspects of development.

Mr. Nunez (Faculty Lecturer) holds a Master's Degree in Education from National University (2002). He has been with the Child Development Program since 2011 as a faculty Demonstration Teacher at the Child Development Center. His areas of expertise are demonstrating and facilitating pedagogical best practices for student-interns, lab students, and parents. Such practices include guidance techniques, implementation of classroom curriculum, and creating developmentally appropriate learning environments for young children.

Ms. Soria (Faculty Lecturer) holds a Master's Degree in Interdisciplinary Studies in Child Development/Psychology from CSU Stanislaus (2010) as well as permits and certifications for preschool education. She has been with the CSUS Child Development Program since 2010 as Director of the Child Development Center. Her areas of research include high quality programs, developmentally appropriate practices, and educational policy.

Several faculty members have release time for the 2014-2015 academic year. Dr. Roy has 3 units of release time for acting as Program Coordinator for the Child Development program and 3 units for acting as the liaison between the Child Development Center and the Child Development program. The newest faculty, Drs. Cook and Harven, each have 3 units of release time from the Dean of the College of Science.

Since the last Child Development APR in 2003, the program lost 7 tenure-track faculty and for several years had only had 3 tenure-track faculty members. The program is still recovering from these untimely losses. Although the program was able to hire a full-time lecturer (in 2012) and two tenure-track faculty over the last year (2013 & 2014), the current market trends (see section C.2) indicate an increasing need for programs offering Child Development degrees. The program would more effectively meet market demands with additional faculty who have a strong general developmental background and expertise in biological bases of development, cross-cultural development, child life, parenting, and language and literacy. Additional faculty would be responsible for teaching Child Development theory and application/laboratory classes in infancy, childhood, and adolescence at the undergraduate level and possibly the graduate level. Currently, part-time instructors are covering many of these classes, but they do not have the expertise to provide Child Development majors the in-depth education the program is known for. Furthermore, the lack of qualified faculty compromises majors' adequate access to "individual student-faculty" interactions and advising. Students benefit most from a program developed and taught by tenure-track faculty that provide a consistent and cohesive mission throughout the major; typically one-fourth of Child Development classes are staffed by part-timers.

In addition to tenure-track faculty, the Child Development program is in need of an additional Demonstration Teacher for the Child Development Center (CDC). In 2010, the Child Development Task Force, commissioned by the dean at that time, recommended that the Child Development Center be staffed with two permanent Demonstration Teachers to provide high quality education for the young children attending the preschool program and to provide mentoring and supervision for the university students taking classes and doing their lab/application courses or internships at the Center (see Appendix I for Task Force Recommendations). Currently, the CDC has only one Demonstration Teacher (Mr. Nunez). The second Demonstration Teacher position would require a Master's degree in Child Development or Early Childhood Education, a Site Supervisor license or higher, qualifications to run an infant/toddler program, and experience teaching both children and university students. The second Demonstration Teacher would also be expected to support the director of the CDC in securing funding sources to help support the program as well as work toward obtaining accreditation from the National Association of the Education of Young Children (NAEYC).

C. DELIVERY OF INSTRUCTIONAL PROGRAM

Provide a profile of the program noting the instructional sites (Turlock, Stockton, and/or other off-campus sites), including courses taught via distance/online education and credit hour equivalency calculation for those courses. Describe issues and actions taken or planned, as appropriate related to program delivery, such as the scheduling of courses in order to meet student program need. (CFRs 3.6, 3.7)

The Child Development program is offered primarily on the Turlock campus. In the past, Child Development courses were available in Stockton, however university support for the Stockton campus has been inconsistent and in times of budget cutbacks, the program has shifted resources and courses back to Turlock.

Currently, no Child Development courses are regularly taught through distance learning and only one section of Child Development: Childhood (CDEV/PSYC 3140) has been offered online. However, there is growing interest among program faculty to offer more hybrid as well as online lecture classes to better meet the needs of student schedules. At the same time, the program prides itself on requiring majors to acquire valuable professional skills through application/lab courses in which students are supervised and mentored by faculty while directly interacting with children at the Child Development Center.

D. PEER INSTITUTIONS / BENCHMARKING

1. COMPARISON TO SIMILAR PROGRAMS AND/OR ASPIRANT PROGRAMS

Discuss your program in comparison to similar and/or aspirant programs. Comparison candidates include other CSUs as well as those listed on the Peer Institutions document at http://www.csustan.edu/ir/documents/PeerInstitutionFinalSelectionReportkp090909_FINAL.pdf (Table 1, page 5).

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

California State University, Bakersfield offers a Bachelor of Arts degree in Child, Adolescent and Family Studies (44 units). Like the CSU Stanislaus Child Development program

(50 units), Bakersfield's program focuses on theory, research, developmental domains, ethics and developmental research methods. Bakersfield's majors also gain hands-on experiences through fieldwork, research, assessment, and supervised experiences working with children and their families.

However, unlike the Stanislaus Child Development program, Bakersfield only offers two tracks: a general track and an elementary education track. The elementary education track prepares students to become elementary school teachers whereas the general track is for students who may want to go into education, but who may also have other career interest in the field. The Stanislaus program has four tracks: the Early Childhood Track that prepares students to work in preschool settings, the Middle Childhood Track that prepares students to work in elementary school settings, the Services Track that prepares students to work in child and family social services, and the General Track which allows students to choose coursework to help them meet other Child Development career objectives.

Whereas Bakersfield's program seems to be heavily geared toward elementary education, the Stanislaus program is unique in that it offers a wider variety of tracks, with greater career-oriented coursework to help better meet students' varied interests. Another major difference between both programs is that Bakersfield does not have an on-campus child development laboratory school that is integrated into the academic program where majors can gain professional skills and experiences working directly with children in a supervised setting. Finally, although Bakersfield also offers a senior capstone course, the Stanislaus program is pioneering in that upon entering the major juniors are required to take a professional course (CDEV 3000) that introduces them to the major and field as well as providing opportunities for the students to interact with and be mentored by the senior students from the senior capstone course. The junior course is specifically designed to engage students across the academic program and to prepare majors for the senior capstone course.

SONOMA STATE UNIVERSITY

Whereas the focus of Bakersfield's program was on elementary education, the focus of Sonoma's program (42 units) is early childhood education. Like all three programs, Sonoma offers coursework that covers theory, research, assessment and developmentally appropriate practices. Unlike the programs at Bakersfield and Stanislaus however, Sonoma does not offer any career-relevant tracks. Instead, most of Sonoma's required coursework is geared towards preparing students for the field of early childhood education. Sonoma also differs in that it has an on-campus nationally accredited child development laboratory school integrated into their academic program that provides opportunities for their majors to gain professional experiences in a "model" preschool setting with three permanent Demonstration Teachers to provide high-quality guidance and supervision. Although like Stanislaus, Sonoma requires majors to take a senior capstone course, it is only 1 unit compared to 4 units at Stanislaus. The additional senior units at Stanislaus accounts for the required mentoring of junior students, the portfolio development and the 72-hour professional internship, all of which are instrumental in preparing Stanislaus' Child Development majors for entry into the professional world (see Appendix J for community professionals' evaluation of senior students).

2. MARKET FORCES

Discuss shifting trends, market forces, and future opportunities that might impact program demand and numbers of students enrolled or attracted to your programs. Consider engaging alumni and community members in a focus group to determine current and future needs.

Each semester, the Child Development program surveys community professionals in the field (through the senior internship course (CDEV 4948)) for input on job trends and the current demand for child development majors. Below are some of the present needs in the field of child development.

The growth of preschool teachers and other early child education workers is projected at 17-25% over the next 10 years, faster than the average for other occupations (Bureau of Labor Statistics, 2012). This growth is due to the increased focus on early childhood education and the growing population of children 3 to 5 years old. With the increased focus on high quality childcare and early child education there has also been an increased emphasis on teacher quality. Head Start and Early Head Start, major employers of early child educators in this state, are increasing their academic requirements for staff and at the same time the number of children being served by Early Head Start (EHS) is rapidly growing. Just this year, an additional 650 million dollars was earmarked for EHS expansion with an estimated 300 programs to be awarded for 2015.

According to the Child Welfare League of California children and their families continue to be in dire need of services and intervention. For example, in 2011, California had 351,486 total referrals for child abuse and neglect, the poverty rate for children under 5 was 24.7%, and 13,621 children were waiting to be adopted. In 2011, California also spent $4,462,895,277 for child and families welfare services (http://www.cwla.org/). In order to meet the needs of children at risk, federal, state, and community program employers seek out graduates with child development degrees who have knowledge and skills in the areas of early intervention, abuse and neglect and the welfare system.

In 2010, the School Readiness Act changed the kindergarten start age in California requiring children to be 5 years-of-age upon kindergarten entry. For children who did not meet the new age entry requirement, a first year of two years of kindergarten was established called Transitional Kindergarten (TK). In 2014, new legislation on TK was approved. TK as a new grade level, would be accessible to four-year-old students based on socio-economic status. TK teacher requirements were also set forth in 2014. TK must be taught by a credentialed teacher with 24 units in Child Development; likewise, a paraprofessional with at least 12 units in Child Development must be present to assist the TK teacher.

E. SUMMARY FOR PROGRAM DATA REVIEW

Provide a summary of this section. Indicate trends observed in the data, identify areas of strength, areas for improvement and discuss the next steps in program assessment.

The data on enrollment, headcounts, and retention and graduation trends must be interpreted with caution due to the unfortunate economic circumstances that prevailed over the community and university during the last 7 years. Although the data show the numbers were

decreasing in 2009, most indicators rebounded by 2012 following in line with the slow but steady economic recovery. Nonetheless, program faculty recognize the need to improve recruiting efforts and hopes the university continues to support the program by replacing the tenured-track positions lost over the last 10 years.

The Child Development program has several areas of strength. The first area is that the program offers four different specialized, career-focused tracks which are not options in other Child Development programs at comparable universities. These tracks afford students the opportunity to focus on career goals while benefiting from career-relevant content and experiences that greatly increase engagement in their education and in the program. Unfortunately, the loss of tenured-track faculty over the past 10 years has forced the program to cut back on specialized course offerings, and to rely heavily on part-time instructors to maintain those four tracks, denying students the benefits having consistent faculty expertise and leadership for their tracks. A second area of strength is the required supervised lab/application courses for majors that take place primarily at the Child Development Center. Program faculty have worked hard at challenging students to apply the theory, research findings, and content that they acquire in the major's core courses to real life situations while working with children at the Center. In fact, this long-time program emphasis on application (i.e., through fieldwork, internships, lab/application courses, service learning experiences, etc.) is what drew many faculty to the Child Development program during the hiring process, however there is diminishing university support for these experiences even though these activities clearly help to engage students and equip them with valuable professional skills.

Market trends reflect current research in the field indicating that professionals working with children and families in the community must be adequately educated to provide high-quality education programs and services. Federal programs such as Head Start and state programs such as Transitional Kindergarten are expanding with the support of additional government funding and are now requiring staff to have greater and more in-depth upper-division coursework and supervised experiences. To adequately meet these demands the Child Development program must be supported to grow by hiring additional tenure-track faculty to offer the needed specialized courses with greater flexibility, and by securing university support and funding for a more modern laboratory facilities and an additional Demonstration Teacher to provide high-quality supervised lab/application courses where students can learn developmentally appropriate practices that are needed in the community.

III.   COMMITMENT TO STUDENT LEARNING

A. FACULTY

1. ADVISING / MENTORING

Evaluate the effectiveness of student advising and mentoring and involvement with student majors. (CFRs 2.12, 2.13, 2.14)

Child Development majors are advised in various ways within the program that go beyond office hours. First, all incoming majors are required to take Professional Issues in Child Development (CDEV 3000). One of the first goals of this course is to introduce students to the academic program - an entire 2.5 hours of class time is dedicated to reviewing both the General Education and Child Development major requirements. Additionally, the first course assignment for students is to create their own Individualized Education Plan (IEP), laying out all the courses they took, and need to take to complete the GE and Child Development programs. The final requirement of the assignment is for the students to take their IEP to a Child Development faculty member during office hours so the faculty member can review the plan and answer any advising questions students may have.

Second, every semester two weeks prior to registration, all majors receive by email a newsletter that among other things, informs students of the classes being offered in the upcoming semester as well as the anticipated courses for the following semester (many Child Development courses are on semester or yearly rotation). The newsletter also contains information about particular classes that may have special requirements (i.e., courses with labs, fieldwork, etc.).

The additional efforts made by the program to facilitate academic advising have proven effective (see Appendix K for program advising sheets organized by tracks, minor, and concentration). In the spring of 2014, juniors in CDEV 3000 and seniors in CDEV 4965 were asked to evaluate the "quality of the academic advising" received at the institution. Out of 23 juniors (class is capped at 25), 35% rated academic advising as Excellent, 48% as Good, 13% as Fair and 4% as Poor. Of the 14 seniors (course capped at 25), 57% rated academic advising as Excellent, 36% as Good, 7% as Fair and 0% as Poor.

Program faculty spend considerable time mentoring students. For example, a key course requirement for both the junior level class (CDEV 3000) and senior capstone class (CDEV 4965) is professionalism. Instructors for both classes work closely with students to refine their professionalism skills. Skills that students are assessed include, but are not limited to: professional communication (written and oral), leadership, professional development, self-reflection, and teamwork. This is especially true in the senior class where students are required to do a 72-hour internship in a position related to their career objective and where they interact directly with other professionals, parents, and children in the community.

There are additional ways in which students are mentored in the program. First, all students are required to do 1-3 fieldwork units (48 to 144 hours) and the senior internship (72 hours). In both of those experiences students are mentored by community professionals and see first-hand the expectations of professionals in their chosen field.

Secondly, considerable mentoring occurs at the Child Development Center. Students, both majors and non-majors, can take on various roles at the Center, for example interns, and lab and fieldwork students. As interns, students work as preschool teachers or teacher's aides for an average of 15 hours a week over the fall and spring semester. Fieldwork students (48-96 hours a semester) or lab students (36 hours as semester) at the CDC support and assist with the on-going infant and preschool programs. In addition to acquiring hands-on experiences at the CDC, program faculty, the CDC Director and Demonstration Teacher, actively mentor all the students by role-modeling, capitalizing on teachable moments and looking for opportunities to provide timely feedback and support.

Thirdly, faculty frequently mentor students one-on-one through the Faculty Mentoring program as well as inviting students to act as teaching and research assistants. For example, recently, faculty-led research projects enlisted and trained approximately 15 undergraduate students in research activities, such as participant recruiting, refining research protocols and measures, coding observational data, and data entry. These are rich and meaningful learning experiences for students that are often tied to their career objectives as future teachers or graduate students.

Lastly, the Child Development program is structured to encourage and facilitate peer-to-peer mentoring. One example is when graduating students in the senior capstone course (CDEV 4965) meet with incoming juniors several times a semester to discuss the program competencies (i.e., program learning objectives), their internship experiences, and to showcase their senior portfolios. When juniors were asked to assess the value of these unique peer-to-peer exchanges, they overwhelmingly indicated that the experience greatly impacted their professional development (see Appendix F for Annual Program Report 2013-2014). A second example of peer-to-peer mentoring occurs at the Child Development Center when the trained interns mentor fieldwork and lab students. On a daily basis, the CDC interns model for their fellow peers guidance techniques, developmentally appropriate practices, and classroom management techniques.

2. TEACHING

Evaluate collective faculty expertise for covering the breadth of the program's curriculum. Describe the teaching philosophies and instructional methods used within the program and evaluate how well these support achievement of program learning outcomes and promote student learning. Evaluate how well the program encourages, evaluates, and rewards high-quality teaching. (CFRs 2.8, 2.9, 3.2, 3.3, 3.4)

The Child Development major is comprised of five major areas that reflect critical components of the field: Foundations of Child Development, Application, Research, Lifespan, and Family. As reflected in the attached faculty curriculum vitae (see Appendix H), all members have extensive academic backgrounds in areas related to Child Development, Lifespan and Family. Further, all members have applied experiences working with children and have conducted developmental research supporting their expertise in Application and Research. Faculty members also each have specific areas of expertise that allow the program to offer students specialized and career relevant classes such as early intervention, language development, early childhood education, elementary education, parenting, research methods, assessment, and curriculum.

Direct evidence supporting collective faculty breadth for the program can be found in the annual program reviews (see Appendix F) which demonstrate that students in their senior year are generally proficient in child development theory, research, and application knowledge.

Collectively, the teaching philosophies espoused and instructional methods implemented in the program are primarily student-centered with a strong emphasis on students learning to constructing their knowledge, apply and use their knowledge, and self-reflect on their acquired knowledge and experiences.

The instructional methods used in the program align with the developmental structure of the academic program. Incoming majors are required to take core courses that facilitate their understanding of the major foundations of the field. Within these core courses, instructional methods (i.e., tests and research papers) focus on helping students build a knowledge base by testing retention and students' ability to *identify, describe,* and *explain* child development theories and constructs. Next, with their new understanding of the field, students go on to take application courses (in the major and tracks) in which the instructional methods (i.e., assessments, lesson plans, curriculum, lab reports) require students to *apply* their knowledge as they work with children in applied and laboratory settings (i.e., at CDC, fieldwork sites) and work on refining their developmentally appropriate *practices* and *skills*. Lastly, graduating seniors complete the senior capstone course in which instructional methods (i.e., grant applications, teaching demonstrations, competency narratives, portfolios, etc.) challenge students to *analyze* and *synthesize* their knowledge into a worldview and be able to successfully *articulate* a position or issue which they feel strongly about.

The effectiveness of these instructional methods are evaluated at a program level each semester (portfolios and narratives) and directly facilitate student learning and student achievement of the competencies (i.e., program learning objectives). Both at the junior and senior level, majors are required to create a learning portfolio documenting evidence of their learning. In a lengthy reflective process, students go through their course materials and assignments and assess the level of learning each assignment highlights. Further, student must scrutinize each assignment to determine which assignments best reflect their current understanding of each of the program competencies.

Historically, the program faculty encourage and support high-quality teaching. Pedagogical ideas, resources and best practices are freely shared. At the monthly department meetings, faculty are invited to demonstrate effective teaching strategies. Likewise, each semester program faculty evaluate their teaching effectiveness through IDEA and often devised and use their own evaluation instruments to solicit feedback to help improve their courses. As an example of rewarding high-quality teaching, in the spring of 2013, at the teaching pre-conference for Society for Research in Child Development's bi-annual meeting (which is the most prestigious conference in the field), three faculty members were accepted to facilitated a teaching-focused roundtable titled "Engaging Student Competency, Progressing From Student to Professional." The roundtable highlighted the Child Development program's developmental structure, effective course assignments, and teaching philosophies and was well-accepted by faculty in similar Child Development programs from across the country.

Although there is encouragement from within the program for high-quality teaching, ironically, there is very little support and resources provided by the university to facilitate and

foster high-quality teaching. Annually, at this "teaching university," funds are made available to support research and scholarship activities, for example, this year's allocation was $100,000.00 and yet there a few to no funds provided on a regular basis to assist faculty's efforts to provide high-quality teaching. Yearly teaching grants could enable faculty to attend teaching workshops and trainings, present effective pedagogy at teaching conferences, or obtain a course-release to revise and improve teaching strategies. It is recommended that the university stay true to its mission as a "teaching university" and provide incentives that support both high-quality teaching *and* research and scholarship activities.

3. SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

Evaluate effectiveness of collective faculty engagement on balance across scholarship, research, and/or creative activity and level of support for these scholarly activities. Evaluate program support for and involvement in faculty development, especially new, non-tenured, and part-time faculty. Include faculty participation in development opportunities related to teaching, learning, and/or assessment; external and internal funding awarded to faculty; awards and honors.

Evaluate effectiveness of collective faculty engagement on balance across scholarship, research, and/or creative activity and level of support for these scholarly activities.

Program faculty, both tenured and non-tenured, are involved in research and scholarly activities. Over the years, faculty have facilitated research projects (see faculty curriculum vitae for all scholarship, research and creative activities in Appendix H) investigating topics such as emotional regulation, mental representation, parent-child interactions, the influence of technology on parent-child relationships, and the influence of school context. Projects involve faculty collaborations, Child Development and Psychology undergraduate and Psychology and Interdisciplinary Studies graduate students, and the Child Development Center. Program faculty are also active in disseminating their RSCA activities through publications, poster presentations, and workshops. Lastly, several scholarship activities have been funded by university RSCA and assessment grants.

Across the program and throughout the history of the Child Development program there has been a culture of support and involvement in faculty development and RSCA. Program faculty often collaborate on research projects and scholarly activities, periodically hold research group meetings, seek out and encourage non-tenured faculty research participation, chair Psychology and Interdisciplinary Studies graduate student theses, and support student participation in the research process and conference presentations. Additionally, faculty have been active in projects related to teaching, learning, and assessment. In the last 10 years, Child Development faculty haven taken on leadership roles on campus related to university-wide and program-level assessment, presented at teaching conferences and held workshops on effective teaching and assessment strategies at the Faculty Development Center.

Although program faculty are actively involved in research and scholarly activities, the focus on high-quality teaching at Stanislaus, the heavy teaching load, and the scarce and inconsistent resources, limits the amount of time dedicated to these endeavors and puts unrealistic timelines and expectations on faculty to meet the RPT requirements for tenure and promotion. It is recommended that the university work towards more realistic RSCA criteria that takes into consideration the significant teaching load of student-centered pedagogical approaches while at the same time provides adequate and sustainable resources (i.e., yearly RSCA funding and

increased travel support) so program faculty can continue to successfully engage in RSCA activities under reasonable circumstances.

B. ASSESSMENT FOR STUDENT LEARNING

1. PROGRAM LEARNING OUTCOMES

List the Program Learning Outcomes. Indicate any changes made to your program learning outcomes since the last Academic Program Review.

- *PLO 1: Demonstrate Child Development Knowledge/Foundation*
- *PLO 2: Demonstrate Information Competency, Critical Evaluation of Research, Understand Developmental Methods, Use of Ethical Principles with Child Participants*
- *PLO 3: Use of Effective Personal and Interpersonal Communication, Ability to Work in Teams, Demonstrate Leadership Skills*
- *PLO 4: Understand Legal, Ethical and Pragmatic Issues, Acting in Accordance with Legal and Ethical Guidelines*
- *PLO 5: Demonstrate Child Guidance Skills and Developmentally Appropriate Practices*
- *PLO 6: Integrate Child Development Knowledge and Skills to Articulate and Defend a Personal Worldview related to Child Development*

No changes were made to the program learning outcomes that were created in 2009.

2. CURRICULUM MAP

The curriculum map (APR Procedures, Section V.B, Curricular Alignment and see Appendix 5, Curriculum Map Template) illustrates the connection between PLOs and CLOs. Attach your most recent curriculum map to the APR.

In 2003, an assessment project led to a complete program revision that separated the major into a core of Child Development theory, lifespan, family, and application courses and created four tracks to provide students with various career focuses. At that time a program matrix (or curriculum map) was also created. In 2009, the program again went through major revisions, modifying the core requirements, including a new research requirement, writing proficiency course, and career-relevant application and track courses. Each of the four tracks were also modified. Lastly, several of the program competencies (i.e., program learning objectives) were revised. The programmatic changes from 2003-2009 required program faculty to revisit and revise the curriculum map to match the new structure of the program, however, as noted throughout the document, the loss of tenured faculty, the budget crisis and cutbacks, and the removal of program assessment resources (i.e., termination of Program Assessment Coordinators (PACs), withdrawal of funding, grants, and course release-time for program assessment, etc.), have severely limited faculty time and resources to engage in program assessment. Program faculty are hopeful that the university plans to reinvest resources for program assessment so that program faculty will have the time needed to participate in assessment activities such as updating the program curriculum map. See Appendix G for latest program Curriculum Map.

3. STUDENT ASSESSMENT/ACHIEVEMENT

Referring to the annual reports, summarize the following:

- *Describe how achievement of each program learning outcomes was assessed using direct/indirect methods.*
- *Discuss department/program strategies for collecting, analyzing, and discussing findings.*
- *Summarize actions taken based on assessment of student learning findings.*
- *If targets have been established, indicate student achievement on targets.*

In addition to the program assessment completed through the annual reports and implementation plan, programs are asked to provide a description of contribution to institution-level student learning outcomes.

DIRECT METHODS

All six program competencies (i.e., program learning objectives) are assessed directly. Each semester in Senior Seminar (CDEV 4965), seniors are required to develop narratives for each the six program competencies. In the narratives, students are instructed to showcase their current knowledge of the competency synthesized from their coursework, application/labs, fieldwork, service-learning, and internship experiences. Based on the chosen major competency for assessment, at the end of the academic year, a random sample of student narratives (with all identifying information removed) from the fall and spring sections of Senior Seminar are selected for review (5 narratives from each semester for a total of 10 narratives). Next, faculty independently rate all 10 narrative to determine the level of learning of the program competency demonstrated by the student's written work. Narratives are rated as being at the Identify, Describe, Explain, or Synthesis/Integration level. Finally, program faculty come together to discuss their ratings. For each student narrative, faculty compare ratings, explain the rationales for their ratings, and then share thoughts on what the narratives reflect about the program and what changes are needed, if any. See Appendix L for a student sample narrative.

INDIRECT METHODS

There are several ways in which indirect methods are used to assess the program competencies (i.e., program learning objectives) every semester. First, both incoming majors in the professional class (CDEV 3000) and graduating students in Senior Seminar (CDEV 4965) are solicited to rate their level of understanding for each of the program competencies. Both junior and senior students are also asked to rate and provide feedback on the impact interacting with their peers, as part of their course requirements and assignments, had on their professional development. Finally, feedback is provided on how well seniors are prepared for the workforce by community professionals in the field who have worked directly with the seniors during their internship (CDEV 4948). See Appendix M for examples of Indirect Assessments.

4. GENERAL EDUCATION

Evaluate the program's effectiveness in providing service courses to the General Education program. Provide a review of all general education courses offered by the program, including a paragraph for each area of general education describing how these courses align with general education goals and the results (not the data) of any assessment activities undertaken to make this determination. Attach up-to-date sample syllabi for each general education course offered by the program.

The Child Development program offers four upper-division general education courses (Area F3): Child Development in Cultural Context (CDEV 3040), Human Development I:

Childhood (CDEV/PSYC 3140), Human Development II: Adolescence (CDEV/PSYC 3240), Human Development III: Adulthood and Aging (CDEV/PSYC 3340). See Appendix N for sample syllabi of each course. Numerous sections of both the Childhood and Adolescence course are offered every semester (in addition to one section of each in most winter and summer intersessions) and draws a large number of non-majors. The Child Development in Cultural Context (CDEV 3040) is also popular with non-majors and helps students meet their Area G Multicultural Requirement.

The following is a description of how all three Human Development courses in area F3 – Human Development I: Childhood (CDEV/PSYC 3140), Human Development II: Adolescence (CDEV/PSYC 3240), Human Development III: Adulthood and Aging (CDEV/PSYC 3340) – align with each of the general education goals.

1. **Subject Knowledge:**

   - The Human Development courses provide an overview of lifespan developmental principles from conception through adulthood and aging. It begins with principles and major theories that influence the discipline, as well as research paradigms that are used to study it. The courses then move on to explore the findings of research, including those that describe physical-motor, perceptual-cognitive, and social-emotional growth. Topics include: attachment, cognitive and language development, peer relationships, sexuality, and personal identity, mental health, relationships, work, retirement, dying, etc. The courses addresses cross-cultural comparisons in the rate and sequence of development as well as individual differences. These courses give students a broad perspective of the periods of development and its methodologies as well as a solid foundation for fields outside the discipline.

2. **Communication:**

   - Verbal and written in-class and out-of-class assignments involve self-reflection and sharing personal understandings of development. As students move through content chronologically, they share insights into issues such as: temperament, self-concept, and memory. Written assignments take a variety of formats including: observations, interviews, research papers that foster communication about research, theories, and applications. Students synthesize and communicate individual perspectives on the research findings and methodologies. Exams emphasize concise explanations of developmental information.

3. **Inquiry and Critical Thinking:**

   - The Human Development courses require extensive independent inquiry in topical research about physical-motor, perceptual-cognitive, and social-emotional development. As well, the courses include critical evaluation of issues that face children, teens, and adults such as: attachment disorder, autism, teen pregnancy, eating disorders, and bereavement, whereby students investigate these issues, their etiologies, and interventions. In addition, while all human development content is relevant to building a lifespan perspective, much of the course content involves studying the development of cognition and metacognition. In this way, students use developmental

knowledge to build personal understanding of important learning processes such as memory development, attention, learning strategies, etc.

4. Information Retrieval and Evaluation:

- The Human Development courses require the retrieval and evaluation of primary and secondary source material via electronic and hard copy format. The courses require literature searches via PSYC INFO, ERIC, and other sources. The courses use Blackboard, accessing links to other professional sources of information such as National Association for the Education of Young Children (NAEYC) and Society for Research in Child Development (SRCD) and Purdue OWL. Written assignments require students to secure, read, and synthesize literature into research or application papers in a variety of formats--research papers, observations, personal narratives, etc. Critical evaluation of information is needed for students to address the implications of research findings for professionals who work with children, adolescents and adults. Students are introduced to APA format and protocols such as citing and referencing and APA format is required for all written documents.

5. Interdisciplinary Relationships:

- Human Development is an interdisciplinary science with roots in Psychology, Anthropology, Biology, Sociology, etc. As students study the developmental domains of growth, they study biological, psychological and cultural foundations for development. Various theoretical perspectives promote interdisciplinary connections and serve as the discipline known by SRCD as Developmental Science. For instance, while understanding adolescence, one might focus on the contextual elements of a systems approach or the evolutionary explanations of particular rituals or the biological changes of physical development. The field has broad applications to many disciplines and career possibilities in diverse settings including: early intervention, teaching, counseling, pediatrics, social work, elderly care, etc.

6. Global or Multicultural Perspectives AND/OR 7. Social Responsibility

- The Human Development courses emphasize personal and social responsibility and the emergence of ethical judgment. One learns how children move from egocentric to sociocentric thought, how teens develop abstract thought and moral decision-making and how adults navigate generational conflict and decreasing societal significance. The field focuses on how individuals develop intrinsic motivation, locus of control, identity, and personal integrity. Perhaps most importantly, the field is based on understanding the universalities in developmental sequence of all people and looks at development as strength. As a result, the discipline and these courses, foster respect and understanding. Students learn about themselves, their relationships, and apply a positive and respectful approach to their own personal lives and long-term goals.

The following describes how CDEV 3040 Child Development in Cultural Context (area F3 and G) addresses the following GE Goals:

1. Subject Knowledge:

- This course focuses on introducing students to the basic principles, methods, and theories involved in the examining of child development from a cultural context perspective. The course includes a discussion of developmental principles and the major methods utilized to investigate development in a cultural context. In addition, considerable time is devoted to discussing the important theories of child development, in particular those emphasizing the role of cultural context in child development. Lastly, the course focuses on discussing what researchers know and theorists have speculated about the role of cultural context in a variety of domains of development.

2. Communication:

- This course encourages self-reflection through writing. Students are required to write a position statement in which they discuss contextual influences on development by examining a developmental issue as it is manifest in two different cultural contexts. Moreover, exams emphasize short answer and essay questions, requiring students to effectively communicate their knowledge and understanding through writing. Lastly, all students complete service-learning write-ups or observational research papers.

3. Inquiry or Critical Thinking:

- The course requires students to thoughtfully reflect on how their own life experiences reflect what they have learned in class regarding the role of cultural context in human development. Critical thinking is also required in the weekly experiences and write-ups of students who choose the service learning option. Students are expected to thoughtfully reflect on what they have learned in class and implement what they have learned in their service learning environment, as well record and question the connections they make between class material and their service learning experiences.

4. Information Retrieval and Evaluation:

- All students are required to attend a tutorial on how to utilize libraries resources. Particular emphasis is placed on finding refereed journal articles. For position papers, all students are required to locate, read, summarize, and critically reflect upon refereed journal articles presenting information about a chosen developmental phenomenon. Students choosing the observational research paper option are required to locate, read, summarize, and evaluate several more refereed journal articles. The information they gain is used to discuss an area of development they have observed.

5. Interdisciplinary Relationships:

- The course includes discussions on how the developmental perspective is a particular approach to understanding children, on the importance of cultural context, and on the role of cultural context in the lives of children. Issues are analyzed from a variety of disciplinary perspectives (e.g. anthropology, sociology, biology, etc.) In addition to the research completed by developmental psychologists, much of the

cross-cultural research findings discussed are from the field of anthropology. To facilitate a better understanding of these findings and conclusions, students are introduced to methods utilized by anthropologists (such as ethnography) and relevant theories put forth by anthropologists (such as the Sapir-Whorf hypothesis about linguistic relativity).

6. Global or Multicultural Perspectives:

- The primary goal of this course is to encourage students to think about development in the context of culture. The readings, class periods, and assignments all focus on challenging students to consider the role culture plays in development. Assignments will encourage students to realize how their own cultural contexts influence their lives and how they interpret the world around them.

7. Social Responsibility:

- All students are required to read the National Associate of the Education of the Young Child's Code of Ethical Conduct. This alerts students to the important ethical responsibilities inherent in considering children and their development. The inclusion of a service learning component, in particularly, encourages students understanding of social responsibility. The opportunity to apply what they learn in the classroom allows students a firsthand understanding of how the knowledge they are gaining has implications for the lives of children. Finally, the course addresses the important implications the understanding of cultural context has for parenting, child development professionals, and responsible adults living in communities with children

Describe how the General Education program aligns with/complements the program's student learning outcomes, by describing in a paragraph or two how the 51-unit program complements or supports the major program of study, including (by reference if appropriate) any assessment activities or discussions used to make this determination. Identify any areas for further development or other recommendations for the GE program. (CFR 2.2a)

The General Education (GE) program aligns and supports the Child Development program competencies (i.e., program learning outcomes). Lower-division GE course requirements in Areas B (Natural Sciences and Mathematics), C (Humanities), and D (Social Economics, and Political Instructions and Human Behavior) all serve to provide a solid foundation in natural and human sciences that are needed for students to master the program competencies related to Child Development Knowledge (PLO 1) and Critical Evaluation of Research and Ethical Principles and Issues (PLO 2 and 4). The GE Area A (Communication Skills) course requirements help prepare majors to better master the program competencies related to Interpersonal Communication and Articulating a Worldview (PLO 3 and 6). Finally, GE upper-division courses in Area F, all help to foster a deeper understanding of complex issues within natural, human, and social sciences providing majors with the knowledge and critical thinking skills required for PLO 6: Integrate Child Development Knowledge and Defending a Personal Worldview.

5. GRADUATE EDUCATION

For graduate programs, evaluate the effectiveness of the methods used by the graduate program to sustain a graduate level academic culture. Include an evaluation of the extent of active student involvement with the scholarly literature of the field and ongoing student scholarly engagement. As appropriate, identify strategies for improving graduate culture that the department, college, or University may employ. For master's degrees, also describe how the information derived from the assessment of the six student learning goals for graduate students has been used to improve the graduate program (see Appendix 3, Graduate Assessment).

Currently, the Interdisciplinary Studies program with a Child Development Concentration and graduate certificate are not being offered. With the recent loss of faculty members and deep budget cuts, the remaining faculty were unable to maintain the programs. However, it is hoped that with additional faculty and renewed resources, the programs can once again be offered.

6. WRITING PROFICIENCY COURSES

Describe the effectiveness of the program in improving students' writing skills through writing proficiency courses. (CFR 2.2a) See Guidelines for Writing Proficiency Courses

The Child Development program has two writing proficiency courses, one of which is taught annually in fall (CDEV 4200: Multi-Contextual Aspects of Parenting and Families) and the other (CDEV 4100: Policy and Advocacy for Children and Families) that has been developed but not yet scheduled. The following is a summary of CDEV 4200.

Multi-Contextual Aspects of Parenting and Families (CDEV 4200) is directed toward Child Development majors while also fulfilling the writing proficiency (WP) requirement. This course focuses on the different issues involved with parenting and families. Part of the challenge of this course is not only teaching students how to write, but how to structure their assignments in a way that integrates Child Development concepts and hopefully prepares them for the professional writing that they will need to do in their future careers.

To get students practicing writing and editing, they have weekly, 1-2 page assignments that they submit, but also conduct peer reviews on. This encourages students to become familiar with the nuances of writing, grammar, punctuation, and the integration of developmental theories/concepts. These weekly assignments are graded and returned each week so as to give students immediate feedback in preparation for their next assignment. These weekly assignments are also topically oriented toward a larger paper, of which there are three for the semester. Thus, students are able to use portions of their weekly assignments, with the corrective feedback from other students as well as the instructor, as part of the larger paper. This makes the larger papers less daunting as well as facilitates students working on it along the course of the semester. The three larger assignments included an autobiography that incorporates developmental theories/concepts, a summary about a particular developmental issue that is targeted toward parents but also includes peer-reviewed journal articles to support the ideas, and an APA style literature review. All assignments require the use of APA formatting, which is something that many of the students are not familiar or comfortable with at the beginning of the semester. Their skills in this formatting is improved upon greatly by the end of the semester and prepares them for use of this writing style in their future careers.

At the beginning of the semester, students are given a survey about various aspects of writing. They are given the same survey at the end of the semester. Not only do students see

improvements for the whole class in these areas, but are also given their survey back to see how they have rated themselves as more proficient by the end of the semester as compared to the beginning. The following table is data from the fall 2013. Seven of the 10 items asked on the self-report survey showed significant increases (see below).

Paired-samples t-test for pre- and post-surveys (fall, 2013).

Survey Item	Pre-test	Post-test	Significance
Writing in general	2.86	3.14	$p=.03$
Organization/Clarity	2.81	2.76	$p=.75$
Grammar	2.90	3.19	$p=.01$
Vocabulary	2.95	3.29	$p=.07$
APA Style	1.81	3.00	$p=.00$
Writing from scratch	3.86	3.10	$p=.61$
Finding articles	2.71	3.62	$p=.00$
Summarizing articles	2.71	3.43	$p=.00$
Literature Review	2.24	2.81	$p=.02$
CDEV Knowledge	2.95	3.57	$p=.00$

The following table is data from the fall 2014. Eight of the 10 items asked on the self-report survey showed significant increases (see below).

Paired-samples t-test for pre- and post-surveys (fall, 2014).

Survey Item	Pre-test	Post-test	Significance
Writing in general	2.88	3.24	$p=.00$
Organization/Clarity	2.65	3.12	$p=.00$
Grammar	2.71	2.82	$p=.50$
Vocabulary	2.88	3.00	$p=.33$
APA Style	2.53	3.59	$p=.00$
Writing from scratch	2.29	3.24	$p=.00$
Finding articles	2.65	3.88	$p=.00$
Summarizing articles	2.82	3.53	$p=.001$
Literature Review	2.24	3.12	$p=.00$
Knowledge	2.76	3.65	$p=.00$

In addition to teaching writing skills and providing individual consultation on papers, the seminar-style class is dedicated toward encouraging class discussion about various topics/issues, increasing students' understanding of how various contexts influence children's development, and a comfortable classroom environment for facilitating said discussions.

7. SERVICE COURSES (CFR 2.2A)

Evaluate the program's effectiveness in providing service courses to other majors.

Courses in the Child Development program that contribute to non-majors as indicated on the following page.

Child Development Course	Program	Purpose
Multi-contextual Aspects of Parenting and Families (CDEV 4200)	University Wide	Meets Upper Division Writing Proficiency Requirement; open to non-majors
Policy and Advocacy for Children and Families (CDEV 4100)	University Wide	Meets Upper Division Writing Proficiency Requirement; open to non-majors
Infant Development and Group Care (CDEV 3320)	Psychology Major	Elective in Developmental Psychology Concentration
Early Cognitive Development (CDEV 3170)	Psychology Major	Elective in Developmental Psychology Concentration
Early Social & Emotional Development (CDEV 3180)	Psychology Major	Elective in Developmental Psychology Concentration
Human Development 1: Childhood (CDEV/PSYC 3140)	Liberal Studies Major	Meets California Commission on Teacher Credentialing, Growth and Development Requirement for Multiple Subject Credential
Cognitive Development in School Settings (CDEV 3030)	Liberal Studies Major	Meets Integrative Inquiry requirement-includes elementary classroom service learning component
Human Development II: Adolescence (CDEV/PSYC 3240)	Single Subject Credential Program	Meets California Commission on Teacher Credentialing; required for Single Subject Credential Program
Human Development I: Childhood (CDEV/PSYC 3140)	Kinesiology: Health and Wellness Promotion Concentration	Elective in Concentration
Human Development II: Adolescence (CDEV/PSYC 3240)	Kinesiology: Health and Wellness Promotion Concentration	Elective in Concentration
Human Development I: Childhood (CDEV/PSYC 3140)	Exceptional Youth	Elective in Minor and Concentration
Human Development II: Adolescence (CDEV/PSYC 3240)	Exceptional Youth	Elective in Minor and Concentration
Human Development III: Adulthood and Aging (CDEV/PSYC 3340)	Sociology	Required in the Gerontology Minor
Early Cognitive Development (CDEV 3170)	Cognitive Studies	Elective in Major and Minor

C. SUMMARY FOR COMMITMENT TO STUDENT LEARNING

Provide a summary of this section. Indicate trends observed in the data, identify areas of strength, areas for improvement and discuss the next steps in program assessment.

The Child Development program and Child Development Center faculty are committed to personalized student learning. The emphasis faculty put on student advising and mentoring reflects one of the strengths of the program. As the previous sections clearly demonstrate, faculty spend considerable time and resources in implementing effective advising processes and in mentoring students. In fact, the program is structured in ways that integrate advising and provides meaningful mentoring opportunities throughout the entire program allowing faculty to support students' investment in their learning and better prepare them for their professional careers.

California State University, Stanislaus is by all accounts a teaching-university, and the Child Development program is dedicated to providing majors with high-quality experiences in classes that are informed by student-center pedagogy and career-relevant course work that reflects faculty's areas of expertise. Effective student learning is facilitated by a developmental program structure that first helps to build students' knowledge base, then supports students as they apply their knowledge to real world situations and then finally challenges students in their senior year to synthesize and articulate a personal worldview grounded in Child Development theory and research.

In addition to student-centered advising, mentoring and teaching, program assessment is another strength of the Child Development program. Each semester a considerable amount of direct and indirect assessment data is collected. Senior student portfolio and narratives are rich sources of student work that is used to gauge how well students are meeting the program competencies (i.e., program learning objectives). In addition, feedback from community professionals, and the students themselves provides indirect indicators for the program's strengths and limitations. Unfortunately, since 2003 the loss of program faculty and the decreased funding from the university for program assessment, much of the data has not been analyzed. In particular, the lack of adequate assessment funding has created a disconnect between what is expected from the program and what resources are made available to carry out meaningful assessment.

As noted, the Child Development program has been active in program assessment, since 2003. The next steps in the years to come will be to refine existing assessment activities to better meet the goals of the program and its faculty and to fine-tune assessment procedures to make them more sustainable. However, given the decreased funding and support for program assessment from the university additional assessment support for program faculty is needed, such as grants, release-time, and stipends to insure that growing university and WASC expectations for engaging in assessment processes (i.e., GE assessment, service course assessment, program maintenance assessment, evaluating program success in recruiting, retention, and graduation, assessing effectiveness of advising and mentoring, evaluating how programs "*reward* high-quality teaching", etc.) are recognized as activities that are above and beyond faculty workload stipulations.

Program faculty are also committed to and involved in research and scholarship activities, as is evident from faculty curriculum vitae. Faculty primarily engage in research projects that involve children and their families which often require an extensive amount of work that is unique to the discipline (i.e., additional IRB review for minors, recruiting from schools and community, securing parental and child consent, collecting observational data, coding behaviors, etc.). Historically, faculty have encouraged participation of Child Development majors in the research process and at conference presentations. Although faculty continue to engage in scholarship, the lack of adequate resources creates additional challenges. In recent years, RSCA funding has been inconsistent and there has been little to no support for faculty travel, yet expectations for the production of scholarship remains the same.

In 2009, a graduate certificate and a concentration in Child Development in the Interdisciplinary Studies program was implemented. Since then two cohorts were admitted to the program, but due to faculty loss and significant budget cutbacks, the programs were not sustainable. One area of improvement the Child Development program would like to focus on the near future is to consider the feasibility of reinstating the programs. With the addition of two tenure-track faculty in the fall of 2013 and 2014, program faculty are more optimistic about the possibility of offering both programs in the coming years.

IV. RESOURCES

A. FACILITIES

Discuss and describe the quality and sufficiency of your physical facilities and equipment.

CHILD DEVELOPMENT CENTER

The current status of the CSU, Stanislaus Child Development Center (CDC) facility is that it is housed in a temporary building. This has been the current location since relocating from an off campus site in 1979 to the renovated space in the Educational Services building when the Kiva Bookstore vacated the premises. In 1992, the Center was licensed through the State of California Department of Social Services Community Care Licensing Division, after the State of California eliminated the licensing exemption for laboratory schools. In 1993, the center received several grants and remodeled the facility to pilot an infant/toddler program to add to the existing preschool program. The following year in 1994, the Center acquired its second license for the infant/toddler program. The Center has continued to occupy the temporary building for approximately 35 years.

There are numerous concerns related to the quality and sufficiency of the CDC's physical facilities given the Center continues to be located in a temporary, out-of-date, 40 year-old building. The most prevalent limitation is that the aging facility fails to serve as a high-quality "model" teaching and learning laboratory site for the community, university, students, children, and their families. For example, the Center is unable to follow best practices stipulated by the National Association for the Education of Young Children (NAEYC) for early childhood care because the infant/toddler classrooms have no source of natural light; the current building's indoor configuration is challenging in creating quality classroom environments for learning and laboratory observations; and the outdoor learning environments for the infant/toddler program are inadequate requiring the infants/toddlers to use shared preschool space that is not appropriate for such an age group. Likewise, university students who are required to do their lab/application courses at the Center have limited observation room space with poor quality sound equipment and obstructed views of the entire classroom. These limitation not only affect student learning in lab/application courses, but also restricts potential research projects for the program and university. Finally, the limitations discussed above also prevent the Center from qualifying for accreditation as a high-quality child development center from the National Association of the Education of Young Children (NAEYC).

Another prevalent limitation is that the entire facility itself is aging and as a result in need of constant repair costing the University financially. For example, there continues to be persistent issues with the cooling and heating systems as well as water damage to the building. Shared bathroom facilities with laundry and storage due to lack of appropriate space is unprofessional and not ideal; often times the Center is hard to find for interested or newly enrolled families or students and parking accommodations are sparse.

Finally, the Center has not been able to meet the needs of community parents interested in enrolling their children in the program (waitlists are maintained each year) and the growing Child Development program and university student population. Unfortunately, the present

facility cannot accommodate expansion of any of the existing programs to provide additional services to interdisciplinary programs on campus, or serve more students, children or families.

Recently the university committed substantial resources to renovate the Science I building and to build a "state of the art" learning facility with modern laboratories, Science II. It is strongly recommended that campus-wide efforts begin to secure financial support for constructing a new facility to serve as a contemporary "model" child development laboratory for high-quality teaching, learning and research. This new building would provide the necessary resources to reach the program goals of offering university students exposure to supervised adult/child interactions and developmentally appropriate best practices and provide the local community, children and their families with a "state of the art" NAEYC accredited Child Development Center.

INSTRUCTIONAL FACILITIES AND EQUIPMENT

Child Development courses are offered primarily at the Turlock campus in Bizzini Hall where the department office and faculty offices are also housed. To date, most of the program needs for large lecture space has been met in Bizzini Hall. However, one recurring difficulty has been finding classroom space that meets many of the program's unique offerings and learning opportunities for its majors. For example, one very important aspect of the program is the requirement of graduating seniors in the capstone course (CDEV 4965) to mentor juniors (in CDEV 3000) at various times during the semester. During scheduled class time, the seniors meet with and mentor junior students through teaching demonstrations, grant presentations, and by sharing and answering questions about the senior portfolio and internships. In order for these rich student engagement and learning experiences to take place, a classroom large enough to fit both classes and invited guests (i.e. faculty members, the department chair, the college dean, community professionals, etc.) is required. However each year when course schedules are submitted requesting both classes be in close proximity to each other and most importantly, for one of the classrooms to exceed the course enrollment maximum (for example, for a classroom that fits 50 students instead of the enrollment maximum of 25), the requests were not honored. As a result the learning experiences for both seniors and juniors are mired by cumbersome classroom arrangements (i.e., sitting on the floor during presentations, splitting students into numerous classrooms, etc.) or lost professional opportunities (i.e., not inviting community members, etc.).

Another example of how unique aspects of the program (which uphold the university's mission of fostering student engagement) are not supported is the lack of classrooms connected to laboratory space. Like many other programs that require students to acquire knowledge and skills in a supervised lab setting (chemistry labs, biology labs, physics labs. etc.), the child development program requires its majors to work directly with children to help students bridge the gap between course content and real world situations and allow students to refine skills necessary in the professional world. Unfortunately, the CDC, which serves as the only laboratory for the Child Development lab/application courses and over 75 students a semester, does not have classroom space. In a true child development laboratory space, there would be classrooms connected to the areas that house the infant and preschool programs by the way of a one-way mirror, so the class can observe children directly while faculty draw their attention to child development concepts "in action". Programs in the sciences require students to observe real-world situations (i.e., chemical reactions, biological processes, or field experiments, etc.) while

supervised by faculty and Child Development students deserve the same valuable learning experiences.

In addition to the issues stated above, the program and its faculty are in dire need of space where faculty can conduct their research and engage students in the research process as part of course assignments. As is evident from the faculty curriculum vitae (see Appendix H) a large proportion of faculty scholarship activities and teaching interests focus on children and their parents. For both research and instructional purposes, observing parent-child interactions necessitate specialized facilities. Specifically, research on parenting or parent-child relations require space where the parent and child can talk or play together and be observed through a one-way mirror, yet there are no adequate spaces to support these needs. Once data is collected, space to store the information and computers to code and analyze the data are essential. Again, no such facilities or equipment is provided for program faculty and students, limiting research activities and valuable learning experiences.

B. FISCAL RESOURCES

Describe the overall fiscal operations of the program with regard to its purpose, size, and scope.

The Child Development program operates on a very lean, often absent budget. In addition, because Child Development is a program within the department of Psychology, there is no separate budget allocated solely to the Child Development program. As a result, needed resources to effectively offer the Child Development program are limited or inaccessible. Currently, the Child Development program shares one Administrative Assistant with Psychology, who in turn is responsible for managing two programs with a combined total of over 900 students, 21 faculty, and 20 part-timers in a given semester. Departmental funding for work-study students also recently decreased at a time when the program could easily justify a work-study student of its own. The lack of adequate staff support greatly compromises the program's ability to function effectively, requiring faculty to take on more administrative tasks at the cost of faculty time for teaching and scholarship.

The Child Development Coordinator position receives 3 units of release time a year. The responsibilities of the Coordinator are to facilitate and manage the program that includes over 100 majors, 8 faculty members, numerous part-time instructors, maintains a minor and two concentrations in Child Development, offers over 30 lecture and lab/application courses, and provides student fieldwork and internship opportunities with local community programs each semester. In addition to these programmatic functions and activities the Coordinator is responsible for scheduling courses for full and part-time faculty, finding, hiring and evaluating part-time instructors, attending College Executive and individual meetings with the Dean, handling student issues, coordinating annual assessment reports, holding weekly meetings with Child Development faculty, maintaining recruiting and outreach efforts, and dealing with administrative paperwork. Furthermore, there have been growing expectations for the Coordinator to be available to conduct program related tasks during months when faculty are not on contract (e.g., late approved faculty searches, scheduling for additional GE classes, NSO, etc.). In essence, the Coordinator position is very much like a department chair position, but with much less release time and no compensation for work conducted over the summer and winter breaks. The limited assigned and reimbursed time for the Coordinator places the Child

Development program at a disadvantage compared to departments that are adequately supported to effectively meet the demands of offering an academic program.

C. TECHNOLOGY RESOURCES AND SUPPORT

Discuss and describe the quality and sufficiency of technical resources and support.

In the past 10 years, the quality and sufficiency of technical resources and support on campus has decreased dramatically. The ability of the Child Development program to function efficiently and for the Child Development faculty to provide quality teaching and engage in scholarly activities, has been severely limited by old and out-of-date computers and lengthy wait time for tech support. Nothing hampers a faculty member's ability to successfully carry out their responsibilities more than computer and technology problems. Additionally, software support systems that are not user-friendly (i.e., PeopleSoft) or that do not exist entirely (e.g., course scheduling software for the program coordinator) ultimately consumes limited faculty time and energy.

D. LIBRARY RESOURCES AND INFORMATION LITERACY

The Library prepares reports for each APR in collaboration with program faculty. Program faculty meet with Library Liaison. Discuss and describe the quality and sufficiency of library holdings and resources.

The campus library has a broad array of resources that Child Development faculty and students can utilize to explore topics and issues within the realm of child development. There are about 60 journals that support the study of the developing child, ranging from the *Journal of Child Development* to the *Journal of Abnormal Child Psychology* and the *Journal of Adolescence*. There are about 2,077 allied journals and periodicals from the Behavioral Sciences (703; e.g., *Adaptive Behavior*), Psychiatry and Psychology (674; e.g., *Aggression and Violent Behavior*), and Education (700; e.g., *Multicultural Education*). Commonly used and available databases include psychology-related catalogs such as PsychINFO, PsychARTICLES, and Sociological Abstracts; Education-related databases such as ERIC and Education Full-Text; and medical-related databases including Medicine and PubMed. Also, there are select encyclopedias and handbooks on child and adolescent development (e.g., Cambridge Encyclopedia of Child Development, Encyclopedia of Child Behavior and Development, A to Z handbook of child and adolescent issues).

E. SUMMARY FOR RESOURCES

Provide a summary of this section.

Like many other academic disciplines that require students to complement their lecture classes with hands-on learning activities in supervised laboratory settings, the Child Development program relies heavily on the valuable real-world and professional experiences majors gain through fieldwork, lab/application courses, research projects, and internships at the Child Development Center. However, the temporary and rundown facility where the Child Development Center is currently housed is no longer adequate for everyone who depends on the

Center - the infants, toddlers, preschoolers and their parents, and the university students, and program faculty. Over the past 35 years the status of the Center has been overlooked as a critical component of the Child Development academic program that helps to provide students with opportunities to explore professional careers and practice their skills as well as a high-quality early education program for young children and families from the university and local community. Given the research findings that demonstrate the long-term impact of quality early childhood education programs and intervention, and the coinciding market trends for more qualified child development professionals, and lastly, the greater emphasis in the university's Strategic Plan to provide student internships and career skills development activities, the Child Development program urge the university to provide the necessary resources to begin fundraising for a new Child Development facility.

The Child Development program would also greatly benefit from additional assigned time and reimbursement for the Coordinator position, a dedicated administrative assistant and access to an actual budget to allow the program to allocate resources and funds based on changing programmatic needs. And as noted above, additional instructional and research space that meets the unique academic and scholarship requirements of the program as well as continual funding to replace out-of-date computers, more tech support, and research equipment would significantly enhance both faculty workload and student learning.

V. EXTERNAL CONSULTANT AND IMPLEMENTATION PLAN

A. EXTERNAL CONSULTANT/ACCREDITATION REVIEWERS

Identify the external consultant. Indicate the objective of questions/concerns for which you requested guidance from the consultant. Include the External Consultant's Report as an APR Attachment (see Appendix 6, External Consultant Review).

No external consultant was used for this Academic Program Review.

B. IMPLEMENTATION PLAN

As part of the Provost's APR meeting and/or with the final implementation plan completed for the next seven years, the department chair provides an evaluation of the effectiveness of the academic program review procedures and recommendations for improving the process. Elements to consider include a review of the self-study components, criteria, college and University review processes, student participation, and faculty participation (see Appendix 7, Seven-Year Implementation Plan Template).

IMPLEMENTATION PLAN

The Child Development program clearly contributes to the university's mission. In the upcoming years, Child Development faculty look forward to working with administration to move forward on the program maintenance objectives (listed below) to help further strengthen the program as well as the Child Development Center. As has been clearly demonstrated, childhood experiences are a very strong predictor of future successes (both academic and business related) and failures (both economically and in terms of the judicial system). By addressing the goals together, the university and Child Development program can make a significant impact on children's lives, their families, and the local community by producing capable graduates who are well-versed and skilled in child development. See Appendix O for Seven-Year Implementation Plan.

The following are the program maintenance objectives (in no particular order):

1. Offer the entire undergraduate program. This includes scheduling courses that have been put on hold, increasing the number of sections that had to be scaled back, and regularly offering courses that are in high demand or that facilitate timely graduation.

2. Restore the graduate program. Secure the necessary resources and faculty positions needed to revive and maintain the graduate programs that were suspended.

3. Obtain accreditation from the National Association for the Education of Young Children (NAEYC) for the Child Development Center. This would enable the Center to showcase its early childhood education program to the larger community.

4. Secure financial support and resources from the university for a new permanent Child Development Center. Work with Advancement to locate potential donors who would provide all or partial funding for a new Center.

5. Integrate greater flexibility in course offerings, offer more hybrid and/or online classes, decrease time to graduation and to include curriculum that meets the needs of current market trends.

6. Focus on recruiting majors and work on improving connections with high schools, feeder colleges and refining articulation agreements.

To accomplish the above stated objectives, the Child Development program will require the following financial support and resources.

1. To successfully offer the undergraduate and graduate programs, provide relevant courses, increase flexibility in course offerings, and improve recruitment efforts and graduation times, the following resources will be needed from the university:

   a. Two additional tenure-track positions

   b. Additional assigned time for the Program Coordinator

   c. Dedicated Administrative Assistant

   d. Additional research space and equipment

   e. Faculty and administration office space

   f. Funding for program assessment.

2. To ensure NAEYC accreditation for the Child Development Center, the university will need to:

   a. Provide a permanent facility for the Child Development Center to move into

   b. An additional Demonstration Teacher.

VI. PROGRAM REVIEW REPORT APPENDICES

- Appendix A: National Council on the Developing Child, Harvard University

- Appendix B: Catalog Copy for Major, Minor, Concentration, Graduate Program

- Appendix C: Degree Audit Information

- Appendix D: Child Development Program Competencies

- Appendix E: Child Development Program Changes 2009

- Appendix F: Annual Assessment Reports

- Appendix G: Matrix/Curriculum Map

- Appendix H: Faculty Curriculum Vitae

- Appendix I: Child Development Center Task Force Report

- Appendix J: Community Professionals' Evaluation of CDEV Seniors

- Appendix K: CDEV Advising Sheets

- Appendix L: Sample Senior Narrative

- Appendix M: Examples of Indirect Assessment Measures

- Appendix N: General Education Course Syllabi

- Appendix O: Seven-Year Implementation Plan

The Science of
Early Childhood
Development

Closing the Gap Between
What We Know and What We Do

Executive Summary

The future of any society depends on its ability to foster the health and well-being of the next generation. Stated simply, today's children will become tomorrow's citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.

Two recent developments have stimulated growing public discussion about the right balance between individual and shared responsibility for that strong foundation. The first is the explosion of research in neurobiology that clarifies the extent to which the interaction between genetics and early experience literally shapes brain architecture. The second is the increasingly recognized need for a highly skilled workforce and healthy adult population to confront the growing challenges of global economic competition and the rising costs of Social Security, Medicare, and Medicaid for the aging baby boomers.

In an effort to identify those aspects of development that are accepted broadly by the scientific community, the National Scientific Council, based at the Center on the Developing Child at Harvard University, brought together several of the nation's leading neuroscientists, developmental psychologists, pediatricians, and economists. This document presents their critical review of the existing literatures in their fields and a consensus about what we now know about development in the early childhood years. The objective of the Council is to move beyond the public's fascination with "the latest study" and focus on the cumulative knowledge of decades of research that has been subjected to rigorous and continuous peer review. The goal of this document is to help the public and its policy makers understand the core principles of that body of work that are now sufficiently accepted across the scientific community to warrant public action.

It is our hope and belief that better public understanding of the rapidly growing science of early childhood and early brain development can provide a powerful impetus for the design and implementation of policies and programs that could make a significant difference in the lives of all children. Without that understanding, investments that could generate significant returns for all of society stand the risk of being rejected or undermined. Thus, there is a compelling need for scientists to share with the public and its representatives an objective basis for choosing wisely among competing demands on limited resources.

This paper is designed to provide a framework within which this complex challenge can be addressed most effectively. Its goal is to promote an understanding of the basic science of early childhood development, including its underlying neurobiology, to inform both public and private sector investment in young children and their families. To this end, the paper presents a set of core developmental concepts that have emerged from decades of rigorous research in neurobiology, developmental psychology, and the economics of human capital formation, and considers their implications for a range of issues in policy and practice.

Core Concepts of Development

- Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society.

- Brains are built over time.

- The interactive influences of genes and experience literally shape the architecture of the developing brain, and the active ingredient is the "serve and return" nature of children's engagement in relationships with their parents and other caregivers in their family or community.

- Both brain architecture and developing abilities are built "from the bottom up," with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time.

- Toxic stress in early childhood is associated with persistent effects on the nervous system and stress hormone systems that can damage developing brain architecture and lead to lifelong problems in learning, behavior, and both physical and mental health.

- Creating the right conditions for early childhood development is likely to be more effective and less costly than addressing problems at a later age.

Implications for Policy and Practice

- Policy initiatives that promote supportive relationships and rich learning opportunities for young children create a strong foundation for higher school achievement followed by greater productivity in the workplace and solid citizenship in the community.

- Substantial progress toward this goal can be achieved by assuring growth-promoting experiences both at home and in community-based settings, through a range of parent education, family support, early care and education, preschool, and intervention services.

- When parents, informal community programs, and professionally staffed early childhood services pay attention to young children's emotional and social needs, as well as to their mastery of literacy and cognitive skills, they have maximum impact on the development of sturdy brain architecture and preparation for success in school.

- When basic health and early childhood programs monitor the development of all children, problems that require attention can be identified in a timely fashion and intervention can be provided.

- The basic principles of neuroscience and the technology of human skill formation indicate that later remediation for highly vulnerable children will produce less favorable outcomes and cost more than appropriate intervention at a younger age.

- The essence of quality in early childhood services is embodied in the expertise and skills of the staff and in their capacity to build positive relationships with young children. The striking shortage of well-trained personnel in the field today indicates that substantial investments in training, recruiting, compensating, and retaining a high quality workforce must be a top priority.

- Responsible investments in services for young children and their families focus on benefits relative to cost. Inexpensive services that do not meet quality standards are a waste of money. Stated simply, sound policies seek maximum value rather than minimal cost.

The need to address significant inequalities in opportunity, beginning in the earliest years of life, is both a fundamental moral responsibility and a critical investment in our nation's social and economic future. Thus, the time has come to close the gap between what we know (from systematic scientific inquiry across a broad range of disciplines) and what we do (through both public and private sector policies and practices) to promote the healthy development of all young children. The science of early childhood development can provide a powerful framework for informing sound choices among alternative priorities and for building consensus around a shared plan of action. The well-being of our nation's children and the security of its future would be well-served by such wise choices and concerted commitment.

The Science of Early Childhood Development

The future of any society depends on its ability to foster the health and well-being of the next generation. Stated simply, today's children will become tomorrow's citizens, workers, and parents. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.

Science has a lot to offer about how we as a community can use our collective resources most effectively and efficiently to build that strong foundation. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we do not make wise investments in the earliest years, we will all pay the considerable costs of greater numbers of school-aged children who need special education and more adults who are under-employable, unemployable, or incarcerated.

Two recent developments have stimulated growing public discussion about the right balance between individual and shared responsibility for child well-being. The first is the explosion of research in neuroscience and other developmental sciences that highlights the extent to which the interaction between genetics and early experience creates either a sturdy or weak foundation for all the learning, behavior, and health that follow. The second is the increasingly recognized need for a highly skilled workforce and healthy adult population to confront the growing challenges of global economic competition and the rising costs of Social Security, Medicare, and Medicaid for the aging baby boomers.

Most policy makers who face decisions among competing actions lack both the time and means to secure sound scientific advice about which investments offer the greatest potential value and what program elements are critical to their effectiveness. Those same policy makers must explain their decisions to business executives and civic leaders who hold a wide range of beliefs about child-rearing and developmental influences. Without better public understanding of the science of early childhood and brain development, policies and programs that could make a significant difference in the lives of children and all of society stand the risk of being rejected or undermined. Thus, there is a compelling need to educate the public and its representatives about how to choose wisely among competing demands.

For some, the most important decisions focus on the allocation of resources among alternative approaches defined by need (e.g., universal versus targeted investments) or age (e.g., pre-K for four-year-olds versus parent support programs beginning at birth). Others move quickly to questions about the relative merits of different program models. Some are interested primarily in the results of benefit-cost analyses. Others view the reduction of inequalities in opportunity

> **When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship.**

as a moral imperative. All are united in the responsibility to assure that limited resources are invested wisely.

Regardless of the questions, it is essential that the answers be grounded in accurate scientific knowledge where it is available and sound professional judgment when it is needed. This is particularly important in the face of inevitable debates over alternative interpretations of the mountains of program evaluation data generated in a policy environment characterized by ideological differences about the means and ends of raising young children.

In October 2000, the Institute of Medicine and National Research Council of the National Academy of Sciences released a report entitled *From Neurons to Neighborhoods: The Science of Early Childhood Development.* The final paragraph of that 588-page report presented a compelling challenge:

> *The charge to this committee was to blend the knowledge and insights of a broad range of disciplines to generate an integrated science of early childhood development. The charge to society is to blend the skepticism of a scientist, the passion of an advocate, the pragmatism of a policy maker, the creativity of a practitioner, and the devotion of a parent—and to use existing knowledge to ensure both a decent quality of life for all of our children and a promising future for the nation.*

This paper is designed to provide a framework within which this complex charge can be addressed most effectively. Its goal is to promote an understanding of the basic science of early childhood development, including its underlying neurobiology, to inform both public and private sector investment in young children and their families. To this end, the paper presents a set of core developmental concepts that have emerged from decades of rigorous research in neuroscience, developmental psychology, and the economics of human capital formation—and that have survived a rigorous process of debate among the members of the National Scientific Council on the Developing Child about what science can tell us about brain architecture and the foundations of learning, behavior, and health.

Core Concepts of Development

Concept 1: Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society.

The early development of cognitive skills, emotional well-being, social competence, and sound physical and mental health builds a strong foundation for success well into the adult years. Beyond their short-term importance for positive school achievement, these abilities are critical prerequisites for economic productivity and responsible citizenship throughout life. All aspects of adult human capital, from work force skills to cooperative and lawful behavior, build on capacities that are developed during childhood, beginning at birth.

Implications for Policy and Practice

- Policy initiatives that promote supportive relationships and rich learning opportunities for young children create a strong foundation for higher school achievement followed by greater productivity in the workplace and solid citizenship in the community throughout the adult years. Thus, current calls for greater emphasis on early literacy must not diminish the importance of attention to other essential capacities,

4

such as initiative, self-confidence, and persistence in learning, as well as the ability to work cooperatively and resolve conflict with peers—all of which are core characteristics of students in a successful school, citizens in a healthy community, and the workforce of a prosperous nation.

- All of society would benefit from a coordinated effort to reduce significant inequalities in the skills of young children at school entry. Substantial progress toward this goal can be achieved by assuring high quality early learning experiences both at home and in community-based settings, through a range of parent education, family support, early care and education, preschool, and intervention services.

All aspects of adult human capital, from work force skills to cooperative and lawful behavior, build on capacities that are developed during childhood, beginning at birth.

- This calls for a long-term investment by all segments of society—including the business community, private philanthropy, both faith-based and secular voluntary organizations, professional associations, and government at all levels—to work together to strengthen families, educate mothers and fathers, and provide professional assistance for those young children and their parents who need help. In fact, the future vitality of the institutions that each these sectors represent will depend on the wisdom of their investment, as today's children either take up society's important work and roles as adults or are ill-prepared and unable to do so.

- Effective early childhood policies and practices will not eliminate all social and economic inequalities. However, when successful interventions are followed by continuing investments throughout the childhood years, they increase the odds that many more children will grow up to be adults who contribute positively to their communities and raise healthy and competent children themselves, while many fewer will end up on public assistance or in jail.

Concept 2: Brains are built over time.

The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Like the construction of a home, the building process begins with laying the foundation, framing the rooms, and wiring the electrical system in a predictable sequence, and it continues with the incorporation of distinctive features that reflect increasing individuality over time. Brain architecture is built over a succession of "sensitive periods," each of which is associated with the formation of specific circuits that are associated with specific abilities. The development of increasingly complex skills and their underlying circuits builds on the circuits and skills that were formed earlier. Through this process, early experiences create a foundation for lifelong learning, behavior, and both physical and mental health. A strong foundation in the early years increases the probability of positive outcomes and a weak foundation increases the odds of later difficulties.

Implications for Policy and Practice

- When systems are put in place to monitor the development of all children continuously over time, problems that require attention can be identified early and appropriate responses can be made. This can be accomplished by appropriately trained physicians, nurse practitioners, or developmental specialists within the context of regular health care, as well as through the ongoing observations of skilled providers of early care and education. Fully meeting this goal requires prenatal care for all pregnant women and sustained access to a consistent source of primary health care for all children.

- Environmental protection policies need continuous updating and enforcement if they are to succeed in reducing prenatal and early childhood exposures to substances that have clearly documented toxic effects on the immature brain. These include mercury in fish, lead in soil, and organophosphates in insecticides, among many others.

- The fact that fetal exposure to alcohol is the leading preventable cause of mental retardation in the United States directs our attention to the need for new and creative efforts to reduce alcohol consumption during pregnancy.

Concept 3: The interactive influences of genes and experience literally shape the architecture of the developing brain, and the active ingredient is the "serve and return" nature of children's engagement in relationships with their parents and other caregivers in their family or community.

The architecture of the brain is composed of highly integrated sets of neural circuits (i.e., connections among brain cells) that are "wired" under the continuous and mutual influences of both genetics and environment. Genes determine when specific brain circuits are formed and individual experiences then shape how that formation unfolds. This developmental process is fueled by a self-initiated, inborn drive toward competence that is an essential characteristic of human nature. Appropriate sensory input (e.g., through hearing and vision) and stable, responsive relationships build healthy brain architecture that provides a strong foundation for lifelong learning, behavior, and health. The most important relationships begin in the family but often also involve other adults who play important roles in the lives of young children, including providers of early care and education.

What scientists refer to as interaction, mutuality, and reciprocity can be understood as comparable to the process of "serve and return" in games such as tennis and volleyball. In early childhood development, serve and return happens when young children naturally reach out for interaction through babbling, facial expressions, words, gestures, and cries, and adults respond by getting in sync and doing the same kind of vocalizing and gesturing back at them, and the process continues back and forth. Another important aspect of the serve and return notion of interaction is that it works best when it is embedded in an ongoing relationship between a child and an adult who is responsive to the child's own unique individuality. Decades of research tell us that mutually rewarding interactions are essential prerequisites for the development of healthy brain circuits and increasingly complex skills.

Implications for Policy and Practice

- Healthy communities foster the development of healthy children through the informal support that families provide for each other. When parents are inexperienced in child-rearing or overwhelmed by economic insecurity or threatening community conditions, effective parent education and family support programs can help them sustain the kinds of growth-promoting experiences that build child competence and shape healthy brain architecture. When informal supports and community programs are not sufficient, professional assistance can make an important difference in preventing the formation of faulty brain circuits and the developmental problems that follow. However, professionals with appropriate expertise are relatively limited in number, and their availability will require significant investment in specialized training,

6

particularly in the domains of maternal and early child-hood mental health.

- Business executives, civic leaders, and government officials at all levels should work together to develop better private sector and public policies to provide parents with more viable choices about how to balance their work and parenting responsibilities after the birth of a baby or adoption of a child. During early infancy, when parent-child bonding and emerging attachments are so important, there is a pressing need to strike a better balance between options that support parents to care for their babies at home and those that provide affordable, quality child care for parents who return to work or attend school. This also calls our attention to the need for a more child-oriented perspective on the implications of mandated employment for mothers of very young children who receive welfare support.

- The important influence of positive relationships in shaping the architecture of the developing brain indicates that all of society would benefit from better trained personnel in early child care settings, as well as reduced staff turnover rates which currently undermine the relationships that young children have with the adults who provide much of their daily care. Policy makers should examine the potential impact of alternative strategies for increasing the retention of qualified staff, such as competitive salaries and benefits, opportunities for career advancement linked to additional education, and greater respect for their work as a valued profession. Promising initiatives can be modeled after the successful investments made by the U.S. Department of Defense, which has a very high quality system of early care and education.

Increasingly complex skills build on the more basic, foundational capabilities that precede them.

Concept 4: Both brain architecture and developing abilities are built
"from the bottom up," with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time.

Brain circuits that process basic information are wired earlier than those that process more complex information. Higher level circuits build on lower level circuits, and adaptation at higher levels is more difficult if lower level circuits were not wired properly. Parallel to the construction of brain circuits, increasingly complex skills build on the more basic, foundational capabilities that precede them. For example, the ability to understand and then say the names of objects depends upon earlier development of the capacity to differentiate and reproduce the sounds of one's native language. And the circuits that underlie the ability to put words together to speak in phrases form a foundation for the subsequent mastery of reading a written sentence in a book. Stated in simple terms, circuits build on circuits and skill begets skill.

Implications for Policy and Practice

- Policy makers should consider increasing the availability of parent education and family support programs that have been demonstrated to be effective. These services should begin soon after birth for mothers and fathers with limited education to help them create a home environment that provides the kind of rich language exposure, positive social interactions, and early literacy experiences that increase the probability that their child will enter school with the skills needed to succeed. When children are born under significantly adverse circumstances, immediate intervention is warranted, including prenatal support services where feasible. Effective programs can be provided through voluntary associations, community-based organizations, and employer-sponsored initiatives, as well as through government-funded services. Evidence-based supports that are provided earlier rather than later will have the greatest impact, as they help establish healthy brain architecture during the period when lower-level circuits are being constructed (even before birth), thereby creating a strong foundation on which higher-level skills can be built.

> **Emotional well-being, social competence, and cognitive abilities together are the bricks and mortar that comprise the foundation of human development.**

- To help children with developmental impairments master the adaptive skills needed to realize their full potential, outreach efforts should be increased to enroll all eligible children in early intervention programs. When positive changes in development are promoted through interventions at a young age, they help build a sturdier foundation for the later achievement of higher level abilities. This underscores the urgent need to identify sensory impairments as soon after birth as possible, so that corrective devices (e.g., hearing aids and eyeglasses) as well as appropriate habilitative services can be provided during the time that basic brain architecture is being established.

Concept 5: Cognitive, emotional, and social capabilities are inextricably intertwined throughout the life course.

The brain is a highly integrated organ and its multiple functions operate in a richly coordinated fashion. Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development. Thus, oral language acquisition depends not only on adequate hearing, the ability to differentiate sounds, and the capacity to link meaning to specific words, but also on the ability to concentrate, pay attention, and engage in meaningful social interaction. Furthermore, the emotional health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for success in school and later in the workplace and community. Brain architecture and the immune system also interact as they mature, which influences all domains of development and health.

Implications for Policy and Practice

- When parents, informal community supports, and professionally staffed early childhood care and education programs all pay attention to young children's emotional and social needs as well as to their mastery of literacy and cognitive skills, they have maximum impact on the development of sturdy brain architecture.

Conversely, preschool policies and programs that place disproportionate emphasis on didactic approaches to academic skills are less likely to prepare young children to succeed in school than experiences that embed the promotion of literacy and numeracy in a rich environment of age-appropriate social interaction. The science of early childhood and early brain development clearly indicates that state and local officials should support the implementation of both child care standards and preschool curricula that promote a balanced and developmentally appropriate approach to the "whole child."

- Parents, child care providers, and early educators who are seeking help to manage problematic behavior in young children warrant serious attention. With increasing numbers of children being expelled from preschool programs and/or treated with drugs, greater investments are needed to confront the serious shortage of professionals who are qualified to address the behavioral and mental health needs of infants, toddlers, and preschoolers. Expanded opportunities for professional training, stronger incentives for clinicians to work with young children and their parents, and the promotion of consulting relationships among early childhood mental health experts, child care providers, and preschool teachers would provide important first steps toward closing the gap between what we know and what we do to deal with difficult behavior and prevent more serious mental health problems in the earliest years of life.

Concept 6: Toxic stress in early childhood is associated with persistent effects on the nervous system and stress hormone systems that can damage developing brain architecture and lead to lifelong problems in learning, behavior, and both physical and mental health.

Activation of the body's stress management systems produces a variety of physiological reactions. These include an increase in heart rate, rise in blood pressure, and elevated levels of stress hormones (e.g., cortisol) and proteins associated with inflammation (e.g., cytokines). Such responses prepare the body to deal with threat (i.e., "fight or flight") and are essential to survival. Healthy development depends on the capacity of these systems to ramp up rapidly in the face of stress as well as their ability to return to baseline when the threat has been mastered. When these physiological responses remain activated at high levels over a significant period of time, they can have adverse effects. Most prominent among these are the consequences of persistently elevated cortisol levels, which can literally be toxic to developing brain architecture.

The experience of stress in early childhood can be either growth-promoting or seriously damaging, depending on the intensity and duration of the experience, individual differences in children's physiological responsiveness to stress, and the extent to which a supportive adult is available to provide individualized support to help the child deal with adversity. This can be understood within the context of three different kinds of stress, which lead to different outcomes.

- The first, called **positive stress**, is associated with moderate, short-lived physiological responses, such as brief increases in heart rate and blood pressure or mild elevations in cortisol or cytokine levels. Precipitants include a wide variety of normal early childhood experiences, such as the challenges of meeting new people, dealing with frustration, mastering separation, getting an immunization, and coping with adult limit-setting or discipline. Positive stress is an important and necessary aspect of healthy

development that occurs in the context of stable and supportive relationships, which help to bring levels of cortisol and other stress hormones back within a normal range and assist the child to develop a sense of mastery and self control.
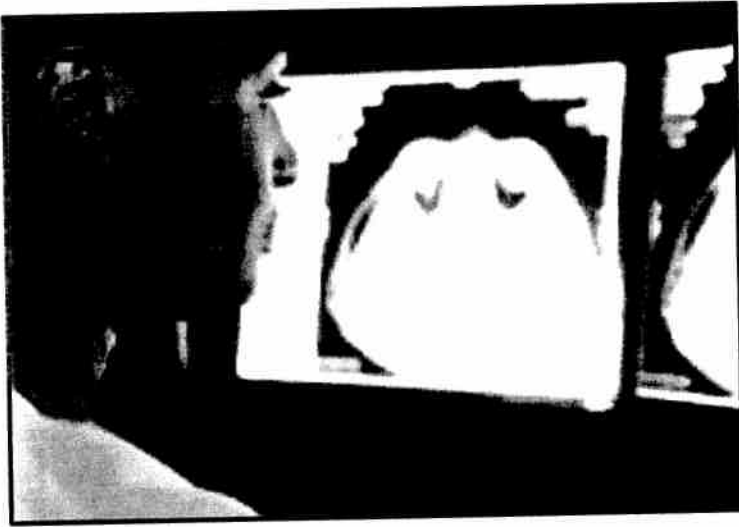
- The second kind of stress experience, called **tolerable stress**, is associated with physiological responses that could disrupt brain architecture, but are relieved by supportive relationships that facilitate adaptive coping and thereby restore heart rate and stress hormone levels to their baseline. Precipitants include significant threats, such as the death or serious illness of a loved one, a frightening injury, parent divorce, a natural disaster (such as Hurricane Katrina), or an act of terrorism (such as 9-11). These kinds of experiences could have long term consequences but they are tolerable when they occur in a time-limited period in which supportive adults protect the child by reducing the stressful experience, thereby giving the brain an opportunity to recover from the potentially damaging effects of an overactive stress management system.

- The third and most threatening kind of stress experience, called **toxic stress**, is associated with strong and prolonged activation of the body's stress management systems in the absence of the buffering protection of adult support. Precipitants include extreme poverty in conjunction with continuous family chaos, recurrent physical or emotional abuse, chronic neglect, severe and enduring maternal depression, persistent parental substance abuse, or repeated exposure to violence in the community or within the family. The essential feature of toxic stress is the absence of consistent, supportive relationships to help the child cope and thereby bring the physiological response to threat back to baseline. In such circumstances, persistent elevations of stress hormones and altered levels of key brain chemicals produce an internal physiological state that disrupts the architecture of the developing brain and can lead to difficulties in learning, memory, and self-regulation. Continuous stimulation of the stress response system also can affect the immune system and other metabolic regulatory mechanisms, leading to a permanently lower threshold for their activation throughout life. As a result, children who experience toxic stress in early childhood may develop a lifetime of greater susceptibility to stress-related physical illnesses (such as cardiovascular disease, hypertension, and diabetes) as well as mental health problems (such as depression, anxiety disorders, and substance abuse). They also are more likely to exhibit health-damaging behaviors and adult lifestyles that undermine well-being.

Stress in early childhood can be either growth-promoting or seriously damaging.

Implications for Policy and Practice

- Policy makers who administer early intervention programs should update their eligibility criteria, based on new brain research, and actively enroll infants and toddlers who are experiencing toxic stress for either preventive or therapeutic services, as needed. Two groups of children and families already known to public agencies are prime candidates for assessment. The first (which is currently mandated for referral by new federal legislation) includes all young children referred to the child welfare department for evaluation of suspected abuse or neglect. When circumstances require removal of a child from his or her home, it is especially critical that policies be in place and implemented consistently to make sure that the

establishment of a nurturing relationship with a new primary caregiver is given the highest priority. The second group that warrants closer attention is young children of mothers supported by welfare who have reached their time limits for public assistance and are unable to secure stable employment. Effective developmental intervention for both groups will require expanded access to child and adult mental health services, which are already burdened by demands that far exceed their capacity.

> # The essential feature of toxic stress is the absence of consistent, supportive relationships to help the child cope.

- Greater attention should be directed toward maternal depression, not only because it is a common adult mental health problem but also because it is a threat to the health and well-being of a young child. The prevention of developmental impairments in children of depressed mothers requires prompt diagnosis and specialized treatment of both the mother and the mother-child relationship. These findings direct our attention to the need for early detection of maternal depression in pediatric offices and in all programs that serve very young children, as well as the need for expanded clinical services that focus on the mother and child together.

- When accessible and affordable mental health services are available, they put a preventive system in place that catches children before they fall. Programs that target vulnerable young children within a family-centered model can be particularly effective, but the current gap between the supply and demand for skilled personnel requires a major investment in professional development. The costs of increased training and expanded services in early childhood mental health are substantial, but the money "saved" by not treating emotional problems in early childhood is likely to be modest in comparison to the greater long-term costs of serious adult mental illness and/or criminal behavior.

- Generally speaking, policies that focus on the delivery of evidence-based services for the most vulnerable young children will achieve greater financial return than services for children at lesser risk. To this end, issues of quality and cost must be viewed in the context of what a program is expected to do. Programs for families coping with severe depression, substance abuse, or violence must be staffed by skilled clinicians who require higher compensation and smaller case loads than basic supportive services for inexperienced mothers. When program resources match the needs of the children and families they are set up to serve, they can be very effective. When services are asked to address needs that are beyond their capacity to meet, they are likely to have little impact and are therefore too expensive, despite their low cost.

Concept 7: Creating the right conditions for early childhood development
is likely to be more effective and less costly than addressing problems at a later age.

As the maturing brain becomes more specialized to assume more complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges. Once a circuit is "wired," it stabilizes with age, making it increasingly difficult to alter. Scientists use the term "plasticity" to refer to the capacity of the brain to change. Plasticity is maximal in early childhood and decreases with age. Although "windows of opportunity" for skill development and behavioral adaptation remain open for many years, trying to change behavior or build new skills on a foundation of brain circuits that were not wired properly when they were first formed requires more work and is more "expensive." For the brain, this means that greater amounts of physiological energy are needed to compensate for circuits that do not perform in an expected fashion. For society, this means that remedial education, clinical treatment, and other professional interventions are more costly than the provision of nurturing, protective relationships and appropriate learning experiences earlier in life. Stated simply, getting things right the first time is more efficient and ultimately more effective than trying to fix them later.

Implications for Policy and Practice

- These findings direct our attention to the importance of informal family support and formal preventive services (when needed) for vulnerable children before they exhibit significant problems in behavior or development. When policy makers assure that all young children who are at high risk for poor outcomes are enrolled in high quality programs whose effectiveness has been documented, the returns are far greater than those achieved when only a subgroup of eligible children are served. At the same time, the extent to which some early concerns may be self-correcting maturational delays underscores the need to avoid premature labelling of vulnerable children and families who could benefit from early assistance.

- The basic principles of neuroscience and the process of human skill formation indicate that early intervention for the most vulnerable children will generate the greatest payback. Although the large number of children and families who could benefit from additional assistance will require significant increases in funding, extensive research indicates that investment in high quality interventions will generate substantial future returns through increased taxes paid by more productive adults and significant reductions in public expenditures for special education, grade retention, welfare assistance, and incarceration. Stated simply, the largest returns will be realized from effective services for the neediest children and families well before they enter school.

> **Getting things right the first time is more efficient and ultimately more effective than trying to fix them later.**

- Research indicates that policy makers can achieve greater return on investments in early childhood education for children from families with low incomes and limited parent education than from remedial programs for adults with limited workforce skills. In fact, long-term studies show that model programs for three- and four-year-olds living in poverty can produce benefit-cost ratios as high as 17:1 and annualized internal rates of return of 18% over 35 years, with most of the benefits from these investments accruing to

the general public. While it is not realistic to assume that all scaled-up early childhood programs will provide such handsome returns, it is likely that benefit-cost ratios still will be considerably greater than 1:1.

- The essence of quality in early childhood services is embodied in the expertise, skills, and relationship-building capacities of their staff. The striking imbalance between the supply and demand for well-trained personnel in the field today indicates that substantial investments in training, recruiting, compensating, and retaining a high quality workforce must be a top priority for society.

Responsible investments in services for young children and their families focus on benefits relative to cost. Inexpensive services that do not meet quality standards are a waste of money. Stated simply, sound policies seek maximum value rather than minimal cost.

Concluding Thoughts

Decades of rigorous science and centuries of common sense all converge on the core principles articulated in this paper. Within this context, the time has come to begin to close the gap between what we know (from systematic scientific inquiry across a broad range of disciplines) and what we do (through both public and private sector policies and practices) to promote the healthy development of all young children.

The need to address significant inequalities in opportunity, beginning in the earliest years of life, is both a fundamental moral responsibility and a critical investment in our nation's social and economic future. As such, it is a compelling task that calls for broad, bipartisan collaboration. And yet, debate in the policy arena often highlights ideological differences and value conflicts more than it seeks common interest. In this context, the science of early childhood development can provide a values-neutral framework for informing choices among alternative priorities and for building consensus around a shared plan of action. The well-being of our nation's children and the security of our collective future would be well-served by such wise choices and concerted commitment.

It is in this spirit that we, as scientists, offer this paper as a way to share what we know about how brain architecture is constructed and competence is built over time, beginning in the earliest years of life. We trust that the content of this document will inform the important work of citizens and policy makers to support families and communities in promoting the healthy development of young children, just as it will serve as a foundation on which the next generation of scientific knowledge will be built. ●

Selected Background Readings

From the National Academy of Sciences

National Research Council and Institute of Medicine: *From Neurons to Neighborhoods: The Science of Early Childhood Development.* Committee on Integrating the Science of Early Childhood Development, Shonkoff J., Phillips D. (eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC, National Academy Press. 2000.

From the National Scientific Council on the Developing Child

Knudsen, E., Heckman, J., Cameron, J., Shonkoff, J.: "Economic, Neurobiological and Behavioral Perspectives on Building America's Future Workforce." Proceedings of the National Academy of Sciences 2006; 103: 10155-10162.

Young Children Develop in an Environment of Relationships. (2004)
National Scientific Council on the Developing Child, Working Paper No.1
http://developingchild.net/pubs/wp-abstracts/wp1.html

Children's Emotional Development is Built into the Architecture of their Brain. (2004)
National Scientific Council on the Developing Child, Working Paper No. 2
http://developingchild.net/pubs/wp-abstracts/wp2.html

Excessive Stress Disrupts the Architecture of the Developing Brain. (2005)
National Scientific Council on the Developing Child, Working Paper No. 3
http://developingchild.net/pubs/wp-abstracts/wp3.html

Early Exposure to Toxic Substances Damages Brain Architecture. (2006)
National Scientific Council on the Developing Child, Working Paper No. 4
http://developingchild.net/pubs/wp-abstracts/wp4.html

Child Development B.A.

The Child Development Major is organized around six broad competencies—child development knowledge/foundations; the research process; legal, ethical, and pragmatic issues; professionalism and leadership; child guidance; and integration of a personal/professional worldview. Students are introduced to these competencies in CDEV 3000 - Professional Issues in Child Development, at the beginning of their program, and compile a professional portfolio to document their progress throughout the academic program. These portfolios are presented at the end of the program in CDEV 4965 - Child Development Senior Seminar.

State of California Children's Center Permits

California requires that individuals who serve as teachers and administrators of funded child development programs hold permits issued by the California Commission on Teacher Credentialing. See your academic adviser for coursework that is likely to meet these requirements. Applications for the Child Center Permit may be picked up at the University Credential Processing Center.

The Major

The program leading to a Bachelor of Arts, Child Development provides students with a background of knowledge and skills in child growth and development. The degree is delivered by the Department of Psychology. Courses are selected from child development and related fields, and include laboratory and field experiences at the CSU Stanislaus Child Development Center as well as other applied settings. The Child Development major is designed to prepare students for professional occupations with children and families as well as to prepare students to pursue advanced studies or research careers.

All students are expected to:

Complete the prerequisites to the major;
Complete a professional development class;
Complete a core of required courses;
Complete one of the tracks described; and
Complete a capstone senior seminar and corequisite internship.

Program Tracks

Three professional tracks are designed to provide students with specialized knowledge and abilities:

Child Development Early Childhood Track—prepares professionals as teachers and administrators of child development programs, curriculum specialists, program evaluators, etc.
Child Development Middle Childhood Track—prepares students for careers as elementary teachers and administrators, recreational leaders, and other work with children and families in the community.
Child Development Services Track—prepares professionals to meet the social welfare and

guidance needs of young children, parents, families, and the community in agencies, parent education programs, foster care, etc.

A **General Track** is available for those students who wish to tailor their academic programs to a particular developmental focus. A general track plan of thematically related units must be developed with the student's academic adviser and submitted for the Child Development Committee's approval prior to completion of coursework. The requirements for the General Track are shown in the catalog sections that follow and on the general track plan form.

Senior Capstone Experience

The Child Development major culminates in a senior seminar and internship experience related to the student's career goals. These classes provide opportunities for students to work side-by-side with professionals while developing a worldview and documentation of their accomplishment of program competencies. It should be noted that Senior Seminar and Internship are required assessment courses for the Child Development Major. These courses culminate the student's educational plan: students may not take these courses until they have met all prerequisites.

Students should take Senior Seminar in the last semester of coursework and should consider carefully the amount of time that will be required to complete successfully the course and internship. Students should plan for participation in a field site for approximately 6 hours per week throughout the entire semester, strict class attendance, and group participation on arranged time with classmates and professional persons. Finally, students should consider that the semester project includes the preparation and presentation of individualized professional portfolios, demonstrating individual achievement of the program's competencies. See departmental information regarding prerequisites and enrollment procedures for these classes.

Elementary, Secondary, and Special Education

Students pursuing teaching in public elementary or secondary schools or special education should consult the College of Education or the University Catalog for the most current information regarding credential requirements and prerequisites to be completed concurrent with or upon completion of the baccalaureate.

Requirements

1. Complete University General Education requirements for the Bachelor of Arts degree.

2. Complete the 6 lower-division prerequisites to the major, the major core 29 units, and a track of 14/15 units as outlined.

3. Community college transfer students with an Associate of Arts in child development or early childhood education upon advisement, may petition to complete a Fast Track CDEV Major by completing a Fast Track Departmental Petition. Follow the instructions in the catalog and on the Fast Track Departmental Petition form. The Fast Track Major has a reduced number of units in the Major core.

4. All students must complete CDEV 3010, Child Abuse and Neglect, prior to enrollment in the following lab courses:

CDEV 3020, CDEV 3181, CDEV 3320, CDEV 3440, CDEV 3550, CDEV 4000, CDEV 4180, CDEV 4280, CDEV 4380, CDEV fieldwork, or CDEV internships. Community college transfer students who qualify to complete a CDEV Fast Track Major must complete CDEV 3010 if they have not completed a course of at least one unit on Child Abuse and Neglect.

5. Child development majors must take all courses counted toward the major for a letter grade if the letter grade option is available.
In addition, no more than 6 units of credit-graded coursework may apply toward the major.

6. A maximum of 6 units of combined coursework in fieldwork and internships,
exclusive of CDEV 4948 - Child Development Senior Internship, may be counted toward the major with approval by the major adviser.
Notes: Courses listed in the tracks are offered on a rotation. Students should check with advisers/departments for scheduled semesters and times.
Prior to Winter 1996, Child Development courses were noted by a PSYC prefix.
Prerequisites to the Graduate program in Child Development at CSU Stanislaus include a minimum of 12 units of upper-division child development coursework with a GPA of 3.0. Suggested content includes statistics, upper-division child development theory, developmental research methods, and prevention and reporting of child abuse. Child development laboratory courses or supervised professional work experience is desirable.

The Major

(37 units)

Complete the following prerequisites to the major:
(6 units)
PSYC 2010 - Introduction to Psychology
PSYC 2020 - Introduction to Psychological Methods

1. Complete the following required upper-division core:
(may not cross count with any other part of CDEV major)

(29 units)

a. Complete all of the following courses:
CDEV 3000 - Professional Issues in Child Development
CDEV 3010 - Child Abuse and Neglect
CDEV 3140 - Human Development I: Childhood
CDEV 3170 - Early Cognitive Development
CDEV 3180 - Early Social and Emotional Development

b. Select one of the following Application courses:
(may not cross count with any other part of CDEV major)
CDEV 3020 - Child Guidance and Management
or

CDEV 3181 - Early Childhood Development
or
CDEV 4280 - Development of Social Cognition
or
CDEV 4380 - Language and Literacy Development

c. Select one of the following Research-based courses:
CDEV 3440 - Developmental Assessment
or
CDEV 4000 - Child Development Research Methods

d. Select one of the following Life Span courses:
CDEV 3240 - Human Development II: Adolescence
or
CDEV 3340 - Human Development III: Adulthood and Aging

e. Select one of the following Family courses:
ANTH 4165 - The Family in Cross-Cultural Perspective
or
CDEV 4200 - Multi-Contextual Aspects of Parenting and Families (WP)
or
ETHS 4000 - The Mexican American Family
or
ETHS 4010 - The African American Family
or
ETHS 4030 - Asian American Families
or
SOCL 3150 - The Family

f. Complete both of the following capstone courses:
CDEV 4965 - Child Development Senior Seminar
and
CDEV 4948 - Child Development Senior Internship

2. Complete one of the following tracks:
(14-15 units)

a. Child Development Early Childhood Track
(15 units)
i. Complete the following:

(9 units)

CDEV 3320 - Infant Development and Group Care
CDEV 4180 - Developmental Programs for Children Birth to Eight Years
CDEV 4960 - Organization and Administration of Early Childhood Programs
ii. CDC Internships and CDEV fieldwork:

(3 units minimum)
CDEV 4940 - Field Work in Child Development (1 unit minimum).

and one of the following:

CDEV 4945 - Internship at Child Development Center as Instructional Aide (2 units minimum)
or
CDEV 4946 - Internship at Child Development Center as Head Teacher (2 units minimum)
or
CDEV 4947 - Internship at Child Development Center as Assistant Administrator (2 units minimum)
iii. CDEV Elective
(3 units)

b. Child Development Middle Childhood Track
(15 units)
i. Complete the following:
(9 units)
CDEV 3050 - Cognitive Development in School Settings
CDEV 4180 - Developmental Programs for Children Birth to Eight Years
CDEV 4940 - Field Work in Child Development
ii. CDEV Electives
(6 units)

Minimum of 3 units must have CDEV prefix.

c. Child Development Services Track
(14 units)
i. Choose one of the following:
(3 units)
PSYC 4130 - Psychological Disorders of Children
or
PSYC 4150 - Learning Disabilities
ii. Complete all of the following:
(8 units minimum)
SOCL 4790 - Social Welfare Services
CDEV 3550 - Early Intervention with High-Risk Children
CDEV 4940 - Field Work in Child Development (2 units minimum)
iii. CDEV Elective
(3 units)

d. Child Development General Track
A general track plan of 15 thematically-related upper-division units must be developed with the student's academic adviser and submitted for the Child Development Committee's approval prior to completion of coursework. The general track plan must include a minimum of 9 units with a

CDEV prefix and at least 2 units of fieldwork or upper-division application. Program coursework may be selected from the list of approved CDEV electives: other coursework may be approved by departmental petition (track coursework may not cross count with any other part of the CDEV major). Follow the instructions on the general track plan form.

Electives:

ANTH 4165 - The Family in Cross-Cultural Perspective
CDEV 3020 - Child Guidance and Management
CDEV 3030 - Cognitive Development in School Settings
CDEV 3040 - Child Development in Cultural Context
CDEV 3181 - Early Childhood Development
CDEV 3240 - Human Development II: Adolescence
CDEV 3320 - Infant Development and Group Care
CDEV 3340 - Human Development III: Adulthood and Aging
CDEV 3440 - Developmental Assessment
CDEV 3550 - Early Intervention with High-Risk Children
CDEV 4000 - Child Development Research Methods
CDEV 4100 - Policy and Advocacy for Children and Families (WP)
CDEV 4180 - Developmental Programs for Children Birth to Eight Years
CDEV 4200 - Multi-Contextual Aspects of Parenting and Families (WP)
CDEV 4280 - Development of Social Cognition
CDEV 4380 - Language and Literacy Development
CDEV 4940 - Field Work in Child Development
CDEV 4945 - Internship at Child Development Center as Instructional Aide
CDEV 4946 - Internship at Child Development Center as Head Teacher
CDEV 4947 - Internship at Child Development Center as Assistant Administrator
CDEV 4950 - Selected Topics in Child Development
CDEV 4960 - Organization and Administration of Early Childhood Programs
CDEV 4980 - Individual Study
CDEV 4990 - Senior Honors Thesis
CJ 4250 - Juvenile Justice
COMM 3400 - Oral Interpretation of Children's Literature
COMM 4060 - Family Communication
ENGL 4620 - Children's Literature
ENGL 4630 - Adolescent Literature
ETHS 4000 - The Mexican American Family
ETHS 4010 - The African American Family
ETHS 4030 - Asian American Families

MUS 3340 - Music in Elementary School
or
MUS 3341 - Music for the Classroom Teacher

KINS 3400 - Elementary Physical Education
KINS 4200 - Motor Learning
KINS 4250 - Motor Development
PSYC 3700 - Introduction to Learning and Motivation

PSYC 4110 - Behavior Genetics
PSYC 4120 - Human Development Research Seminar (WP)
PSYC 4130 - Psychological Disorders of Children
PSYC 4150 - Learning Disabilities
PSYC 4750 - Applied Behavior Analysis in the Classroom
SOCL 3150 - The Family
SOCL 3160 - Sociology of Youth

THEA 3020 - Children's Theatre
THEA 4020 - Performance for Children

Child Development Minor

The CDEV Minor (19 units)

1. Complete the following required upper-division courses:
a. Complete all of the following Foundation courses:

CDEV 3010 - Child Abuse and Neglect

CDEV 3140 - Human Development I: Childhood
CDEV 3170 - Early Cognitive Development
CDEV 3180 - Early Social and Emotional Development
b. Select one of the following Application courses:
CDEV 3020 - Child Guidance and Management

or
CDEV 3181 - Early Childhood Development
or
CDEV 4280 - Development of Social Cognition
or
CDEV 4380 - Language and Literacy Development
c. Select one of the following Research-based courses:
CDEV 3440 - Developmental Assessment

or
CDEV 4000 - Child Development Research Methods
d. Select one of the following Family courses:
ANTH 4165 - The Family in Cross-Cultural Perspective

or
CDEV 4200 - Multi-Contextual Aspects of Parenting and Families (WP)
or
ETHS 4000 - The Mexican American Family
or

ETHS 4010 - The African American Family
or
ETHS 4030 - Asian American Families
or
SOCL 3150 - The Family

The Fast Track Child Development Major

Community College transfer students with Associate of Arts Degrees in Child Development or Early Childhood Education, with appropriate articulated prior coursework, may complete the following core in partial fulfillment of the Child Development major requirements. Students must complete a Fast Track Petition form to seek approval to complete the fast track major.

Complete the fast track core (18-19 units) and a chosen track (15 units) for a total of 33-34 units.

Requirements

Complete the following required upper-division core (may not cross count with any other part of CDEV major):

(18-19 units)

1. Child abuse and neglect requirement

Complete the following course only if transferred coursework does not include a class, of at least one unit, devoted to the topic of preventing, identifying, and reporting child abuse and neglect:

- CDEV 3010 - Child Abuse and Neglect

2. Complete all of the following courses:

- CDEV 3000 - Professional Issues in Child Development
- CDEV 3170 - Early Cognitive Development
- CDEV 3180 - Early Social and Emotional Development

3. Select one of the following Application courses:

- CDEV 3020 - Child Guidance and Management
- or
- CDEV 3180 - Early Social and Emotional Development
- or
- CDEV 4280 - Development of Social Cognition
- or
- CDEV 4380 - Language and Literacy Development

4. Select one of the following Research-based courses:

- CDEV 3440 - Developmental Assessment
- **or**
- CDEV 4000 - Child Development Research Methods

5. Complete both of the following capstone courses:

- CDEV 4965 - Child Development Senior Seminar
- **and**
- CDEV 4948 - Child Development Senior Internship

6. Complete one of the following tracks:

(See the Child Development B.A. page for details)

- Child Development Early Childhood Track
- Child Development Middle Childhood Track
- Child Development Services Track
- Child Development General Track

Child Development Concentration - Liberal Studies

This is a concentration within the Bachelor of Arts program in Liberal Studies. Please view the information for the Department of Liberal Studies in conjunction with this concentration information.
Click here to view Learning Objectives for the Department of Liberal Studies and its concentrations.

Requirements/Recommendation

1. Upon advisement, community college transfer students with an Associate of Arts degree in Child Development or Early Childhood Education (ECE) may waive CDEV 3140 and complete the remaining required coursework for a total of 19 units.

2. Students with Child Development concentrations must take all courses counted toward the concentration for a letter grade if the letter-grade option is available. In addition, no more than 3 units of credit-graded coursework may apply toward the concentration.

All students must complete CDEV 3010, Child Abuse and Neglect, prior to enrollment in the following lab courses:

CDEV 3020 - Child Guidance and Management
CDEV 3181 - Early Childhood Development
CDEV 3320 - Infant Development and Group Care
CDEV 3440 - Developmental Assessment
CDEV 3550 - Early Intervention with High-Risk Children
CDEV 4180 - Developmental Programs for Children Birth to Eight Years
CDEV 4280 - Development of Social Cognition
CDEV 4380 - Language and Literacy Development

3. Internships and fieldwork courses may be repeated once each for credit toward the concentration. In addition, a maximum of 3 units of combined coursework in fieldwork and internships may be counted toward the concentration.

Concentration

(19 units)

1. Complete the following upper-division core:
(16 units)
a. Complete all of the following courses:

CDEV 3010 - Child Abuse and Neglect
CDEV 3140 - Human Development I: Childhood
CDEV 3170 - Early Cognitive Development
CDEV 3180 - Early Social and Emotional Development
b. Select one of the following Application courses:

CDEV 3020 - Child Guidance and Management
or

CDEV 3181 - Early Childhood Development
or
CDEV 3320 - Infant Development and Group Care
or
CDEV 3440 - Developmental Assessment
or
CDEV 3850 - Early Intervention with High-Risk Children
or
CDEV 4180 - Developmental Programs for Children Birth to Eight Years
or
CDEV 4280 - Development of Social Cognition
or
CDEV 4380 - Language and Literacy Development

c. Select one of the following Family courses:

ANTH 4165 - The Family in Cross-Cultural Perspective
CDEV 4200 - Multi-Contextual Aspects of Parenting and Families (WP)
ETHS 4000 - The Mexican American Family
ETHS 4010 - The African American Family
ETHS 4030 - Asian American Families
SOCL 3150 - The Family

2. Electives

Select 3 units from the following Liberal Studies major and/or Inquiry courses:

CDEV 3030 - Cognitive Development in School Settings
MUS 3341 - Music for the Classroom Teacher
KINS 3400 - Elementary Physical Education
THEA 4020 - Performance for Children

Child Development Graduate Certificate

The graduate-level coursework leading to this certificate prepares professionals who are working in the field with advanced study directly related to their careers. This program equips students with a foundation of graduate-level knowledge and integrates that foundation with diverse topics that emerge as the most important concerns of professionals in the field. The program is designed to take a developmental perspective to address phenomena that pose challenges for professionals, such as facilitating emergent language and literacy, meeting children's challenging behaviors, and child and programmatic assessment.

The Child Development Graduate Certificate is offered during Special Sessions. Please contact the Department of Psychology (209-667-3386) or the Department of Extended Education (209-667-3111) for additional information.

Program Learning Outcomes

Understanding theoretical orientations, developmental foundations, major themes, current directions, and cultural and contextual issues in the field;

Critically evaluating and applying scientific research to child development settings;

Integrating developmental research findings and methodologies in settings with young children and families;

Demonstrating culturally appropriate and unbiased models and practices;

Describing the implications of varied contextual influences upon the cognitive, social, emotional, and physical development of infants, toddlers, preschoolers, and adolescents;

Demonstrating developmentally appropriate intervention strategies with children and families;

Applying the principles of the field to workplace issues facing children, families, and professionals;

Collecting data, writing and presenting APA styled research papers; and

Articulating a worldview using theory, research, and developmental knowledge.

Requirements
(15-16 units)

Complete the following coursework in child development:

1. Take both of the following foundation courses:
(6 units)
CDEV 4000 - Child Development Research Methods
PSYC 5130 - Advanced Human Development

2. Take both of the following seminars:
(6 units)
CDEV 5170 - Advanced Seminar in Cognitive and Language Development
CDEV 5180 - Advanced Seminar in Social and Emotional Development

3. Choose one of the following laboratory courses:
(3 or 4 units)
CDEV 4180 - Developmental Programs for Children Birth to Eight Years
or
CDEV 4280 - Development of Social Cognition

or
CDEV 4950 - Selected Topics in Child Development

Interdisciplinary Studies M.A.: Child Development Concentration

This program is a concentration within the Master of Arts in Interdisciplinary Studies: please view the requirements for the Master of Arts program in conjunction with these concentration requirements.

The purpose of this program is to offer multidisciplinary coursework at the graduate level to prepare professionals for a variety of field applications. Child development has historically been seen as an interdisciplinary field with influences by many disciplines to include anthropology, psychology, sociology, and education. This concentration is designed to prepare students with a foundation of graduate-level developmental science – a current interdisciplinary approach to the field of child development – and to synthesize this theme with current research in diverse contemporary issues such as: resilience, social cognition, attachment, casual thinking, etc. The program is designed to integrate this approach into diverse field settings to serve students who are professionals in the community as administrators, educators, child and family service workers, etc., as well as those individuals committed to pursuing doctoral study.

Admission Requirements

Admission into the MA Interdisciplinary Studies with a concentration in Child Development will be limited first to those who meet the eligibility requirements for the graduate school and the department. Applicants must have completed the following:

Baccalaureate or graduate degree from an accredited college or university with a minimum GPA of 3.0 for the last 60 units completed.
Writing section of the GRE with a score of 3.5.
Program Requirements
(30-33 units)
Take all of the following foundation courses:
(9 units)
PSYC 4120 - Human Development Research Seminar (WP)
PSYC 5130 - Advanced Human Development
MDIS 5900 - Introduction to Research Methods
Take two of the following topical seminars:
(12 units)
CDEV 5170 - Advanced Seminar in Cognitive and Language Development (6 units minimum)
CDEV 5180 - Advanced Seminar in Social and Emotional Development (6 units minimum)
Take both of the following laboratory courses:
(6 units)
PSYC 5650 - Child Clinical Interventions
CDEV 4280 - Development of Social Cognition
Take one of the following capstone courses:
(3-6 units)

MDIS 5960 - Graduate Project
or
MDIS 5990 - Thesis
(for selected pre-doctoral students)

APPENDIX C
DEGREE AUDIT INFORMATION

Department
Psychology/Child Development
Program Title and Degree
Child Development, Bachelor's of Arts

Line	Proposed Program (# of units)	Description
1	51	University general education requirements
2	6	Prerequisites to the major
3	43-44	Upper-division (major requirements)
4	3	WP course (if *not* required in the major)
5	0	Other (if applicable)
6	103-104	**TOTAL minimum units required** (add lines 1 through 5)
7	17-18	University elective units (subtract line 6 from line 8)
8	120	**TOTAL UNIT DEGREE REQUIREMENTS**
9	---	WP course required in the major Course prefix and number:
10	3	Lower-division prerequisite course(s) that may be applied toward GE Course prefix, number, units, area: Course prefix, number, units, area: Course prefix, number, units, area: PSYC 2020, 3 units, D2b Course prefix, number, units, area: Course prefix, number, units, area: Course prefix, number, units, area:
11	3	**TOTAL double-counted courses** (add lines 9 and 10)
12	117	**TOTAL units taken** (subtract line 11 from line 8)

Prepared by	Date
Approved by	Date

APPENDIX D
CHILD DEVELOPMENT PROGRAM COMPETENCIES

.

Green

Child Development Program Competencies
California State University, Stanislaus

Competency 1
Child Development Knowledge

A. Theoretical perspectives

Students will demonstrate their understanding of the basic tenets of the major theories in each developmental domain, such as the social, emotional, cognitive, language, physical and biological domains. Students will also demonstrate the ability to compare and contrast different theoretical views.

B. Developmental Domains

Students will demonstrate their knowledge of the milestones and developmental sequences within each developmental domain (ex. social, emotional, cognitive, language, physical, biological). In addition, students will display knowledge of the interconnectedness of the developmental domains, of the general developmental principles of developmental change, and of the patterns of developmental change.

C. Lifespan

Students will demonstrate their understanding of developmental sequence and the relationship between patterns of early developmental change and later development. Students will also have the ability to express the importance and significance of early development (prenatal through adolescent development) for adulthood and aging.

D. Child context

Students will demonstrate their understanding of how family, peers, cultural, and contextual factors influence development.

E. Contemporary Issues

Students will display knowledge and awareness of the changing contemporary issues that affect human development.

F. Theories and Research

Students will demonstrate how theories and research influence each other and how research and theory inform knowledge.

12/14/2014

Competency II
Research Processes

A. Ethical Issues

Students will have knowledge of relevant organizational regulations for ethical behavior while working with children, such as the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and the Society for Research in Child Development (SRCD) Ethical Standards for Research with Children, especially knowledge of informed consent/assent (parent and child), confidentiality, and the Institutional Review Board (IRB) process.

B. Critical Evaluation of Research

Student will have experience reading and reflecting on primary and secondary source materials and will be able to demonstrate the ability to summarize research as well as discuss the strengths and weaknesses of a study's methods, findings, discussion, and conclusions.

C. Research Methods

Students will demonstrate knowledge of experimental research designs, research variables such as the independent variable, dependent variable, and confounding variables, the difference between correlational and experimental research, and various types of observational research (qualitative and quantitative). Students will have an understanding of the important role of reliability and validity in research design.

D. Developmental Methods

Students will demonstrate an understanding of developmental research designs such as longitudinal, cross-sectional, and cross-sequential. Students will also understand the various types of observational research used in the field, such as the running record, anecdotal record, event sample, time sample, checklist, rating scale, and frequency count.

E. Information Competency

Students will have the ability to find relevant journal articles and books using various methods (e.g. Psyc Info, Eric, Psyc Abstracts, the reference section of an article or book). Students should be able to identify the major components of a journal article (e.g. abstract, introduction, method, findings, discussion, conclusions, and references).

F. APA Format

Students will have knowledge of and the ability to appropriately use APA writing style, especially headings, citations, and references.

Competency III
Legal, Ethical and Pragmatic Issues

A. Child/Parent Rights

Students will understand the rights of children and parents regarding participation in research, assessment and educational process.

B. Code of Conduct

Students will demonstrate professional conduct outlined by professional organizations such as National Association for the Education of Young Children (NAEYC), Society for Research in Child Development (SRCD) and American Psychological Association (APA).

C. Child Development Legal and Organizational Infrastructure

Students will understand the various organizational structures, services and resources common in institutions working with and for children. This includes areas such as regulations, accreditation, and unions.

D. Advocacy

Students will display their understanding of the importance of advocacy and the various ways in which they can advocate for children and families. Students will demonstrate knowledge of community groups and professional organizations that focus on representing the needs of children to policy makers.

E. Abuse & Neglect

Students will understand the mandated reporting laws regarding child abuse and neglect including knowledge of when to and not to report as well as the stipulations required when reporting.

F. Good Moral Character

Students will have a clear understanding of what it means to be of good character and able to use this knowledge to guide their behavior. Students will display good judgment, effective coping strategies, and appropriate interaction and communication with peers, children and authority figures.

Green

Competency IV
Professionalism, Personal and Interpersonal Skills

A. Leadership

Students will demonstrate effective management of others such as giving instructions, providing feedback, and being supportive.

B. Self-Reflection

Students will display their ability to engage in critical self-examination to determine the effectiveness of their personal decisions and actions, as well as their ability to follow through with remedial actions necessary for self-improvement.

C. Professional Communication

Student will demonstrate the ability to effectively communicate in a professional manner in all written and oral forms, and in all inter-personal interactions.

D. Teamwork

Students will be able to effectively work on team projects and display teamwork skills.

E. Personal Skills

Students will demonstrate personal and professional skills including punctuality, professionalism, respect for others, personal responsibility, and time management.

F. Professional Development and Professional Organizations

Students will demonstrate the mindset and initiative for learning outside of the classroom by engaging in continuous professional development. In addition, students will exhibit an understanding of various organizational structures, services, and resources common in institutions working with and for children.

Competency V
Developmentally Appropriate Practices

A. Adult-Child Interaction

Student will exhibit an understanding of the various theories regarding developmentally appropriate adult-child interaction and the impact these interactions have on children's development.

B. Engaging in Developmentally Appropriate Behavior

12/14/2014

Students will display the ability to engage in effective developmentally appropriate behaviors and effective guidance management techniques that are in line with National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Principles and that are informed by developmental theory and research when working with children.

C. Anti-Bias Perspective and Practice

Students will be able to demonstrate a strengths-based and pro-active approach to socio-cultural diversity (including children with disabilities/special needs, family structure, individual differences, inclusion, etc.) when working with children and their families.

Competency VI
Integration & Application to Practice in Community

A. Development of Worldview

Students will demonstrate evidence of a coherent worldview based upon personal, societal and educational experiences.

(A worldview is an overarching perspective. It is based upon personal experience, knowledge that you have acquired, and contemporary viewpoints from your society and culture. It is often what is meant when you are asked to explain your "philosophy" of child development. Your worldview greatly influences the approach you take to your subject. Evidence of your worldview appears in assignments in which you are asked to articulate your viewpoint on a particular topic.)

B. Implementation of Worldview

Students will be able to analyze an issue and take and state a clear position regarding where they stand on the issue. Evidence of one's worldview will be in both written and oral form.

(You should be able to state your position and construct a logical argument supporting this position by using empirical evidence and developmental theory. Implementation of your worldview can be showcased through research proposals, advocacy work, grant writing, etc.)

12/14/2014

Summary of Changes to Child Development Undergraduate Programs

	The Child Development Major:

1.	Change in overall distribution of program units:
	  a. reduction of prerequisites from 10 to 6
	  b. increase core from 25 to 29
	  c. increase program from 47 to 49 including prerequisites
	  d. increase in major from 37 to 43
	  e. increase track from 12 to 14/15
	  f. inclusion of opportunities for WP in major instead of General Education
	  g. reintroduction of CDEV elective into each track

2.	The realignment of courses from the CDEV Application section to the tracks.
3.	Addition of 1 unit to CDEV 4965, Senior Seminar for total of 2 units
4.	A new Fast Track Core for students with an Associates Degree in Child Development.
5.	The discontinuation of the research track.
6.	The inclusion of three units of upper-division research into the core.
7.	The addition of a Child Development Middle Childhood Track.
8.	More specific parameters for the General Track.

9.	The development of three new CDEV courses:
	  a. CDEV 4200, Multi-contextual Aspects of Parenting and Families
	  b. CDEV 4100, Policy and Advocacy for Children and Families
	  c. CDEV 4380, Development of Language and Literacy

10.	The development of two CDEV courses with WP designation:
	  a. CDEV 4200 Multi-contextual Aspects of Parenting and Families
	  b. CDEV 4100 Policy and Advocacy for Children and Families

11.	The removal of PSYC 2010, Intro to Psychology as a prerequisite for CDEV courses:
	  a. CDEV 3140
	  b. CDEV 3240
	  c. CDEV 3340
	The addition of GE F3 status to CDEV 3140 and CDEV 3240.

12.	Reduction in units from four to three in the following courses:
	  a. CDEV 3550/3553 Early Intervention with High Risk Children,
	  b. CDEV 4960 Organization and Administration of Early Childhood Programs

13.	Designation of CDEV 3000 Professional Issues and WP course as prerequisites to CDEV 4965 Senior Seminar and CDEV 4948 Senior Internship.
14.	De-activation of CDEV 4190 Developmental Programs Laboratory (1 unit)

15.	Changes in structure of courses to include segment units to:
	  a. CDEV 3440
	  b. CDEV 3550
	  c. CDEV 4180

16.	Changes in prerequisites:

Course Name	Old Catalog:	Proposed Catalog:
CDEV 3000	PSYC 2010, 2020	CDEV Major, Junior Standing
CDEV 3020	PSYC 2010, 2020, CDEV 3010, 3140	CDEV 3010 & 3140
CDEV 3140	PSYC 2010 or consent	----------
CDEV 3181	PSYC 2010, CDEV 3010, CDEV 3140	CDEV 3010, & 3140
CDEV 3240	PSYC 2010 or consent	----------
CDEV 3320	CDEV 3010	CDEV 3010 & CDEV 3140
CDEV 3340	PSYC 2010 or consent	----------
CDEV 3550	PSYC 2010, CDEV 3010, CDEV 3140	CDEV 3010, CDEV 3140
CDEV 4000	PSYC 2010 or consent of instructor.	PSYC 2020, CDEV 3010, CDEV 3170,

			CDEV 3180.
	CDEV 4180	CDEV 3010, CDEV 3170, CDEV 3180 and an application course or consent.	CDEV 3010, CDEV 3170, CDEV 3180.
	CDEV 4948	CDEV 3010, CDEV 3170, CDEV 3180, senior standing	CDEV 3010, CDEV 3000, CDEV 3170, CDEV 3180, WP course, senior standing.
	CDEV 4965	CDEV 3010, CDEV 3170, CDEV 3180, senior standing	CDEV 3010, CDEV 3000, CDEV 3170, CDEV 3180, WP course, senior standing.

Pre 2009 CDEV Major	2009 CDEV Major	Fast Track CDEV Major
Prerequisites (10 units) BIOL 1010 Principles of Biology BIOL 1020-1029 Special Laboratory Studies PSYC 2010 Introduction to Psychology PSYC 2020 Introduction to Psychological Methods	*Prerequisites (6 units)* ---------- ---------- PSYC 2010 Introduction to Psychology PSYC 2020 Introduction to Psychological Methods	*Prerequisites (6 units)* ---------- ---------- PSYC 2010 Introduction to Psychology PSYC 2020 Introduction to Psychological Methods
Upper Division Core (25 units) Complete all of the following courses: CDEV 3000 Professional Issues in Child Development CDEV 3010 Child Abuse and Neglect CDEV 3140 Human Development I CDEV 3170 Early Cognitive Development CDEV 3180 Early Social and Emotional Development	*Upper Division Core (29 units)* Complete all of the following courses: CDEV 3000 Professional Issues in Child Development CDEV 3010 Child Abuse and Neglect CDEV 3140 Human Development I CDEV 3170 Early Cognitive Development CDEV 3180 Early Social and Emotional Development	*Upper Division Core (19/20 units)* Complete all of the following courses: CDEV 3000 Professional Issues in Child Development ---------- (must take CDEV 3010 Child Abuse and Neglect (if does not have at least one unit course on Child Abuse and Neglect) ---------- CDEV 3170 Early Cognitive Development CDEV 3180 Early Social and Emotional Development
Select one of the following Application Courses: CDEV 3020 Child Guidance and Management, 3 units, **or** CDEV 3181 Early Childhood Development, 3 units, **or** CDEV 3320 Infant Development and Group Care, 3 units, **or** CDEV 3440 Developmental Assessment, 3 units, **or** CDEV 3550 Early Intervention with High-Risk Children, 4 units **or** CDEV 4180 Developmental Programs for Preschool Children, 3 units **and** CDEV 4190 Developmental Programs Laboratory, 1 unit **or** CDEV 4280 Development of Social Cognition, 3	*Select one of the following Application Courses:* CDEV 3020 Child Guidance and Management, 3 units, **or** CDEV 3181 Early Childhood Development, 3 units, **or** CDEV 4280 Development of Social Cognition, 3 units	

units	
-------------	CDEV 4380 Development of Language and Literacy, 3 units
-------------	------------- *Select one of the following Research-based Courses:* CDEV 3440 Developmental Assessment, 3 units CDEV 4000 Child Development Research Methods, 3 units
Select one of the following Life-Span Courses: CDEV 3240 Human Development II: Adolescence, 3 units, **or** CDEV 3340 Human Development III: Adulthood and Aging, 3 units	*Select one of the following Life-Span Courses:* CDEV 3240 Human Development II: Adolescence, 3 units, **or** CDEV 3340 Human Development III: Adulthood and Aging, 3 units
Select one of the following Family courses: ANTH 4165 The Family in Cross-Cultural Perspective, 3 units, **or** ETHS 4000 The Mexican American Family, 3 units, **or** ETHS 4010 The African American Family, 3 units, **or** ETHS 4030 Asian American Families, 3 units, **or** SOCL 3150 The Family, 3 units	*Select one of the following Family courses:* ANTH 4165 The Family in Cross-Cultural Perspective, 3 units, **or** CDEV 4200 Multi-Contextual Aspects of Parenting and Families (WP), 3 units ETHS 4000 The Mexican American Family, 3 units, **or** ETHS 4010 The African American Family, 3 units, **or** ETHS 4030 Asian American Families, 3 units, **or** SOCL 3150 The Family, 3 units
Complete both of the following capstone courses: CDEV 4965 Child Development Senior Seminar, 1 unit, **and** CDEV 4948 Child Development Senior Internship, 2 units	*Complete both of the following capstone courses:* CDEV 4965 Child Development Senior Seminar, 2 unit, **and** CDEV 4948 Child Development Senior Internship, 2 units
Complete one of the following tracks **Child Development Programs Track** (12 units) i. ------------- CDEV 4180 Developmental Programs for	**Complete one of the following tracks** **Child Development Early Childhood Track** (15 units) i. CDEV 3320 Infant Development and Group Care, 3 units, **and** CDEV 4180 Developmental Programs for Children, 3 units, **and**

Preschool Children, 3 units, **and** CDEV 4190 Developmental Programs Laboratory, 1 unit CDEV 4960 Organization and Administration of Early Childhood Education Programs, 4 units ii. CDC Internships (2 units minimum): CDEV 4945 Internship at Child Development Center as Instructional Aide, 1 unit, **or** CDEV 4946 Internship at Child Development Center as Head Teacher, 2 units, **or** CDEV 4947 Internship at Child Development Center as Assistant Administrator, 2 units iii. CDEV 4940 Fieldwork in Child Development (2 units minimum) ———— ————	CDEV 4960 Organization and Administration of Early Childhood Education Programs, 3 units ———— ———— ii. CDC Internships (2 units minimum): CDEV 4945 Internship at Child Development Center as Instructional Aide, 1 unit, **or** CDEV 4946 Internship at Child Development Center as Head Teacher, 2 units, **or** CDEV 4947 Internship at Child Development Center as Assistant Administrator, 2 units iii. CDEV 4940 Fieldwork in Child Development (1 unit minimum) iv. CDEV Elective, 3 units
Child Development Services Track (12 units) i. Complete the following: (9 units) PSYC 4130 Psychological Disorders of Children, 3 units PSYC 4150 Learning Disabilities, 3 units SOCL 4790 Social Welfare Services, 3	**Child Development Middle Childhood Track** (14 units) Complete the following: CDEV 3030 Cognitive Development in the Schools, 3 units CDEV 4180 Developmental Programs for Children, 3 units CDEV 4940 Fieldwork in Child Development, 2 units minimum CDEV Electives, 6 units (minimum of 3 units must have a CDEV prefix) **Child Development Services Track** (14 units) i. Choose one of the following: (3 units) PSYC 4130 Psychological Disorders of Children, 3 units, **or** PSYC 4150 Learning Disabilities, 3 units ii. Complete the following (6 units): SOCL 4790 Social Welfare Services, 3 units

units	CDEV 3550 Early Intervention with High-Risk Children, 3 units
ii. CDEV 4940 Fieldwork in Child Development (3 units minimum)	iii. CDEV 4940 Fieldwork in Child Development (2 units minimum)
	iv. CDEV Elective, 3 units
Child Development Research Track	
Complete the following: (12 units) SSCI 3000 Library Resources for the Social Sciences, 2 units PSYC 3000 Experimental Methods and Design, 4 units PSYC 4120 Human Development Research Seminar (WP), 3 units CDEV 4000 Child Development Research Methods, 3 units	
General Track A general track plan must be developed with the student's academic adviser and submitted for the Child Development Committee's approval. Select 12 units of upper-division classes from the following:	**General Track** (15 units) A general track plan of 15 thematically related units must be developed with the student's academic adviser and submitted for the Child Development Committee's approval prior to completion of coursework. The general track plan must include a minimum of 9 units of coursework with a CDEV prefix and at least 2 units of fieldwork or upper-division application. Program coursework may be selected from the list of approved CDEV electives; other coursework may be approved by departmental petition (track courses may not cross count with any other part of the CDEV major).
Electives: ANTH 4165 The Family in Cross-Cultural Perspective, 3 units CDEV 3020 Child Guidance and Management, 3 units CDEV 3040 Child Development in Cultural Context, 3 units CDEV 3181 Early Childhood Development, 3 units	**Electives:** ANTH 4165 The Family in Cross-Cultural Perspective, 3 units CDEV 3020 Child Guidance and Management, 3 units CDEV 3040 Child Development in Cultural Context, 3 units CDEV 3181 Early Childhood Development, 3 units

CDEV 3240 Human Development II: Adolescence, 3 units	CDEV 3240 Human Development II: Adolescence, 3 units
CDEV 3320 Infant Development and Group Care, 3 units	CDEV 3320 Infant Development and Group Care, 3 units
CDEV 3340 Human Development III: Adulthood and Aging, 3 units	CDEV 3340 Human Development III: Adulthood and Aging, 3 units
CDEV 3440 Developmental Assessment, 3 units	CDEV 3440 Developmental Assessment, 3 units
CDEV 3550 Early Intervention with High-Risk Children, 4 units	CDEV 3550 Early Intervention with High-Risk Children, 3 units
CDEV 4000 Child Development Research Methods, 3 units	CDEV 4000 Child Development Research Methods, 3 units
———	———
	CDEV 4100 Policy and Advocacy for Children & Families (WP), 3 units
CDEV 4180 Developmental Programs for Preschool Children, 3 units, and	CDEV 4180 Developmental Programs for Children, 3 units
CDEV 4190 Developmental Programs Laboratory, 1 unit	
———	———
	CDEV 4200 Multi-Contextual Aspects of Parenting and Families (WP), 3 units
CDEV 4280 Development of Social Cognition, 3 units	CDEV 4280 Development of Social Cognition, 3 units
———	———
CDEV 4940 Field Work in Child Development, 1-2 units (must be approved by adviser)	CDEV 4940 Field Work in Child Development, 1-2 units (must be approved by adviser)
CDEV 4945 Internship at Child Development Center as Instructional Aide, 1 unit	CDEV 4945 Internship at Child Development Center as Instructional Aide, 1 unit
CDEV 4946 Internship at Child Development Center as Head Teacher, 2 units	CDEV 4946 Internship at Child Development Center as Head Teacher, 2 units
CDEV 4947 Internship at Child Development Center as Assistant Administrator, 2 units	CDEV 4947 Internship at Child Development Center as Assistant Administrator, 2 units
CDEV 4950 Selected Topics in Child Development, 1-4 units	CDEV 4950 Selected Topics in Child Development, 1-4 units
CDEV 4960 Organization and Administration of Early Childhood Education Programs, 4 units	CDEV 4960 Organization and Administration of Early Childhood Education Programs, 3 units
CDEV 4980 Individual Study, 1-3 units	CDEV 4980 Individual Study, 1-3 units
CDEV 4990 Senior Honors Thesis, 3 units	CDEV 4990 Senior Honors Thesis, 3 units
	CJ 4230 Juvenile Justice, 4 units
———	———
COMM 3010 Language and Speech Development, 3 units	~~COMM 3010 Language and Speech Development, 3 units~~

COMM 3400 Oral Interpretation of Children's Literature, 3 units	COMM 3400 Oral Interpretation of Children's Literature, 3 units
-----------	
ENGL 4620 Children's Literature, 3 units	COMM 4060 Family Communication, 3 units
-----------	ENGL 4620 Children's Literature, 3 units
ETHS 4000 The Mexican American Family, 3 units	ENGL 4630 Adolescent Literature, 3 units
ETHS 4010 The African American Family, 3 units	ETHS 4000 The Mexican American Family, 3 units
ETHS 4030 Asian American Families, 3 units	ETHS 4010 The African American Family, 3 units
MUS 3340 Music in Elementary School, 3 units, **or**	ETHS 4030 Asian American Families, 3 units
MUS 3341 Music for the Classroom Teacher, 3 units	MUS 3340 Music in Elementary School, 3 units, **or**
PHED 3400 Elementary Physical Education, 3 units	MUS 3341 Music for the Classroom Teacher, 3 units
-----------	PHED 3400 Elementary Physical Education, 3 units
PSYC 3700 Introduction to Learning and Motivation, 3 units	PHED 4200 Motor Learning, 3 units
PSYC 4110 Behavior Genetics, 3 units	PHED 4250 Motor Development, 3 units
PSYC 4120 Human Development Research Seminar (WP), 3 units	PSYC 3700 Introduction to Learning and Motivation, 3 units
PSYC 4130 Psychological Disorders of Children, 3 units	PSYC 4110 Behavior Genetics, 3 units
PSYC 4150 Learning Disabilities, 3 units	PSYC 4120 Human Development Research Seminar (WP), 3 units
-----------	PSYC 4130 Psychological Disorders of Children, 3 units
SOCL 3150 The Family, 3 units	PSYC 4150 Learning Disabilities, 3 units
SOCL 3160 Sociology of Youth, 3 units	PSYC 4750 Applied Behavior Analysis in the Classroom, 3 units
THEA 3020 Children's Theatre, 3 units, **or**	SOCL 3150 The Family, 3 units
THEA 4020 Performance for Children, 4 units	SOCL 3160 Sociology of Youth, 3 units
	THEA 3020 Children's Theatre, 3 units, **or**
	THEA 4020 Performance for Children, 4 units

APPENDIX F
ANNUAL ASSESSMENT REPORTS

California State University, Stanislaus
Department of Child Development
Assessment Plan
Spring 2007

MISSION
The Child Development program with its focus on developmental theory, research and diverse applications supports the campus mission of a learning-centered university. The Child Development program provides a variety of opportunities for hands-on application of course materials. Both core and track classes include opportunities for observation, guided interaction, research, and practice. In this way, the Child Development major directly supports the University's mission to support classroom lectures and traditional classroom activities with meaningful experiential learning.

PROGRAM GOALS
- Developmental Knowledge: To provide students with an educational experience that will help them develop an understanding of developmental theories, developmental research, developmentally appropriate practices, contemporary issues and the relationship between theory, research, and practice.
- Research Process: To provide students with opportunities to develop information retrieval skills, the ability to critically evaluate research, an understanding of developmental research methods as well as knowledge of ethical issues related to doing research with children.
- Application: To provide students with hand-on opportunities to expand their knowledge and develop skills for working with families and children. In particular, courses enable students to develop child guidance skills and engage in developmentally appropriate practice while applying their knowledge of legal, ethical, and pragmatic issues.
- World View: To provide and educational program that encourages students to integrate their learning into a cohesive framework, to successfully argue a position on an issue and be able to speak of their personal worldview regarding child development. Additionally, the program engages students in child advocacy, fosters students' awareness of children's rights, and requires students to demonstrate good moral character.

STUDENT LEARNING GOALS/ OBJECTIVES
- Child Development Knowledge/Foundations: Graduating students will demonstrate a strong understanding of the child development theories, developmental knowledge, contemporary issues and the relationship between theory and research.
- The Research Process: Students will demonstrate information competency, the ability to critically evaluate research, and an understanding of research and developmental methods as well as ethical issues related to doing research with children.
- Leadership: Students will have refined management and personal skills as well as the ability to work successfully in a team setting.
- Child Guidance: Students will demonstrate strong child guidance skills and an understanding of developmentally appropriate behavior
- Integration: Students should be able to integrate what they have learned into a cohesive framework so that they can successfully argue a position on an issue and be able to speak of their personal worldview regarding child development.
- Legal, Ethical, and Pragmatic Issues: Students will be aware of children's rights, engage in advocacy for children, and demonstrate good moral character

WHAT DATA WERE COLLECTED AND HOW?
DIRECT
- Portfolios (Incoming and Graduating)
-

INDIRECT
- Employer Survey
- Course Evaluations
- Community Professionals Survey
- Graduating Senior Survey
- Alumni Survey
- Institutional Data

HOW DID FACULTY USE THE DATA? WHEN DID FACULTY MEET TO DISCUSS FINDINGS?
As part of the departmental meetings the department chair, PAC and faculty review data, discuss possible modifications and make changes as appropriate.

WHAT RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING WERE MADE?
Identified that additional advising needed prior to admittance into the capstone course, and implemented a mandatory Senior advising session. Found that the quality of writing in the senior seminar was below expectations, and implemented the requirement that students must pass the WPST before the senior seminar. Community professionals found that students are well prepared and possess necessary skills for employment upon graduation.

California State University, Stanislaus

PROGRAM ASSESSMENT ANNUAL UPDATE

PROGRAM NAME: Child Development

COLLEGE YEAR: 2008-2009

WHEN DID THE FACULTY MEET TO DISCUSS THE FINDINGS? WHAT WAS THE PROCESS? HOW DID FACULTY USE THE DATA COLLECTED?

Child Development (CDEV) faculty met weekly throughout the academic year to discuss program, curriculum, and student learning concerns and issues. A sub-committee of the CDEV faculty (CDEV Assessment Committee) also met several times over the academic year and identified the program goals and student learning objectives (theory knowledge and application) to assess. A plan was developed to create a rubric that would directly assess graduating students' understanding of developmental theories and application of theory knowledge based on their written worldview statements produced in the program's capstone course, Senior Seminar. The rubric will be developed and implemented in the fall of 2009. The CDEV Assessment Committee also devised two indirect measures: a modified version of the National Survey of Student Engagement (NSSE) and the CSU Stanislaus Graduating Senior Survey. The goal of these modified surveys was to collect graduating CDEV students' perceptions that could then be compared to national (NSSE) and university-wide (CSU Stanislaus Graduating Senior Survey) data. Previously, NSSE and CSU Stanislaus Graduating Senior Survey data collected university-wide by Institutional Research did not include enough CDEV participants to compare CDEV student means to national and CSU means. Indirect data was also collected from CDEV community professionals. Community members were asked to rank the importance of each of the CDEV program goals. Lastly, the entire CDEV faculty agreed to begin reviewing and revising program student learning objectives to reflect the recent reorganization of the CDEV program. This process will begin in fall of 2009.

WHAT CHANGES FOR IMPROVING STUDENT LEARNING WERE MADE AS A RESULT OF THE FINDINGS? IF NO CHANGES WERE NECESSARY, WHAT WAS CONFIRMED?

The 2008-2009 year was spent collecting program level data. Findings from the 2 graduating student surveys and the community professional survey will be discussed in the fall of 2009. These findings and others will also be considered as program faculty begin their Academic Program Review self-study in the fall of 2009.

IF CHANGES FOR IMPROVING STUDENT LEARNING WERE RECOMMENDED, WHAT RESOURCES WIL BE NEEDED TO EFFECTIVELY IMPLEMENT THOSE CHANGES? WHAT CHALLENGES, IF ANY, WILL IMPACT THE PROGRAM'S ABILITY TO EFFECTIVELY IMPLEMENT THOSE CHANGES?

No program level changes for improving student learning have been recommended for the 2008-2009 academic year.

California State University, Stanislaus
Department of Child Development
Assessment Plan
Spring 2008

HOW DID FACULTY USE THE DATA? WHEN DID FACULTY MEET TO DISCUSS FINDINGS?

A rubric was created to assess graduating students' level of competency related to the research process. A sub-committee of the CDEV faculty (CDEV Assessment Committee) met in the spring of 2008 to assess graduating students' understanding of research and developmental methods using the created rubric. Data confirmed faculty concern that graduating students needed greater exposure and experience in the research process. Survey data was also collected from community professionals regarding graduating students' ability to meet program competencies (program level student learning objectives). Finally, survey data was collected from both incoming majors and graduating majors on their perceived understanding of the program competencies. Survey data will be discussed fall 2008.

WHAT RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING WERE MADE?

Data collected on graduating students' understanding of research and developmental methods supports programmatic changes to include more research-based CDEV courses. CDEV students who enter the revised CDEV program in fall 2009 will be required to choose between one of two research-focused courses. CDEV faculty will reassess students' understanding of research and developmental methods in the fall of 2010.

California State University, Stanislaus
Department of Child Development
Assessment Plan Update
Spring 2010

MISSION
The Child Development program with its focus on developmental theory, research and diverse applications supports the campus mission of a learning-centered university. The Child Development program provides a variety of opportunities for hands-on application of course materials. Both core and track classes include opportunities for observation, guided interaction, research, and practice. In this way, the Child Development major directly supports the University's mission to support classroom lectures and traditional classroom activities with meaningful experiential learning.

PROGRAM GOALS
- Developmental Knowledge: To provide students with an educational experience that will help them develop an understanding of developmental theories, developmental research, developmentally appropriate practices, contemporary issues and the relationship between theory, research, and practice.
- Research Process: To provide students with opportunities to develop information retrieval skills, the ability to critically evaluate research, an understanding of developmental research methods as well as knowledge of ethical issues related to doing research with children.
- Application: To provide students with hand-on opportunities to expand their knowledge and develop skills for working with families and children. In particular, courses enable students to develop child guidance skills and engage in developmentally appropriate practice while applying their knowledge of legal, ethical, and pragmatic issues.
- *World View*: To provide an educational program that encourages students to integrate their learning into a cohesive framework, to successfully argue a position on an issue and be able to speak of their personal worldview regarding child development. Additionally, the program engages students in child advocacy, fosters students' awareness of children's rights, and requires students to demonstrate good moral character.

STUDENT LEARNING GOALS/ OBJECTIVES
- Child Development Knowledge/Foundations: Graduating students will demonstrate a strong understanding of the *child development theories*, developmental knowledge, contemporary issues and the relationship between theory and research.
- The Research Process: Students will demonstrate information competency, the ability to critically evaluate research, and an understanding of research and developmental methods as well as ethical issues related to doing research with children.
- Professional, Personal, and Interpersonal Skills: Students will have refined management and personal skills as well as the ability to work successfully in a team setting.
- Developmentally Appropriate Practices: Students will demonstrate strong child guidance skills and an understanding of developmentally appropriate behavior
- Integration and Application to Practice in the Community: Students should be able to integrate what they have learned into a cohesive framework so that they can successfully argue a position on an issue and be able to speak of their personal worldview regarding child development.
- Legal, Ethical, and Pragmatic Issues: Students will be aware of children's rights, engage in advocacy for children, and demonstrate good moral character

WHAT DATA WERE COLLECTED AND HOW?
DIRECT
- Portfolios (Graduating)
- Student Narratives: Professional Worldview

INDIRECT
- Course Evaluations
- Graduating Senior Survey
- Alumni Survey
- Institutional Data
- Child Development Program Competencies

PROCESS, TIMELINE, AND RESPONSIBLE PARTIES FOR IMPLEMENTATION OF PLAN:
The Child Development program faculty are continuing the assessment plan begun in 2008-2009. Data are continuing to be collected from the sources names above. The continuing focus of the 2009-2010 assessment plan is students' competence and use of developmental theories. A rubric will be created to assess graduating students' level of competency related to the knowledge and application of developmental theories. A sub-committee of the CDEV faculty (CDEV Assessment Committee) met in the fall of 2008 to identify program goals and student learning objectives to assess (theory knowledge and application). Since Spring 2009, the CDEV faculty have been collecting data to determine students' competence in developmental theory. The CDEV Assessment Committee will continue to meet in spring 2010 to assess graduating students' understanding of developmental theories and application of theory knowledge based on the written worldview. The CDEV Assessment Committee will also create a rubric for this assessment of direct data. Indirect data, including course evaluations, graduating senior surveys, alumni surveys, and institutional data, will also be used in spring 2010 to assess students' competence in the area of theory knowledge as well as their proficiency in applying theory knowledge to the written worldview. In addition, the entire CDEV faculty reviewed the program competencies in fall 2008, revising them to reflect program assessment data as well as student, faculty, and community feedback on needed knowledge and skills in Child Development graduates.

Timeline	Task	Responsible Person
Fall 2009	Continue to assess program goals and student learning objectives to assess	CDEV Assessment Committee
Fall 2009	Continue direct and indirect means of assessment for identified focus of 2008-2009 CDEV program assessment	CDEV Assessment Committee
Fall 2009	Review CDEV program competencies	CDEV Committee
Spring 2010	Develop rubric for assessing theory knowledge and application	CDEV Assessment Committee
Spring 2010	Develop graduating senior survey for students to self-assess progress on competencies	CDEV Assessment Committee

Spring 2010	Collect Institutional Data (IDEA and WPST)	CDEV Assessment Committee

PROGRAM ASSESSMENT PLAN UPDATE:

The Child Development program has made progress on its assessment plan since fall 2009. Unfortunately, while data have been collected toward the assessment of graduating students' competence in the knowledge and application of development theory, minimal data analysis has been completed. The CDEV program has lost two of seven faculty members in the last two years, and has had to focus its attention on the maintenance of its classes and on the advisement of its students. The rubric for the assessment of development theory knowledge has undergone several revisions, but is not finalized. The survey proposed to allow graduating seniors the opportunity to self-assess their developmental theory knowledge has not been finalized. Our goal as CDEV faculty is to continue the assessment plan developed in fall 2008 for the next year, 2010-2011.

California State University, Stanislaus
2012-13 Annual Report Template

College: CNS   Program: *Child Development*   Next APR year:

Program Learning Outcomes:
PLO 1: Demonstrate Child Development Knowledge/Foundation
PLO 2: Demonstrate Information Competency, Critical Evaluation of Research, Understanding of Developmental Methods, Use of Ethical Principles with Child Participants
PLO 3: Use of Effective Personal and Interpersonal Communication, Ability to Work in Teams, Demonstrate Leadership Skills
PLO 4: Understand Legal, Ethical and Pragmatic Issues, Acting in Accordance with Legal and Ethical Guidelines
PLO 5: Demonstrate Child Guidance Skills and Developmentally Appropriate Practices
PLO 6: Integrate Child Development Knowledge and Skills to Articulate and Defend a Personal Worldview related to Child Development

Program Maintenance Outcomes:
PMO 1: New faculty hires in areas early intervention
PMO 2: Continuance of the Child Development Center Structure: Faculty Director and Teaching Demonstration to support Child Development teaching interns, application courses and fieldwork
PMO 3: Support for faculty including curriculum and program development, travel funds, office staff, research resources

Where are these outcomes published? Considering submission to Society for Research in Child Development Teaching Institute

Assessed Outcomes	Assessment Methods	Data Reviewed and Findings	Actions
(List PLO# and/or PMO# for outcomes assessed during AY 2012-13)	*(Describe the assessment methods used this year and indicate the targeted PLO by #)*	*(Provide a description of the data reviewed and a summary of the findings. Describe the process for evaluating/analyzing the findings)*	*(Describe implemented or planned actions based on findings)*
PLO 1: Child Development Knowledge/ Foundations	**Direct (instructor assessment of student performance):** Students in the program's senior capstone course, CDEV 4965, are required to write narratives that reflect their knowledge and understanding of various content areas (i.e., theoretical perspectives, research processes, ethical issues, etc.). This year faculty rated students narratives for their understanding of PLO 1:Child Development Knowledge/Foundations.	Faculty reviewed and rated a random sample of student narratives. The narratives required students to showcase their understanding of the theoretical perspectives within the field of child development. Faculty scores for each sample narrative were aggregated. The findings indicate that overall, students were able to both describe and explain key theories.	The assessment findings prompted faculty to revisit the Child Development Program Competency Matrix to discuss, and possibly modify, the CDEV courses responsible for exposing students to the child development theories.

Approvals:

Department Chair/ _____ Date _____
Program Director

_____ _____
College Dean   Date _____

California State University, Stanislaus
2012-13 Annual Report Template

Assessed Outcomes	Assessment Methods	Data Reviewed and Findings	Actions
(List PLO# and/or PMO# for outcomes assessed during AY 2012-13)	(Describe the assessment methods used this year and indicate the targeted PLO by #)	(Provide a description of the data reviewed and a summary of the findings. Describe the process for evaluating/analyzing the findings)	(Describe implemented or planned actions based on findings)
PLO 6: Integrate Child Development Knowledge and Skills to Articulate and Defend a Personal Worldview related to Child Development	**Indirect (student self-assessment/ perception):** Juniors in CDEV 3000 and seniors in CDEV 4965 met at the end of the semester for their Portfolio Presentations. Seniors presented their worldviews (related to PLO #6) to the junior students. Juniors were asked to rate their level of understanding of worldviews.	Juniors' responses were collected and aggregated. The findings indicate that Juniors felt they had a better understanding of worldviews.	Faculty will continue to explore ways to facilitate the emergence of students' worldview, by for example, providing additional opportunity for students to articulate and defend their worldview throughout the CDEV program.

Approvals:

Department Chair/
Program Director _____ Date _____

College Dean _____ Date _____

:epl 021612

College: College of Science   Program: Child Development   Next APR year:

Program Learning Outcomes:

PLO 1: Demonstrate Child Development Knowledge/Foundation
PLO 2: Demonstrate Information Competency, Critical Evaluation of Research, Understanding of Developmental Methods, Use of Ethical Principles with Child Participants
PLO 3: Use of Effective Personal and Interpersonal Communication, Ability to Work in Teams, Demonstrate Leadership Skills
PLO 4: Understand Legal, Ethical and Pragmatic Issues, Acting in Accordance with Legal and Ethical Guidelines
PLO 5: Demonstrate Child Guidance Skills and Developmentally Appropriate Practices
PLO 6: Integrate Child Development Knowledge and Skills to Articulate and Defend a Personal Worldview related to Child Development

Assessed Outcomes	Assessment Methods	Data Reviewed and Findings	Actions
(List PLO# and/or PMO# for outcomes assessed during AY 2013-14)	*(Describe the assessment methods used this year and indicate the targeted PLO by #)*	*(Provide a description of the data reviewed and a summary of the findings. Describe the process for evaluating/analyzing the findings)*	*(Describe implemented or planned actions based on findings)*
PLO 5: Demonstrate Child Guidance Skills and Developmentally Appropriate Practices	**Direct (instructor assessment of student performance):** Students in the senior capstone course, CDEV 4965, are required to write narratives that reflect their knowledge and understanding of various competencies that mirror the program objectives (i.e., theoretical perspectives, research processes, ethical issues, etc.). This year faculty rated student narratives for their understanding of PLO 5: Demonstrate Child Guidance Skills and Developmentally Appropriate Practices	Faculty reviewed and rated a random sample of student narratives from the fall and spring capstone courses. The narratives required students to showcase their understanding of how theoretical perspectives within the field of child development inform developmentally appropriate adult-child interactions and practice. Faculty scores for the narratives were aggregated. The findings indicate that overall, students were able to either *describe* or *explain* how theories informed developmentally appropriate practices.	Faculty plan to review student applications experiences (i.e., fieldwork, internships and application courses) and course assignments for opportunities to reiterate the connections between developmental theories and developmentally appropriate practices. In addition, faculty plan to integrate more readings on developmentally appropriate practice into their required course readings.

Approvals:

Department Chair/   Date _____
Program Director

_____   _____
                                                  College Dean   Date _____

California State University, Stanislaus
2013-14 Annual Report Template

| PLO 3: Use of Effective Personal and Interpersonal Communication, Ability to Work in Teams, Demonstrate Leadership Skills | Indirect (student self-assessment/ perception): Throughout the semester seniors from capstone course CDEV 4965 meet with the juniors from CDEV 3000 and mentor them through class presentations, teaching demonstrations and one-on-on discussions about senior internships and portfolios. At the end of the semester, juniors were asked to rate the extent to which the interactions with the seniors had an impact on their professional development (related to PLO #3). | Juniors' responses were collected and aggregated. The findings indicate that juniors felt the interactions with the seniors had a very high impact on their professional development, averaging 9.8 out of 10. | Based on the findings faculty will continue to facilitate professional interactions between juniors and seniors in the capstone course. However over years, the program has had to deal with frustrating resource challenges. Each semester a request is made to have one of the two assigned classrooms be large enough to accommodate both classes and invited faculty and guests for the senior presentations and teaching demonstrations. Unfortunately, each year this request has been denied forcing students and guests to stand or sit on the floor. The program is requesting greater support from the university in assigning classroom space that accommodates these important interactions that are a unique aspect of the program and that clearly facilitate students' professional development. |

Program Maintenance Outcomes:

PMO 1: New faculty hires

PMO 2: Continuance of the Child Development Center Structure: Faculty Director and Teaching Demonstration to support Child Development teaching interns, application courses and fieldwork

PMO 3: Support for faculty including curriculum and program development, travel funds, office staff, research resources

Approvals:

Department Chair/ _____ Date _____

Program Director

_____ Date _____

College Dean

APPENDIX G
MATRIX/CURRICULUM MAP

Using the competency grid, for each course that you teach or have taught, determine:

1. How central is the competency to the course?
    a. H = high
    b. M = medium
    c. L = low

2. What type of competencies does your course cover?
    a. K = Knowledge
    b. S = Skills
    c. A = Attitudes

3. According to Biggs' model, what level of learning occurs in your course?
   For content based courses:
    a. CI = identify
    b. CD = describe
    c. CA = analyze/explain
    d. CT = theorize/generalize

   For skill based courses:
    a. SR = recognize
    b. SI = imitate
    c. SK = knowing when to use skill
    d. SJ = ability to justify, teach, skill; generalize to novel situations; integrate developmental information, etc.

4. Competency does not apply to course content
    a. NA = not applicable

1. Knowledge/Found.   A. Theories   B. Dev. Know.   C. Child D.

UpCompetencies Courses Offered	Biology	Environment	Constructivist	Cult/Context	Dev. Areas	Life Span	Family/peer influences	Contemp. Iss.	Theory/Res.	
Core Courses										
3000 Professional Issues	L K CI	L K CI	L K CI	L K CI	L K CI	NA	L K CI	L K CI	L K CI	
3010 Child Abuse and Neglect	NA	NA	NA	NA	NA	NA	M K CD	M K CD	NA	
3140 Childhood	H K CD	H K CD	H K CD	H K CD	H K CD	M K CD	H K CD	H K CD	H K A CD	
3170 Early Cognitive	H K CA	H K CA	H K CA	H K CA	M K CD		H K CA	H K CD	H K A CD	
3180 Early Social	H K CA	H K CA	H K CA	H K CA	M K CD		H K CA	H K CD	H K A CD	
Application Courses										
3020 Child Guidance and Management	L K CD	L K CD	L K CD	L K CD	L K CA	L K	H K CA	M K CD	H K CA	
3181 Early Childhood Development	M K CA	M K CA	M K CA	M K CA	H K CA CT	L K	H K CA	M K CD	L K	
3440 Developmental Assessment	M K CA	M K CA	M K CA	M K CA	H K CA	L K	H K CA	M K A CD	L K	
Lifespan Course										
3240 Adolescence	H K CD	H K CD	H K CD	H K CD	H K CD	M K CD	H K CD	H K CD	H K CD	
3340 Adulthood	H K CD	H K CD	H K CD	H K CD	H K CD	M K CD	H K CD	H K CD	H K CD	

Cont.   E. Theory/Res

Context   Issues

2. Research Process.

Competencies ⇒ Courses Offered	A. Ethical Issues	B. Crit Eval Research	C. Research Methods	D. Info Competency	E. Develop Methods	F. APA Format				
Core Courses										
3000 Professional Issues	M K CD	M K CD	M K CD	M K CD	M K CD	L S SI				
3010 Child Abuse and Neglect	L K	NA	NA	NA	NA	NA				
3140 Childhood	L K A CD	LKAS SR	L K CD	L S SI	M K CD	L S SI				
3170 Early Cognitive	M K CD	M K CD	M K CD	L S SI	M K CD	M K CD				
3180 Early Social	M K CD	M K CD	M K CD	L S SI	M K CD	M K CD				
Application Courses										
3020 Child Guidance and Management	M K CD	L K CI	NA	L S SI	L K	NA				
3181 Early Childhood Development	H K CD	L K CI	L K CI	L S SI	M K CD	NA				
3440 Developmental Assessment	H K CD	L K CI	L K CI	L S SI	M K CD	NA				
Lifespan Course										
3240 Adolescence	L K A CD	L K AS SR	L K CD	L S SI	M K CD	L S SI				
3340 Adulthood	L K A CD	L K AS SR	L K CD	L S SI	M K CD	L S SI				

4

3. Legal, Ethical, & Pragmatic Issues

Competencies → Courses Offered	A. Child/par. Rights	B. Code of Conduct	C. Infostruct. & Resource	D. Advocacy	E. Abuse & Neglect	F. Good Moral Char.				
Core Courses										
3000 Professional Issues	M K CD	M K CD	NA	M K CD	M K CD	NA				
3010 Child Abuse and Neglect	H K CD	H K CD	L K CI	L K CI	H K CA	M K				
3140 Childhood	L K CI	NA	NA	NA	NA	L A				
3170 Early Cognitive	L K CI	NA	NA	NA	NA	L A				
3180 Early Social	L K CI	NA	NA	NA	NA	L A				
Application Courses										
3020 Child Guidance and Management	M K CD	M K CD	NA	L K CD	M K CD	?				
3181 Early Childhood Development	M K CD	M K CD	NA	L K CD	M K CD	?				
3440 Developmental Assessment	M K CD	M K CD	NA	L K CD	M K CD	?				
Lifespan Course										
3240 Adolescence	L K CI	NA	NA	NA	NA	LA				
3340 Adulthood	L K CI	NA	NA	NA	NA	LA				

4. Leadership

Competencies Courses Offered	A. Manage Skills	B. Self Assessment	C. Grant Writing	D. Teamwork	E. Personal Management	F. Ethical Behavior				
Core Courses										
3000 Professional Issues	NA	?	NA	L S	NA	M KSA CD SI				
3010 Child Abuse and Neglect	NA	NA	NA	NA	NA	H K CD				
3140 Childhood	NA	NA	NA	NA	NA	H K A				
3170 Early Cognitive	NA	NA	NA	NA	NA	H K A				
3180 Early Social	NA	NA	NA	NA	NA	H K A				
Application Courses										
3020 Child Guidance and Management	NA	NA	NA	NA	NA	H K A				
3181 Early Childhood Development	NA	NA	NA	NA	NA	H K A				
3440 Developmental Assessment	NA	NA	NA	NA	NA	H K A				
Lifespan Course										
3240 Adolescence	NA	NA	NA	NA	NA	H K A				
3340 Adulthood	NA	NA	NA	NA	NA	H K A				

5. Child Guidance

Competencies → Courses Offered	A. Authority Style	B. DAP & Behavior	C. Guidance Techniques								
Core Courses											
3000 Professional Issues	NA	NA	NA								
3010 Child Abuse and Neglect	L K CI	NA	NA								
3140 Childhood	M K CD	L K A CI	NA								
3170 Early Cognitive	NA	L K A CI	NA								
3180 Early Social	M K CD	L K A CI	NA								
Application Courses											
3020 Child Guidance and Management	H K A CA	H K S A CD SI	H K S CD SK								
3181 Early Childhood Development	L K	M K CD	NA								
3440 Developmental Assessment	L K	L K CI	NA								
Lifespan Course											
3240 Adolescence	M K CD	L K A CI	NA								
3340 Adulthood	M K CD	L K A CI	NA								

6. Integration

Competencies Courses Offered	A. World View	B. Position on Issue	C. Fieldwork							
Core Courses										
3000 Professional Issues	L K CI	L K CI	NA							
3010 Child Abuse and Neglect	NA	NA	NA							
3140 Childhood	M K CI	L K CI	NA							
3170 Early Cognitive	M K CI	M K CI	NA							
3180 Early Social	M K CI	M K CI	NA							
Application Courses										
3020 Child Guidance and Management	M K CI	L K CI	NA							
3181 Early Childhood Development	L K	L K	NA							
3440 Developmental Assessment	L K	L K	NA							
Lifespan Course										
3240 Adolescence	M K CI	L K CI	NA							
3340 Adulthood	M K CI	L K CI	NA							

1. Knowledge/Found.   A. Theories   B. Dev. Know.   C. Child D.
Cont.   E. Theory/Res

Context   Issues

| Competencies / Courses Offered	Biology	Environment	Constructivist	Cult/Context	Dev. Areas	Life Span	Family/peer influences	Contemp. Iss.	Theory/Res.	
Family Courses										
4165 Family in Cross-cultural Perspective										
4000 Mexican Am Family										
4010 Black Am Family										
3150 Family	L	L	L	MK	MK	MK	HK	HK		
Capstone Courses										
4965 Senior Seminar	L	L	L	L	L	L	L	HK SJ A	MK SJ A	
4948 Senior Internship										
Track: Program										
4180 Developmental Programs	HK A CT	HK A CT	HK A CT	HK A CT	HK A CT	L	L	MK A CA	HK CT	
4960 Organization & Administration	L	L	L	L	L	L	MK A	MK A	L	
4945—47 CDC Internship	L	L	L	L	L	L	L	L	L	

2. Research

| Competencies → / Courses Offered	A. Fundamental Issues	B. Crit Eval Research	C. Research Methods	D. Info Competency	E. Develop Methods	F. APA Format				
Family Courses										
4165 Family in Cross-cultural Perspective										
4000 Mexican Am Family										
4010 Black Am Family										
3150 Family										
Capstone Courses										
4965 Senior Seminar	L	M								
4948 Senior Internship										
Track: Program										
4180 Developmental Programs	L	L	L	L	L	NA				
4960 Organization & Administration	L	L	L	L	L	NA				
4945 – 47 CDC Internship	L	L	L	L	L	NA				

3. Legal, Ethical, & Pragmatic Issues

| Competencies Courses Offered	A. Child/par. Rights	B. Code of Conduct	C. Infostruct. & Resource	D. Advocacy	E. Abuse & Neglect	F. Good Moral Char.				
Family Courses										
4165 Family in Cross-cultural Perspective										
4000 Mexican Am Family										
4010 Black Am Family										
3150 Family	MK A	L	L	MK A CD	MK A CD	NA				
Capstone Courses										
4965 Senior Seminar										
4948 Senior Internship										
Track: Program										
4180 Developmental Programs	HK A CT	HK A CTG	MK A CT	MK A CT	HK A CT	HK A CT				
4960 Organization & Administration	HK A CT SJ	HK A CT SJ	HK A CT SJ	HK A CT SJ	HK A CT SJ	HK A CT SJ				
4945 – 47 CDC Internship	HK A CT SJ	HK A CT SJ	HK A CT SJ	HK A CT SJ	HK A CT SJ	HK A CT SJ				

4. Leadership

Competencies Courses Offered	A. Manage Skills	B. Self Assessment	C. Grant Writing	D. Teamwork	E. Personal Management	F. Ethical Behavior				
Family Courses										
4165 Family in Cross-cultural Perspective										
4000 Mexican Am Family										
4010 Black Am Family										
3150 Family										
Capstone Courses										
4965 Senior Seminar										
4948 Senior Internship										
Track: Program										
4180 Developmental Programs	HK A SK	HK A SK	L-M	HK A SK-SJ	MK A S	HK A SJ				
4960 Organization & Administration	HK A SK	HK A SK	HK SK	HK A SK-SJ	HK A SK	HK A SJ				
4945 – 47 CDC Internship	HK A SJ	HK A ST	L	HK A SJ	HK A SJ	HK A SJ				

5. Guidance

Competencies → Courses Offered	A. Authority Style	B. DAP & Behavior	C. Guidance Techniques							
Family Courses										
4165 Family in Cross-cultural Perspective										
4000 Mexican Am Family										
4010 Black Am Family										
3150 Family										
Capstone Courses										
4965 Senior Seminar										
4948 Senior Internship										
Track: Program										
4180 Developmental Programs	MK A	HK A SJ	HK A SJ							
4960 Organization & Administration	MK A CT	HK A CT	HK A CT							
4945—47 CDC Internship	MK A CT	HK A SJ	HK A SJ							

6. Integration

Competencies → / Courses Offered	A. World View	B. Position on Issue	C. Fieldwork							
Family Courses										
4165 Family in Cross-cultural Perspective										
4000 Mexican Am Family										
4010 Black Am Family										
3150 Family										
Capstone Courses										
4965 Senior Seminar										
4948 Senior Internship										
Track: Program										
4180 Developmental Programs	HK A CT SK	MK A CT	NA							
4960 Organization & Administration	HK A CT SK	L?	NA							
4945—47 CDC Internship	HK A SJ	L?	NA							

1. Knowledge/Found.   A. Theories   B. Dev. Know.   C. Child D.
Cont. E. Theory/Res

Context   Issues

Competencies ⇒ Courses Offered ⇓	Biology	Environment	Constructivist	Cult/Context	Dev. Areas	Life Span	Family/peer influences	Contemp. Iss.	Theory/Res.	
Track: Services										
4130 Psych Disorders	MK CD	MK CD	L	MK CD	HK A CA	L	MK CD	MK A CA	MK CA	
4150 Learning Disabilities	L	L	L	L	L	L	MK CD	MK A CA	MK CA	
4790 Social Welfare	L	L	L	L	L	L	HK A CA	HK A CA	MK CA	
Early Intervention Lab	L	L	L	HK CT	HK CT	L	HK CT	L	HK CT	
Track: Research										
SSCI 3000 Library Science	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Psyc 3000	NA	NA	NA	NA	NA	NA	NA	NA	L	
Psyc 4120 Human Development Lab	NA	NA	NA	NA	NA	L	NA	NA	L	
4000 Child Dev Research Methods	L	L	L	L	L	L	L	L	L	

2. Research Process

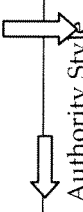| Competencies Courses Offered	A. Ethical Issues	B. Crit Eval Research	C. Research Methods	D. Info Competency	E. Develop Methods	F. APA Format				
Track: Services										
4130 Psych Disorders	L	MK A CA	L	L	L	L				
4150 Learning Disabilities	L	MK A CA	L	L	L	L				
4790 Social Welfare	L	MK A CA	L	L	L	L				
Early Intervention Lab	L	L	L	L	L	L				
Track: Research										
SSCI 3000 Library Science	NA	NA	NA	HK CD SK	NA	L				
Psyc 3000	HK A CD SJ	MK A CI SR	HK CD	HK SI CD	NA	MK SI CI				
Psyc 4120 Human Development Lab	HK A CD SJ	HK A CD SK	HK CA	HK SK CA	HK CA	HK SK CD				
4000 Child Dev Research Methods	HK A CD SJ	HK A CD SK	HK CA	HK SK CA	HK CA	HK SK CD				

3. Legal, Ethical, & Pragmatic Issues

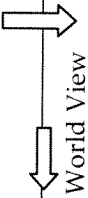| Competencies Courses Offered	A. Child/par. Rights	B. Code of Conduct	C. Infostruct. & Resource	D. Advocacy	E. Abuse & Neglect	F. Good Moral Char.				
Track: Services										
4130 Psych Disorders	L	L	L	MK A CD	L	L				
4150 Learning Disabilities	MK CD	L	MK CD	MK A CD	L	L				
4790 Social Welfare	HK A CA	MK A CD	HK A SK	HK A CA	MK A SK	L				
Early Intervention Lab	HK A CT SJ	HK A CT SJ	MK CA	HK A CA	HK A CA SK	HK A CT SJ				
Track: Research										
SSCI 3000 Library Science	NA	NA	NA	NA	NA	NA				
Psyc 3000	NA	NA	NA	NA	NA	NA				
Psyc 4120 Human Development Lab	L	MK A CD SK	NA	NA	NA	L				
4000 Child Dev Research Methods	L	MK A CD SK	NA	NA	NA	L				

4. Leadership

Competencies / Courses Offered	A. Manage Skills	B. Self Assessment	C. Grant Writing	D. Teamwork	E. Personal Management	F. Ethical Behavior				
Track: Services										
4130 Psych Disorders	NA	NA	NA	NA	NA	NA				
4150 Learning Disabilities	NA	NA	NA	NA	NA	NA				
4790 Social Welfare	NA	NA	NA	NA	NA	NA				
Early Intervention Lab	HK A CT SJ	HK A CT SJ	L	HK A S CT	HK A S CA	HK A CT SJ				
Track: Research										
SSCI 3000 Library Science	NA	NA	NA	NA	NA	NA				
Psyc 3000	NA	NA	L	SK	SK	L				
Psyc 4120 Human Development Lab	NA	NA	L	SK	SK	L				
4000 Child Dev Research Methods	NA	NA	L	SK	SK	L				

5. Guidance

Competencies → Courses Offered	A. Authority Style	B. DAP & Behavior	C. Guidance Techniques								
Track: Services											
4130 Psych Disorders	MK A CA	HK A CA SK	L								
4150 Learning Disabilities	MK A CA	HK A CA SK	L								
4790 Social Welfare	L	MK CA	L								
Early Intervention Lab	HK A CT SJ	HK CT SJ	HK A CT SJ								
Track: Research											
SSCI 3000 Library Science	NA	NA	NA								
Psyc 3000	NA	NA	NA								
Psyc 4120 Human Development Lab	NA	NA	NA								
4000 Child Dev Research Methods	L	L	L								

6. Integration

Competencies → Courses Offered	A. World View	B. Position on Issue	C. Fieldwork							
Track: Services										
4130 Psych Disorders	MK A CA	MK A CA	NA							
4150 Learning Disabilities	MK A CA	MK A CA	NA							
4790 Social Welfare	HK A CA	HK A CA	NA							
Track: Research										
SSCI 3000 Library Science	NA	NA	NA							
Psyc 3000	NA	NA	NA							
Psyc 4120 Human Development Lab	L	L	NA							
4000 Child Dev Research Methods	MK CA	MK CA	L							

APPENDIX H
FACULTY CURRICULUM VITAE

GINA A. COOK

Assistant Professor
Dept. of Psychology and Child Development
College of Science
California State University, Stanislaus

One University Circle,
Turlock, CA 95382
Office: (209) 667-3575
Cell: (435) 757-9910
Email: gcook2@csustan.edu

Education & Postdoctoral Training

Postdoctoral Training Fellowship		
	Leadership Education in Neurodevelopmental Disabilities (LEND) trainee	2010 to 2011
Ph.D.	Utah State University, (Family and Human Development)	
	Dissertation: *Environmental and Developmental Indicators in Early Childhood: Relations to Second-Grade Reading Comprehension*	May 2010
M.S.	Utah State University (Family and Human Development)	
	Masters' Thesis: *Temperament, Attachment, and Parenting Stress in Infancy: Relations to Social Competence of Second Graders*	May 1999
B.S.	Utah State University (Merchandising and Marketing)	
		June 1992

Academic Positions

California State University, Stanislaus, Assistant Professor	
College of Science, Department of Psychology and Child Development	2013 to present
Utah State University, Research Scientist, Center for Persons with Disabilities	
Research Assistant Professor, Department of Family Consumer and Human Development	2010 to 2013
Utah State University, Senior Research Associate	
Center for Persons with Disabilities, Early Intervention Research Institute	2005 to 2010
Utah State University, Research Associate	
Center for Persons with Disabilities, Early Intervention Research Institute	2002 to 2005
Utah State University, Research Assistant	
Center for Persons with Disabilities, Early Intervention Research Institute	1998 to 2002

RESEARCH

Grants, Contracts, Consulting, & Other Research Experience

Principal Investigator with Libby Soria– Developmental Parenting: Assisting Families of Young Children in Supporting their Child's Development. Research, Scholarship and Creative Activity (RSCA) grant, California State University, Stanislaus, 2013-2015.

Consultant/Evaluator – Salt Lake Community Action Partnership Head Start, Salt Lake City, Utah, 2013-2015.

Evaluator – Utah State University Statewide Child Development Labs. Family, Consumer, and Human Development department contract, 2012-2013.

Faculty/Evaluator – Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND).

Maternal, Child, and Health Bureau, 2011-2014.

Consultant/Evaluator – Ogden/Weber Community Action Partnership Head Start, Ogden, Utah, 2011-2014.

Trainer/Technical Assistant – Utah Head Start Training and Technical Assistance subcontract, Booz, Allen, Hamilton, 2012-2013.

Home Visiting Program Coach/Consultant – Utah Office of Home Visiting Program Improvement contract, 2012-2013.

Consultant – Bear River Head Start/Early Head Start Programs, Logan, Utah, 2010-present.

Co-Investigator – Process of Evaluating Programs to Build Human Capital in Ecuador project. 3ie Proposal Development grant, 2011-2012, $30,000.

Principal Investigator - ABCs of Autism: Supporting Families of Young Children in Utah with an Autism Spectrum Diagnosis. USU Interagency Outreach Training Initiative, 2011-2012, $49,842.

Evaluator – CIL-NET and SILC-NET Technical Assistance and Training subcontract from The Independent Living Research Utilization Organization (ILRU), Rehabilitation Services Administration, Department of Education, 2010-2013.

Consultant/Evaluator – West Feliciana Parish Even Start and Head Start Programs, West Feliciana Family Service Center, Louisiana, 2010-2011.

Curriculum Developer—ABC's of Autism curriculum development/trainer manual, Center for Person's with Disabilities, Utah State University, 2010. (Latino/Spanish Version – 2011)

Evaluator – Utah Workability Project, State of Utah Department of Health, 2010-2011.

Arizona First Things First Evaluator—Personal interviews with community partners and report preparation, EndVision Research and Evaluation, Summer 2010.

Reading Assessor--Bi-Annual DIBELs Assessments (K-5th grade), Bureau of Indian Education (BIE), Reading First Evaluation, 2009-2011.

Consultant--Dads' Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO-D)—Head Start Graduate Student Grant (to Sheila Anderson; Lori Roggman PI); Administration for Children, Youth, & Families, Department of Health & Human Services, 2009-2011, $50,000.

Evaluator – Utah's Aging and Disability Resource Center, Administration on Aging, Department of Health & Human Services, October 2009- September 2014.

Professional Development Coordinator/Teacher Mentor—PEECSE: Promoting Early Engagement, Communication, and Self-Regulation in English Language Learners, Administration for Children, Youth, & Families, Department of Health & Human Services, 2007-2011, $900,000.

Practitioner Trainer/Coding Coordinator -- UTELL/2: Using Technology to Enrich Language Learning, U.S. Office of Education, 2008-2010, $600,000.

Co-PI-- Parents, Parenting, & Child Outcomes/2ndary Analysis. Administration for Children, Youth, & Families, Department of Health & Human Services, 2007-2010, $100,000.

Project Manager - Up to 12th -- Longitudinal Follow-Up: Follow-up in twelfth grade of children and parents who were in research projects when the children were infants, 2007-2010.

Co-PI--G5—Grade 5 Longitudinal Follow-up of the Early Head Start Sample; Mathematica Policy Research, 2007-2009, $68,600.

Co-PI-- Examining Parent Language and Regulation Supporting Behavior in Early Aggression. Community University Research Initiative (CURI), Utah State University, 2007-2008, $25,000.

Data Manager--Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)—Measurement Grant; Administration for Children, Youth, & Families, Department of Health & Human Services, 2004-2008, $600,000.

Co-PI--Very Low Birthweight Infants and School Readiness: Factors that Contribute to Their Success. CURI

grant, Utah State University, 2006-2007, $25,000.

Data Manager--Expanding PICCOLO –Measuring Parenting in a Longitudinal Sample; Community University Research Initiative, Utah State University, 2006-2007. $19,700.

Reading Aide Substitute – North Park Elementary School (K-2nd grades), North Logan, UT, 2006-2007.

Data Manager--Home Visit Video – Observing home visit interactions in Utah & Iowa; Zero To Three, 2005-2007, $7,000.

Project Coordinator--Up to 2nd & 8th –Longitudinal Follow-Up of 2 Samples; Community University Research Initiative, Utah State University, 2004-2007. $17,000, $11,000.

Research Assistant - SHELLS: Storytelling for Home Enrichment of English Language and Literacy Support (2004-2007): Development and evaluation of family book-making strategies with Spanish-speaking families.

Project Coordinator--Early Head Start Tracking to Pre-Kindergarten: Longitudinal Follow-Up (TPK), Administration for Children, Youth, & Families, Department of Health & Human Services, 2001-2005, $630,000.

Grant Recipient--Head Start Dissertation Fellowship Grant (to Gina Cook; Lori Roggman PI); Administration for Children, Youth, & Families, Department of Health & Human Services, 2003-2005, $40,000.

Research Assistant -TPK: Tracking and Pre-Kindergarten Follow-up of the EHS Research Sample (2001-2005). Comprehensive follow-up data collection on participants of the original EHS research project.

Coding Coordinator/Data Manager--BELLS: Bilingual Early Language and Literacy Support, 2000-2005, 1.2 million.

Data Collector--Natural Environments Project, Puckett Institute, 2000-2001.

Research Assistant - VISIT: Visions and Interventions to Stimulate Talk (2000-2001). Early Head Start language intervention project in cooperation with Rural Utah Head Start, Wellington, UT, to assess and design home visiting interventions to promote toddler language development.

Data Manager--Early Head Start Local Research Partnership Grant, Administration for Children, Youth, & Families, Department of Health & Human Services, 1996-2002, $873,549.

Data Manager--Father Research, Subcontract, Mathematica Policy Research, 1998-2001, $53,600.

Data Manager--Newborn Research, Subcontract, Mathematica Policy Research, 1998-2001, $40,230.

Data Collector/Qualitative Data Analyst-- InReach Project, 1998-2001.

Data Collector--From 1 to 7, College of Family Life, Utah State University, 1998-2000, $7,116.

Research Assistant - Fathers and Infant Development (1997-2001). Longitudinal research on fathers of infants in connection with and in addition to the Early Head Start Research and Evaluation project.

Refereed Publications

Roggman, L. A., Cook, G. A., Innocenti, M., Jump Norman, V, Christiansen, K. (2013). Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) in Diverse Ethnic Groups. *Infant Mental Health Journal.*

Innocenti, M., Roggman, L. A., & Cook, G. A. (2013). Using PICCOLO with Parents of Children with a Disability. *Infant Mental Health Journal.*

Anderson, S., Roggman, L. A., Innocenti, M., & Cook, G. A. (2013). Dads' Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO-D). *Infant Mental Health Journal.*

Boyce, L. K., Gillam, S. L., Innocenti, M. S., Cook, G. A., & Ortiz, E. (2013). An examination of language input and vocabulary development of young dual language learners living in poverty. *First Language Journal.*

Cook, G. A., Roggman, L. A., & D'zatko, K. (2012). A person-oriented approach to understanding dimensions of parenting in low-income mothers. *Early Childhood Research Quarterly, 27(4)* 582-595.

Cook, G. A., Roggman, L. A., & Boyce, L. K. (2011). Fathers' and Mothers' cognitive stimulation in early play with toddlers: Predictors of 5th grade reading and math. *Family Science Special Issue on Fathers.*

Cabrera, N., Cook, G. A., McFadden, K. E., & Bradley, R. H. (2011). Father residence and young adolescents' perceptions of their relationship with their fathers: Peer relationships and externalizing behavioral problems. *Family Science Special Issue on Fathers.*

Roggman, L. A., & Cook, G. A. (2011). Attachment, aggression, and family risk in a low-income sample. *Family Science. 3-4,* 191-204.

Cook, G. A., & Roggman, L. A. (2010). Three-Generation attachment: How grandmothers and mothers contribute to children's attachment security. *Family Science, 2,* 112-122.

Boyce, L. K., Innocenti, M. S., Roggman, L. A., Price, C., Jump Norman, V. K., Cook, G. A., & Ortiz E. (2010). Family Bookmaking: An Approach to Support Parent-Child Language Interactions in Natural Environments. *Review of Disabilities Studies: An International Journal.*

Roggman, L. A., Boyce, L. K., & Cook, G. A. (2009). Keeping Kids on Track: Impacts of a parenting-focused Early Head start program on attachment security and cognitive development. *Early Education & Development, 20*(6), 920–941.

Boyce, G. C., Boyce, L. K., King, J., Cook, G. A., D'zatko, K., Akers, A. L., & Mabey, V. (2008). Developing Relationships between Very Low Birthweight Infants and their Mothers: A Look at Timing of Intervention in Relation to Infant and Maternal Characteristics. *Early Childhood Services, 2,* 173-193.

Roggman, L.A., Cook, G. A., Peterson, C. A., & Raikes, H. H. (2008). Who Drops Out of Early Head Start Home Visiting Programs? *Early Education & Development, 19,* 574-599.

Korfmacher, J., Green, B.L., Starkel, F., Peterson, C., Cook, G.A., Roggman, L. A., Faldowski, R., & Schiffman, R. (2008). Parent involvement in early childhood home visiting. *Child and Youth Care Forum, 37,* 171-196.

Boyce, L., Cook, G. A., Roggman, L.A., Innocenti, M., Jump, V., & Akers, J. (2004). Looking at Books and Learning Language: What do Hispanic mothers and children do? *Early Education & Development.*

Roggman, L.A., Boyce, L.K., Cook, G.A., Christiansen, K., & Jones, D. (2004). Playing with Daddy: Social Toy Play, Early Head Start, and Developmental Outcomes. *Fathering Journal.*

Roggman, L.A., Boyce, L.K., Cook, G.A., & Cook, J. (2002). Getting Dads Involved: Predictors of Father Involvement in Early Head Start and with their Children. *Infant Mental Health Journal, 23,* 62-78.

Roggman, L.A., Boyce, L.K., & Cook, G.A. (2001). Inside Home Visits: A Collaborative Look at Process and Quality. *Early Childhood Research Quarterly, 16,* 53-71.

Books & Other Published Products

Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V. K., & Christiansen, K. (2013). *PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes).* Baltimore: Paul H. Brookes Publishing.

Roggman, L. A., Cook, G. A., & Jump Norman, V. K., Innocenti, M. S., Christiansen, K., Boyce, L. K., Aikens, N., Boller, K., Paulsell, D., & Hallgren, K. (2012). *Home Visit Rating Scales-Adapted & Extended: (HOVRS-A+).* Unpublished Measure

Roggman, L. A., Cook, G. A., & Jump Norman, V. K., Christiansen, K., Boyce, L. K., Innocenti, M. S., Aikens, N., Boller, K., Paulsell, D., & Hallgren, K. (2010). *Home Visit Rating Scales Version A (HOVRS-A).* Princeton, Nj: Mathematica Policy Research.

Hallgren, K., Stein, J., Roggman, L. A., Cook, G. A., Christiansen, K., Innocenti, M. S. (2010). *Manual For Home Visit Rating Scales-A.* Princeton, NJ: Mathematica Policy Research.

Krasny, L., Holt, J., Cook, G. & Hammond, M. (2010). ABC's of Autism: Parent Training Manual. Logan, Utah:

USU.

Chapters

Roggman, L. A., Cook, G. A., & Jump Norman, V. K. (2008). Parent Satisfaction with the Home Visitor and Home Visit: A survey for parents. In L. A. Roggman, L. K. Boyce, and M. S. Innocenti (Eds.), *Developmental Parenting: A Guide for Early Childhood Practitioners* (pp. 206-208). Baltimore: Paul H. Brookes Publishing.

Roggman, L. A., Cook, G. A., Jump Norman, V. K., Christiansen, K., Boyce, L. K., & Innocenti, M. S. (2008). Home Visit Rating Scales. In L. A. Roggman, L. K. Boyce, and M. S. Innocenti (Eds.), *Developmental Parenting: A Guide for Early Childhood Practitioners* (pp. 209-217). Baltimore: Paul H. Brookes Publishing.

Roggman, L. A., Boyce, L. K., Cook, G. A., & Hart, A. D. (2002). How Much Better Than Expected? Improving Cognitive Outcomes in Utah's Bear River Early Head Start. In *Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start*. Washington, DC: Department of Health and Human Services, Administration for Children, Youth, & Families.

Roggman, L. A., Boyce, L. K., & Cook, G. A., (2001). Keeping kids on track: Interactive effects of age and intervention. In Mathematica Policy Research and the Head Start Bureau, *Early Head Start Interim Report to Congress*. Washington, DC: DHHS, ACF, ACYF.

Reports

Cook, G. A., & Boyce, L. K. (2014, August). OWCAP Early Childhood Education Assessments and Consulting Final Report. Ogden, Utah. (Submitted to Ogden/Weber Community Action Partnership Head Start).

Cook, G. A., & Anderson, S. (2014, July). SLCAP Head Start Early Childhood Language Skills Assessments Final Report. Salt Lake City, Utah. (Submitted to Salt Lake Community Action Partnership Head Start).

Winter, S., Holt, J., Cook, G. A., & Lane, H. (2014, April). Utah Regional Leadership Education in Neurodevelopmental and Related Disorders Training Program (URLEND) Annual Progress Report. Salt Lake City: University of Utah. (Submitted to Dept. of Health and Human Services, Washington, DC).

Cook, G. A., & Boyce, L. K. (2013, July). OWCAP Early Childhood Education Assessments and Consulting Final Report. Ogden, Utah. (Submitted to Ogden/Weber Community Action Partnership Head Start).

Cook, G. A. & Pola-Money, G. (2012, July). *Final Report: ABCs of Autism: Supporting Families of Young Children in Utah with an Autism Spectrum Diagnosis*. Logan: Utah State University. (Submitted to USU Interagency Outreach Training Initiative, Logan, UT).

Cook, G. A., & Boyce, L. K. (2012, July). OWCAP Early Childhood Education Assessments and Consulting Final Report. Ogden, Utah. (Submitted to Ogden/Weber Community Action Partnership Head Start).

Boyce, L. K., Cook, G. A., Ortiz, E., & Anderson, S. (2012, May). *Final Report: Promoting Effective Engagement, Communication, and Self-regulation with English language learners (PEECSE)*. Logan: Utah State University. (Submitted to Head Start Bureau, Administration for Children & Families, US Department of Health and Human Services, Washington, DC).

Roggman, L. A., Cook, G. A., Christiansen, K., Price, C., & Jones, D. (2006, July). *Final Report of the Longitudinal Pre-Kindergarten Follow-Up of Early Head Start Research Project*, Logan, UT: Utah State University. (Submitted to Head Start Bureau, Administration for Children, Youth, & Families, US Department of Health and Human Services, Washington, DC).

Cook, G. A., & Roggman, L. A., (2006, January). *Final Report of the Early Environmental, Cognitive, and Social Indicators in Infancy: Relations to Second-Grade Reading Comprehension Project*, Logan, UT:

Utah State University. (Submitted to Head Start Bureau, Administration for Children, Youth, & Families, US Department of Health and Human Services, Washington, DC).

Roggman, L. A., Boyce, L. K., Cook, G. A., Hart, A. D., & Callow-Heusser, C. (2002, July). *Nurturing Children and Their Families: Impacts of Bear River Early Head Start--Final Report of the Local Research Partnership*, Logan, UT: Utah State University. (Submitted to Head Start Bureau, Administration for Children, Youth, & Families, US Department of Health and Human Services, Washington, DC).

Roggman, L. A., Boyce, L. K., Cook, G. A., & Hart, A. D. (2002, June). How Much Better Than Expected? Improving Cognitive Outcomes in Utah's Bear River Early Head Start. In *Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start*. Washington, DC: Department of Health and Human Services, Administration for Children, Youth, & Families.

Roggman, L. A., Boyce, L. K., & Cook, G. A. (2001, June). Keeping kids on track: Interactive effects of age and intervention. In *Building Their Futures: How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families* (appendix C). Washington, DC: US Department of Health and Human Services, Administration for Children, Youth, & Families.

Roggman, L.A., Cook, G. A., & Jump, V.K. (2000, June). *Early Head Start Continuous Program Improvement: Final Report*. Bear River Early Head Start, Logan, UT.

Roggman, L.A., Cook, G.A., Jump, V.K., & Boyce, L.K. (1998, December). *Early Head Start Continuous Program Improvement: Year 2*. Bear River Early Head Start, Logan, UT.

Refereed Conference Presentations & Proceedings

Cook, G. A. & Soria, L. M. (in submission). *A Developmental Parenting Intervention: Assisting Families of Young Preschool Children in supporting their Child's Development*. Society for Research in Human Development, Philadelphia, PA.

Cook, G. A. & Roggman, L. A. (in submission). *Understanding Dimensions of Parenting in Low-Income Mothers*. In J. Esteraich Symposium. Charting a new direction to examining and supporting low-income families in early care and education: Use of Latent Class Analysis. Society for Research in Human Development, Philadelphia, PA.

Roggman, L. A., Anderson, S., & Cook, G. A. (in submission). Father Engagement in Home Visiting Programs for Infants and Toddlers. Society for Research in Human Development, Philadelphia, PA.

Vallotton, C., Cook, G. A., Roggman, L. A., Fusaro, M., & Chazen Cohen, R. (2014, July). *Understanding how to Better Educate the Infant/Toddler Workforce via Higher Education*. Head Start Research Conference, Washington, DC.

Roggman, L. A., Anderson, S., & Cook, G. A. (2014, June). *Father engagement in home visiting programs for infants and toddlers*. World Association for Infant Mental Health Congress, Edinburgh, Scotland.

Innocenti, M., Roggman, L., A., & Cook, G. A. (2014, June). *Observation tool for measuring home visiting quality: HOVRS-A+*. World Association for Infant Mental Health Congress, Edinburgh, Scotland.

McKelvey, L., Roggman, L. A., Bradley, R., Chazan Cohen, R., Burrow, N., Cook, G. A., Peterson, C., Zhang, D., & Green, B. (2014, March). *Fostering children's cognitive and language development through home visiting: Supporting parents with varying warmth*. Society for Research in Human Development, Austin, TX.

Callow-Heusser, C., Cook, G. A., White, K., Behl, D., Weller, K., & Blaiser, K. (2013, November). *Using the Home Visit Rating Scale (HOVRS-A+) to compare tele-intervention and in-person intervention in children with hearing loss*. Poster presented at the American Speech-Language-Hearing Association Conference, Chicago, IL.

Roggman, L. A., Cook, G. A., McKelvey, L. M., Peterson, C. A., Zhang, D., & Green, B. L. (2013, April). *Home*

Visiting Services and Outcomes among Developmental and Non-developmental Parents. In C. Peterson Symposium, Home Visit Participation Patterns: Relations to Home Visiting Intervention Experiences and Outcomes. Society for Research in Child Development, Seattle, WA.

Hagman, A. M., Boyce, L., Cook, G. A., Roggman, L. A., & Anderson, S. (2013, April). *Exploring Predictors of Paternal Responsiveness and Encouragement*. Society for Research in Child Development, Seattle, WA.

Anderson, S., Roggman, L. A., McMurdie, S. L., Boyce, L., Cook, G. A., & Norman, J. (2013, April). *Observing Early Father Play Linked to Children's Prekindergarten Cognitive Outcomes*. In N. Cabrera Symposium, The Moderating and Mediating Influences of Fathers' Engagement and Preschoolers' Cognitive, Behavioral, and Social Development. Society for Research in Child Development, Seattle, WA.

Roggman, L. A., Chazan Cohen, R., Cook, G. A., Innocenti, M., & Jump Norman, V. K. (2013, April). *Students at Risk: Early Developmental Parenting, Focused Attention, & Later School Success*. In R. Bradley Symposium, From Early Childhood Parenting to Age 10 Child Outcomes: Findings from the Early Head Start Research and Evaluation Project. Society for Research in Child Development, Seattle, WA.

Boyce, L., Cook, G. A., & Hendershot, S. (2013, April). *School-Age Cognitive and Behavioral Outcomes of Very Low Birth Weight Infants: Does Dyadic Mutual Enjoyment Make a Difference?* Society for Research in Child Development, Seattle, WA.

Cook, G. A. & Pola-Money, G. (2012, December). *ABCs of Autism: Supporting Families of Young Children in Utah with an Autism Spectrum Diagnosis*. Annual Conference for the Association of University Centers on Disabilities, Washington, DC.

Lane, H. & Cook, G.A. (2012, December). *Utah Regional LEND Program Evaluation: the Process for Progress*. Annual Conference for the Association of University Centers on Disabilities, Washington, DC.

Fiechtl, B., Rigles, B., & Cook, G. A. (2012, December). *Parent-Directed Consultations via Videoconference: Participant Feedback*. Annual Conference for the Association of University Centers on Disabilities, Washington, DC.

Fiechtl, B., Kemple-Reeves, A., Hutchinson, J., Narravula, A., Cook, G., & Lillejord, C. (2012, December). *Perspectives of Fathers Whose Children have an Autism Spectrum Disorder*. Association of University Centers on Disabilities. Washington, D.C.

Roggman, L. A., Innocenti, M.S., & Cook, G. A. (2012, December). *Getting to A+: Reaching for Excellence in Home Visiting Practice*. Zero to Three National Training Institute, Los Angeles, CA.

Anderson, S., Roggman, L. A., & Cook, G. A. (2012, June). *Dads' parent interactions with children-checklist of observations linked to outcomes (PICCOLO-D): A measure for Head Start practitioners to use with fathers*. Head Start Research Conference, Washington, DC.

Roggman, L. A., Sailor, M., Innocenti, M. S., & Cook, G. A. (2012, March). *Hearing Spanish, Reading English: Dual Language Learners from infancy through elementary school*. Society for Research in Human Development, New Orleans, LA.

McMurdie, S. L., Anderson, S., Roggman, L. A., Cook, G. A., & Jump Norman, V. (2012, February). *Early Positive Father Behaviors and Pre-Kindergarten Outcomes in Minority Families*, Society for Research on Child Development Themed Meeting, Tampa, FL.

Boyce, L. K., Cook, G. A., & Roggman, L. A. (2011, November). *Peer coaching: A cost-effective process to encourage teamwork, increase classroom quality, and improve child outcomes*. National Association for the Education of Young Children Conference, Orlando, FL.

Cook, G. A., Boyce, L., & Roggman, L. (2011, November). *Peer coaching process*. Poster presentation at the National Association for the Education of Young Children, Orlando, FL.

Cook, G. A., Innocenti, M. S., Roggman, L. A., & Jump Norman, V. K. (2011, May). *PICCOLO: A simple parent-child interaction measure and its use in early intervention*. In M. Innocenti Symposium, Engaging Families in

Part C Early Intervention Home Visits: Effective Approaches and Tools. International Society on Early Intervention Conference, New York, NY.

Roggman, L. A., Cook, G. A., Innocenti, M., & Boyce, L. K. (2011, May). *Parent engagement tools for improving early intervention practice.* In M. Innocenti Symposium, Engaging Families in Part C Early Intervention Home Visits: Effective Approaches and Tools. International Society on Early Intervention Conference, New York, NY.

Boyce, L. K., Cook, G. A., & Larsen, T. (2011, April). *Mothers of Toddlers with Disabilities: Understanding Parenting Stress, Depression, and Responsiveness.* Paper presentation at the Pac-Rim Conference, Honolulu, HI.

Cook, G. A., Boyce, L. K., & Ortiz, E. (March, 2011). *Maternal language interaction patterns and language development of young children with disabilities.* Society for Research in Child Development, Montreal, Quebec, Canada.

Roggman, L. A. & Cook, G. A. (March, 2011). *Fathers' and mothers' play with two-year-olds: School-age outcomes.* Society for Research in Child Development, Montreal, Quebec, Canada.

Anderson, S., Roggman, L. A., Ota, C., Boyce, L. K., Cook, G. A., & Jump Norman, V. (March, 2011). *Early father play and aggression in toddler boys.* Society for Research in Child Development, Montreal, Quebec, Canada.

Roggman, L. A., Jump Norman, V., Cook, G. A., Innocenti, M. S., & Boyce, L. K. (March, 2011). *Mother-child interaction and children's later self-regulation and aggression in three major ethnic groups.* Society for Research in Child Development, Montreal, Quebec, Canada.

Anderson, S., Roggman, L. A., Searle, S., Westover, K., Jump Norman, V., & Cook, G. A. (March, 2011). *Ethnic variations and similarities in father-toddler play activities.* Society for Research in Child Development, Montreal, Quebec, Canada.

Innocenti, M., Roggman, L., Boyce, L., & Cook, G. A. (2010, December). *Using observation and self-reflection on home visit quality for supportive supervision.* Zero to Three National Training Institute, Albuquerque, NM.

Boyce, L. K., & Cook, G. A. (2010, November). *Shared experiences to promote communication and community in preschool classrooms through bookmaking.* National Association for the Education of Young Children Conference, Anaheim, CA.

Price, C., & Cook, G. A. (2010, November). *What can we learn from early interventionists and parents who participated in Using Technology for Emergent Literacy and Language (UTELL)?* AUCD Conference, Washington, DC.

Cook, G.A., & Roggman, L. A. (2010, July) *Fathers' support of children's development: How early and for how long does it matter?* World Association on Infant Mental Health, Liepzig, Germany.

Roggman, L., Cook, G. A., Innocenti, M., & Jump Norman, V. (2010, July). *PICCOLO: A practical parenting observation tool.* World Association for Infant Mental Health, Leipzig, Germany.

Roggman, L., Innocenti, M., Cook, G. A., & Jump Norman, V. (2010, July). *Learn to become a better observer of parenting strengths: A new measurement tool and strategies for supporting positive parenting.* World Association for Infant Mental Health, Leipzig, Germany.

Roggman, L. A., Cook, G. A., Jump Norman, V. K., & Boyce, L. K. (2010, July). *Early paternal and maternal contributions to child attachment and exploration.* World Association for Infant Mental Health, Leipzig, Germany.

Cook, G. A., & Roggman, L. A. (2010, June). *Second-grade reading comprehension and early environmental supports: Does timing matter?* Head Start Research Conference, Washington, DC.

Cook, G. A., & Roggman, L. A. (2010, June). *Father-Toddler Interaction & Academic Outcomes in Grade 5.* Head Start Research Conference, Washington, DC.

Roggman, L. A., Jump Norman, V. K., Cook, G. A., Innocenti, M. S., & Boyce, L. K. (2010, June). *Mother-child*

interaction and children's later self-regulation and aggression within three major ethnic groups. Head Start Research Conference, Washington, DC.

Roggman, L. A., Cook, G. A., Innocenti, M. S., & Boyce, L. K. (2010, February). *Home Visit Flags: A Self-Reflection Measure of Home Visiting Quality.* Conference on Research Innovations in Early Intervention, San Diego, CA.

Cook, G., Roggman, L., Boyce, L., & D'zatko, K. (2009, June). *How does early self-regulation influence 2nd grade reading comprehension?* Society for the Scientific Study of Reading, Boston, MA.

Roggman, L., Cook, G., & Boyce, L. (2009, June). *Family coping strategies and home visiting success.* Paper presented at the International Family Nursing Conference, Reykjavik, Iceland.

Schiffman, R., McKelvey, L., Fitzgerald, H., Roggman, L., Cook, G., Johnson, D., & Brophy-Herb, H. (2009, June). *Examining changes in the coping strategies of low-income mothers of children from infancy to elementary school.* Paper presented at the International Family Nursing Conference, Reykjavik, Iceland.

McKelvey, L., Schiffman, R., Fitzgerald, H., Roggman, L., Brophy-Herb, H., Cook, G., & Johnson, D. (2009, June). *Examining the psychometric properties of the family crisis oriented personal evaluation scale in low-income families.* Paper presented at the International Family Nursing Conference, Reykjavik, Iceland.

Roggman, L. A., Cook, G. A., & Boyce, L. K. (2009, June). *Family coping strategies and home visiting success.* Paper presentation at the International Family Nursing Conference, Reykjavik, Iceland.

Boyce, L. K., & Cook, G. A. (2009, May). *Story-telling for the home enrichment of language and literacy (SHELLS): Impacts on language and parenting through the parent-child relationships in two Part C early intervention programs.* Paper presentation at the Pac-Rim Conference, Honolulu, HI.

Roggman, L. A., Cook, G. A., Boyce, L. K., & Hart, A. D. (2009, April). *Father involvement as a moderator of intervention impacts on mothers' parenting behavior.* Paper presentation at the Society for Research in Child Development, Denver, CO.

Cook, G. A., D'zatko, K. W., & Boyce, L. K. (2009, April). *Examining Parent Language Supporting Behavior and Toddler Language in Relation to Early Aggression.* Poster presentation at the Society for Research in Child Development, Denver, CO.

Cook, G. A., D'zatko, K. W., & Roggman, L. A. (2009, April). *A Person-Oriented Approach to Understanding Dimensions of Parenting.* Poster presentation at the Society for Research in Child Development, Denver, CO.

McKelvey, L.M., Schiffman, R.F., Fitzgerald, H.E., Roggman, L.A., Cook, G.A., Johnson, D.L. & Brophy-Herb, H.E. (2008, Sept.). *Examining Changes in the Coping Strategies of Low-Income Mothers of Children from Infancy to Elementary School.* National Council on Family Relations Conference, Little Rock, AK.

McKelvey, L.M., Schiffman, R.F., Fitzgerald, H.E., Roggman, L.A., Brophy-Herb, H.E., Cook, G.A., & Johnson, D.L. (2008, June). Examining the Psychometric Properties of the Family Crisis Oriented Personal Scale for Mothers of Toddlers in Low-Income Families. Poster presented at the World Association for Infant Mental Health's 11th World Congress, Yokohama, Japan.

McKelvey, L.M., Schiffman, R.F., Fitzgerald, H.E., Roggman, L.A., Brophy-Herb, H.E., Cook, G.A., & Johnson, D.L. (2008, June). *Examining the Psychometric Properties of the Family Crisis Oriented Personal Scale for Mothers of Toddlers in Low-Income Families.* Poster presented at the Head Start's Ninth National Research Conference & Head Start Research Conference Proceedings, Washington, DC.

Cook, G. A., & Roggman, L. A., (2008, April). *Parenting Behaviors and 2nd Grade Outcomes: Does Child Age or Gender Matter?* Society for Research in Human Development. Little Rock, AK.

Christiansen, K., Roggman, L. A., Innocenti, M., Jump, V., Cook, G. A., & Price, C. (2008, April). *Contributions of Parenting Behavior and Family Differences for Latino Children's Language Development.* Society for Research in Human Development. Little Rock, AK.

Jones, D., Roggman, L. A., & Cook, G. A. (2008, April). *Heightened Taste Sensitivity to Propylthiouracil (PROP) as a Biological Marker for Greater Extremes in Parenting Stress and Child Behavior Problems Depending on Number of Stressful Life Events.* Society for Research in Human Development. Little Rock, AK.

McKelvey, L.M., Schiffman, R.F., Fitzgerald, H.E., Roggman, L.A., Cook, G.A., & Johnson, D.L. (2008, April). *Examining Coping Strategies of Low-Income Mothers across Time.* Poster submitted to the 2008 Biennial Meeting of the Society for Research in Human Development, Little Rock, AR.

Roggman, L. A. Cook, G. A., Jump, V. K., Innocenti, M. S. , Christiansen, K., & Price, C. (2008, March). *Parenting across cultures: Different patterns but similar pathways.* International Conference on Infant Studies, Vancouver, BC.

Boyce, L., Cook, G. A., & D'zatko, K. (2008, March). *Academic outcomes of very low birthweight infants: The influence of mother-child relationships.* International Conference on Infant Studies, Vancouver, BC.

Boyce, L., Innocenti, M., Ortiz, E. & Cook, G. A., (2008, March). *Examining maternal vocabulary diversity in book sharing and play interactions: A longitudinal study of Latino toddlers living in poverty.* International Conference on Infant Studies, Vancouver, BC.

Roggman, L. A., Cook, G. A., & Innocenti, M. (2008, February). *PICCOLO: A Parenting Measure In Practice.* Conference on Research Innovations in Early Intervention, San Diego, CA.

Boyce, L. K., Cook, G. A., & Dzatko, K. W. (2007, March). *Risk and school readiness of very low birthweight infants: What maternal and child factors contribute to competence?* In H. Brophy-Herb Symposium, Profiles and understanding of risks and competencies among vulnerable children and families. Society for Research in Child Development, Boston, MA.

Roggman, L. A., Innocenti, M. S., Cook, G. A., Jump, V. K., & Akers, J. F. (2007, March). *Parenting interactions with children: Checklist of observations linked to outcomes (PICCOLO).* In L. Roggman & M. Innocenti Symposium, Measuring "good" parenting and parent-child interactions: Diversity, utility, reliability, and validity in new measures. Society for Research in Child Development, Boston, MA.

Innocenti, M. S., Boyce, L. K., Roggman, L. A., Akers, J. F., Jump, V. K., & Cook, G. A. (2007, March). *Improving language and enriching home literacy: Positive influences of a home visiting program with low-income, Latino families.* Society for Research in Child Development, Boston, MA.

Roggman, L. A., Cook, G. A., Innocenti, M. S., & Jump, V. K. (2006, July). *The importance of maternal teaching/talking and responsiveness to later attachment: An examination of the PICCOLO measure of maternal-child interaction with attachment in the first 3-years of life.* World Association for Infant Mental Health, Paris, France.

Roggman, L. A., Boyce, L. K., Cook, G. A., Christiansen, K., & Jones, D. (2006, July). *Father Depression & Involvement In Play: Direct And Indirect Effects.* In Symposium: An ecological perspective on father-child interactions: Implications for research and practice. World Association for Infant Mental Health, Paris, France.

Roggman, L. A., Jump, V. K., Innocenti, M. S., Cook, G. A., Akers, J., & Christiansen, K. (2006, June). *Developing PICCOLO: A Measure of Parenting Interactions with Children in a Checklist of Observations Linked to Outcomes* (pp 1-2). Head Start Research Conference & Head Start Research Proceedings, Washington, DC. http://www.acf.hhs.gov/programs/opre/hsrc/proceedings/symposia/measures_203.pdf

Roggman, L. A., Innocenti, M. S., Cook, G. A., Jump, V. K., Christiansen, K. & Akers, J. (2006, June). *PICCOLO: Measuring the high notes of parenting interactions.* Head Start Research Conference & Head Start Research Conference Proceedings, Washington, DC. http://www.acf.hhs.gov/programs/opre/hsrc/proceedings/symposia/hhs_309.pdf

Roggman, L. A., Boyce, L. K., Cook, G. A., Christiansen, K., & Jones, D. (2006, June). *Early Head Start Impacts On Father Involvement And Child Development: Direct, Indirect, And Moderating.* Head Start Research Conference & Head Start Research Conference Proceedings, Washington, DC.

Cook, G. A., Roggman, L. A., Christiansen, K. & Price, C. (2006, April). *What Makes a Difference in School Readiness?: Predictors and Outcomes in an Early Head Start Study.* Early Intervention Research Institute, Utah State University, Logan, UT.

Cook, G. A., Roggman, L. A., Price, C., & Christiansen, K., (2006, March). *How does early self-regulation influence 2nd grade reading comprehension?* Society for Research in Human Development, Fort Worth, TX.

Jump, V., K., Cook, G., A., Roggman, L. A., Innocenti, M. S., & Christiansen, K. (2006, March). *Parenting behaviors: Do they affect child outcomes?* Society for Research in Human Development, Fort Worth, TX.

Christiansen, K., Cook, G., Roggman, L., & Price, C. (2006, March). *Children's attachment security and psychosocial aspects of school readiness.* Society for Research in Human Development, Fort Worth, TX.

Roggman, L. A., Cook, G. A., Christiansen, K., & Price, C. (2006, March). *How soon can we help? Attachment, aggression, maternal well-being, and intervention.* Society for Research in Human Development, Fort Worth, TX.

Roggman, L., Boyce, L., Cook, G., Christiansen, K., & Jones, D. (2005, July). *Do Fathers Contribute to Children's Early Language in Low Socioeconomic Status Families?* International Congress for the Study of Child Language, Berlin, Germany.

Cook, G., & Roggman, L. (2005, April). *Reading comprehension: A look at early indicators.* Society for Research in Child Development, Atlanta, GA.

Roggman, L. A., & Cook, G. (2005, April). *Attachment and early risk factors: Intervention and outcomes.* Society for Research in Child Development, Atlanta, GA.

Boyce, L., K., Cook, G., Roggman, L., & Innocenti, M. (2005, April). *Book sharing behaviors of Latino mothers and their young children.* Society for Research in Child Development, Atlanta, GA.

Cook, G. A., & Roggman, L. A. (2004). *Second-grade reading comprehension: a look at early environmental supports.* Head Start Research Conference & Head Start Research Conference Proceedings, Washington, DC, 610-611.

Cook, G. A., & Roggman, L. A. (2004, June). *Promoting Language Development in an Early Head Start Home Visiting Program: What makes it work?* Head Start Research Conference & Head Start Research Conference Proceedings, Washington, DC, 628-629.

Roggman, L. A., & Cook, G. A., (2004, June). *Who drops out of Early Head Start home visiting programs?* Head Start Research Conference & Head Start Research Conference Proceedings, Washington, DC, 678-679.

Boyce, L. K. Roggman, L. A., Cook, G. A., & Christiansen, K. (2004, May). *Poverty and Mother-Toddler Pretend Play: Do Mothers Make a Difference?* International Conference on Infant Studies, Chicago, IL.

Cook, G. A., Boyce, L. K., Jump, V. K., Roggman, L. A., & Innocenti, M. (2004, May). *Hispanic Mother's Warmth and Support: A Look at Context and Stability.* International Conference on Infant Studies, Chicago, IL.

Roggman, L. A., Boyce, L. K., Cook, G. A., Christiansen, K., & Jones, D. (2004, May). *Playing with Daddy: Social Toy Play, Early Head Start, and Developmental Outcomes.* International Conference on Infant Studies, Chicago, IL.

Roggman, L. A., Cook, G. A., & Akers, J. F. (2004, May). *Attachment Q-Set Measures: Reliability and Stability in Three Samples.* International Conference on Infant Studies, Chicago, IL.

Cook, G. A., Boyce, L. K., & Innocenti, M. (2004, April). *Shared book reading: Promoting literacy strategies in Hispanic families.* In M. Innocenti symposium, Examining language development in the home environment: A focus on young, low-income and bilingual children. Society for Research in Human Development, Park City, UT.

Boyce, L. K., Roggman, L.A., & Cook, G. A. (2004, April). *Learning to read: A look at early language development and the home environment.* In M. Innocenti symposium, Examining language development in the home environment: A focus on young, low-income and bilingual children. Society for Research in Human Development, Park City, UT.

Hatch, T., Roggman, L.A., Jones, D., & Cook, G. A. (2004, April). *Are foods feminine? Father, toddler-play, gender, and toy preference.* Society for Research in Human Development, Park City, UT.

Asher, C., Roggman, L.A., Boyce, L.K., Cook, G. A., & Christiansen, K. (2004, April). *Parent-toddler book reading: Fostering a love of reading.* Society for Research in Human Development, Park City, UT.

Roggman, L.A., Cook, G. A., Christiansen, K., Boyce, L. K., & Callow-Heusser, C. (2004, April) *3 Generations of Attachment.* Society for Research in Human Development, Park City, UT.

Boyce, L. K., Cook, G. A., Akers, J., & Jump, V. K. (2003, April). *Predicting early language development of Hispanic children: A look at parent-child interaction and acculturation.* Society for Research in Child Development, Tampa, FL.

Boyce, L. K., Roggman, L. A., & Cook, G. A. (2003, March). *Learning to read: A look at early language development and the home environment.* Poster presented at the Early Intervention Research Institute, Utah State University, Logan, UT.

Innocenti, M. S., Cook, G. A., & Jump, V. K. (2002, September). *Increasing intervention quality through continuous process improvement.* The Early Childhood Special Education Conference, Provo, UT.

Roggman, L. A., Boyce, L. K., Cook, G. A., & Hart, A. D. (2002, July). *Observational data on father play with infants: Challenging to get but valuable to have.* (Poster workshop.) World Association of Infant Mental Health, Amsterdam, Netherlands.

Roggman, L. A., Cook, G. A., Boyce, L. K., & Hart, A. D. (2002, June). *Home visit quality: Changes over time in relation to future child outcomes.* In C. A. Peterson symposium, The Real Question About Home Visiting: What Happens? Head Start Research Conference, Washington, DC.

Roggman, L. A., Cook, G. A., Boyce, L. K., & Hart, A. D., (2002) Home visit quality: Changes over time in relation to future child outcomes. *The First Eight Years: Pathways to the Future: Implications for Research, Policy, and Practice, Summary of Conference Proceedings of Head Start's 6th National Research Conference.* Washington, DC: Head Start Bureau, ACYF.

Roggman, L. A., Boyce, L. K., Cook, G. A., & Hart, A. D. (2002, June). *Observational data on father play with infants: Challenging to get but valuable to have.* In H. Fitzgerald symposium, Fathers and Early Head Start: Methodological Issues in Research and Implications for Program Involvement. Head Start Research Conference, Washington, DC.

Roggman, L. A., Boyce, L. K., Cook, G. A., & Hart, A. D. (2002) Observational data on father play with infants: Challenging to get but valuable to have. *The First Eight Years: Pathways to the Future: Implications for Research, Policy, and Practice, Summary of Conference Proceedings of Head Start's 6th National Research Conference.* Washington, DC: Head Start Bureau, ACYF.

Roggman, L. A., Boyce, L. K., Hart, A. D., & Cook, G. A. (2002, June). *Parenting as the pathway to child outcomes in Utah's Early Head Start program.* In Early Head Start Research Consortium symposium, The Early Head Start Research Consortium's Poster Symposium on Mediators and Moderators of Local Early Head Start Outcomes. Head Start Research Conference, Washington, DC.

Cook, G. A., Jump, V. K., Akers, J., Boyce, L. K., Innocenti, M. S., & Roggman, L. A. (2002, April). *Bookreading across the ages: Development and culture.* International Conference on Infant Studies, Toronto, ONT, Canada.

Roggman, L. A., Boyce, L. K., Cook, G. A., & Hart, A. D. (2002, April). *Infant play with mothers and fathers: Exploring differences in an Early Head Start sample.* International Conference on Infant Studies, Toronto, ONT, Canada.

Roggman, L. A., Cook, G. A., Boyce, L. K., & Hart, A. G. (2002, April) *Observational data on father play with infants: Challenging to get but valuable to have.* In invited WAIMH symposium. International Conference on Infant Studies, Toronto, ONT, Canada.

Cook, G. A., & Roggman, L. A., (2002, March). *Home Visits in Early Head Start: Quality & Quantity in Relation to Parent & Child Outcomes.* Southwestern Society for Research in Human Development, Austin, TX.

Boyce, G.C., Cook, G.A., Boyle, P., Ostler, T., Akers, A.L., & Boyce, L.K. (November, 2001). *InReach: A model to support parent-infant interaction through the transition from NICU to home and community early intervention.* National Perinatal Association Conference, San Antonio, TX.

Roggman, L.A., Coyl, D., Newland, L.A., & Cook, G.A. (August, 2001). *Attachment measures in infancy, childhood, adulthood: Reliability, stability, and continuity.* American Psychological Association Conference, San Francisco, CA.

Cook, G.A., Boyce, L.K., Boyce, G.C., & Akers, A. (December, 2000). *A day in the life of premature babies and their mothers.* International Division for Early Childhood Conference on Children with Special Needs and Their Families, Albuquerque, NM.

Roberts, R. N., & Cook, G. A. (September, 2000). *Intervention in daily activity settings: What parents think.* The Early Childhood Special Education Conference, Provo, UT.

Roggman, L.A., Boyce, L. K., & Cook, G.A. (July, 2000). *Evaluating Home Visits: A Collaborative Methodology.* International Conference on Infant Studies, Brighton, England.

Boyce, L.K., Cook, G.A., & Roggman, L.A. (July, 2000). *The role of maternal characteristics in the effective implementation of an Early Head Start home visiting program.* International Conference on Infant Studies, Brighton, England.

Roggman, L.A., Cook, G.A., & Thurgood, S. (June, 2000). *Assessing the quality of home visits in Early Head Start.* Head Start National Research Conference & Head Start Research Conference Proceedings, Washington, DC.

Roggman, L.A., Newland, L.A., & Cook, G.A. (June, 2000). *Home visits and parents' mental health.* Head Start National Research Conference & Head Start Research Conference Proceedings, Washington, DC.

Boyce, L.K., Roggman, L.A., Whittaker, N., & Cook, G.A. (June, 2000). *Mother-Infant play: Influences of poverty and disability status.* Head Start National Research Conference, Washington, DC.

Newland, L.A., Roggman, L.A., Coyl, D.D., Boyce, L.K., & Cook, G.A. (March, 2000). *Mother and infant play preferences in relation to infant language competence.* Southwestern Society for Research in Human Development, Eureka Springs, AR.

Roggman, L.A., Newland, L.A., Slocum, T.A., Cook, G.A., & Boyce, L.K. (March, 2000). *From 1 to 7: Predicting 2nd grade reading and math from infant language and cognitive skills.* Southwestern Society for Research in Human Development, Eureka Springs, AR.

Cook, G.A., & Newland, L.A. (April, 1999). *Temperament in infancy and age 7: Relations to social competence in second grade.* Society for Research in Child Development, Albuquerque, NM.

Boyce, L.K., Cook, G.A., Boyce, G.C., & Akers, A. (January, 1999). *InReach: A model to improve the transition of NICU infants and their parents into community-based services.* Six Annual Conference of the Early Intervention Research Institute, Logan, UT.

Roggman, L.A., & Cook, G.A. (January, 1999). *Evaluating home visiting for continuous program improvement in Early Head Start.* Six Annual Conference of the Early Intervention Research Institute, Logan, UT.

Roggman, L.A., Boyce, L.K., Cook, G.A., & Jump, V.K. (July, 1998). *Correlates of attachment security among 10-month-olds in an Early Head Start Program.* Head Start's Fourth National Research Conference & Head Start Research Conference Proceedings, Washington, DC.

Newland, L.A., Roggman, L.A., Boyce, L.K., & Cook, G.A. (April, 1998). *Mother-infant social play related to infant language and play behaviors at 11 and 14 months.* International Society on Infant Studies, Atlanta, GA.

Roggman, L.A., Jump, V.K., Boyce, L.K., & Cook, G.A. (April, 1998). *Attachment and maternal responsivity: The context of infant affect and temperament.* International Society on Infant Studies, Atlanta, GA.

Roggman, L.A., Cook, G.A., Boyce, L.K., & Benson, B. (March, 1998). *Maternal influence on infant level of play: A longitudinal analyses.* Southwestern Society for Research and Human Development, Galveston, TX.

Boyce, L.K., Benson, B., Roggman, L.A., & Cook, G.A. (April, 1997). *Influence of infant-mother play at home on infant's level of cognitive play in a laboratory setting.* Association for the Study of Play, Washington, DC.

Newland, L.A., Roggman, L.A., Boyce, L.K., & Cook, G.A. (April, 1997). *Toy sharing, symbolic play, and language development in infancy.* Association for the Study of Play, Washington, DC.

Manuscripts in Submission/Preparation

Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V., Christiansen, K., Boyce, L. K., & Peterson, C. A. (in submission). Home visit quality variations in two Early Head Start programs in relation to parenting and child vocabulary outcomes.

Boyce, L.K., Cook, G. A., Simonsmeier, V., & Hendershoot, S. (in revision). Academic outcomes of very low birth weight infants: The influence of mother-child relationships. Submitted to Infant Mental Health.

Roggman, L. A., Cook, G. A., McKelvey, L., Peterson, C., & Zhang, D. (in submission). Home visiting services and outcomes among developmentally supportive and non-supportive parents in Early Head Start. Submitted to *Evaluation Review.*

Cook, G. A., & Roggman, L. A. (in preparation). *Second-grade reading comprehension and early environmental supports: Does timing matter?*

Boyce, L. K., Roggman, L. A., Jump, V. K., Innocenti, M. S., & Cook, G. A. (in revision). *Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS): A Curriculum Guide.* Submitted to Zero To Three Publishing.

Innocenti, M.S., Jump, V.K., Roggman, L. A., Boyce, L.K., & Cook, G. A. (in revision). Using preschool classrooms to improve language and early literacy skills for young, at-risk bilingual children. Submitted to *Early Education and Development.*

Peterson, C. A., Roggman, L. A., Staerkel, F., Cook, G. A., Jeon, H., & Thornburg, K. R., (in revision). Understanding the dimensions of family involvement in home visiting programs.

TEACHING & TRAINING

Courses Taught 2002 to present

2014-present	Organization and Administration of Early Childhood Programs (CDEV 4960)
2014-present	Early Social and Emotional Development (CDEV 3180)
2013-present	Developmental Programs for Children Birth to Eight (CDEV 4180)
2013-present	Infant Development and Group Care (CDEV 3320)
2013	Adolescence (CDEV/PSYC 3240)
2013	Survey of Human Development Research (FCHD 6020)
2013	Developed the Advanced Child Development/Early Childhood Endorsement
2012	Infancy and Early Child Development (FCHD 3510)
2010-present	Early Childhood Symposium (ELED 6220; grading instructor; annual symposia)

   2013 – Meeting the Challenge of the English Language Arts Utah Common Core Standards
   2012 – Response to Intervention (RtI)
   2011 – Writing for Classroom Teachers
   2010 – Motivating All Readers

2007-present	Research Methods, Online Course (FCHD 3130; developed; 12 semesters)
2007-2010	Research Methods, Distance Ed. (FCHD 3130; 4 semesters)
2002-2008	Human Development across the Lifespan (FCHD 1500; 1 quarter; 4 semesters)
2007	Research Methods, Teaching Assistant (FCHD 3130; 1 semester)
2002	Infancy (FCHD 3510; 1 semester)

Training Certifications

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) Trainer – Provide training on PICCOLO parent-child interaction measure to Home Visiting Programs.

Home Visit Rating Scale – Adapted (HOVRS-A+) Trainer – Provide training on home visitor quality indicators, skills, and coaching to Home Visiting Programs.

Dialogic Reading Trainer – Provide training on dialogic reading methods to Head Start, preschool and childcare programs.

CLASS certified observer – Completed CLASS preschool classroom observation tool training course and met reliability requirements, Ogden, UT, 2009. Provide classroom scoring to Head Start, preschool, and childcare programs.

Second Step Trainer – Completed Second Step Preschool Emotion Regulation Train the Trainer course, San Diego, CA, 2008. Provide training on Second Step curriculum to Head Start, preschool, and childcare programs.

Invited Presentations/Trainings

Cook, G. A., & Anderson, S. A. (2014, August). 2-Day Training. Day 1 - Talking with Children: Dialogic Reading and Language Modeling. Day 2 – Engaging Interactions: Using the Scientific Method & Peer Coaching to Improve Practice. Salt Lake Community Action Partnership Head Start, Salt Lake City, UT.

Cook, G. A. (2014, August). *HOVRS-A+ Training: Using Observation and Self-Reflection to Improve Practice.* Training for Baldwin Park Unified School District Head Start Program, Baldwin Park, CA.

Cook, G. A. (2014, July). *Supporting & Encouraging Parent Engagement through Observation.* Training for Head Start Child-Parent- Center's Inc., Tucson, AZ.

Cook, G. A. (2014, July). *HOVRS – A Tool for Enhancing Developmental Parenting Practices in EHS (HOVRS-A+).* Training for Early Head Start & Head Start Clarke County School District, Athens, GA.

Cook, G. A. (2014, May). *HOVRS – A+: A Tool for Enhancing Developmental Parenting Practices in EHS.* Training for Head Start directors from across Arizona, Phoenix, AZ.

Cook, G. A. & Jump Norman, V. K. (2014, April). *Using Developmental Parenting and HOVRS to Reflect on Home Visit Practices.* 2-Day Training for Fresno Early Head Start program, Fresno, CA.

Peterson, C. A., Block, M., & Cook, G. A. (2014, April). *Home Visiting Enhancing Program Practices Improving People's Lives,* invited presentation for the California Association for the Education of Young Children Annual Conference, Long Beach, CA.

Cook, G. A. (2014, March). *Bullying Prevention: Teaching Social Skills Early.* Training for Salt Lake Community Action Partnership Head Start program, Salt Lake City, UT.

Cook, G. A. (2013, December). *Supporting Practitioners in using Evidence-based Practices in EHS (HOVRS-A+).* 2-Day Training for Community Action Partnership Early Head Start program, Bakersfield, CA.

Cook, G. A. (2013, November). *Enhancing ECES Support for Evidence-based Practices in EHS.* Training for Region IX Head Start Early Child Education Specialists, San Francisco, CA.

Cook, G. A. (2013, October). *PICCOLO and HOVRS-A+: Tools to improve practice.* ½ day Training at Venice Family Clinic Early Head Start program, Venice, CA.

Cook, G. A., & Boyce, L. K. (2013, January). *Developmental Parenting, HOVRS, and Reflective Supervision using HOVRS and a Developmental Parenting process.* 3-Day Training at Episcopal Children's Services Head Start & Early Head Start program, Jacksonville, FL.

Cook, G. A. & Jump Norman, V.K. (2013, January). *PICCOLO: A Measure of Developmental Parenting.* 2-Day Training at the College of Southern Idaho Head Start/Early Head Start, Twin Falls, ID.

Roggman, L. A., Cook, G. A., & Innocenti, M.S. (2012, October). *PICCOLO: A Measure of Developmental Parenting.* Training for State of Utah Early Interventionists, Salt Lake City, UT.

Cook, G. A. (2012, July). *Developmental Parenting.* Three Trainings for Part C practitioners for the State of Tennessee, Memphis, Smyrna, & Knoxville, TN.

Cook, G. A. (2012, June). *Using the Home Visit Rating Scales – Adapted and Expanded (HOVRS-A+) to improve quality.* Training at the Head Start Child & Family Development Program, Hastings, NE.

Cook, G. A. (2012, February). *Uso de Evaluaciones para la niñez temprana en Ecuador (Using Early Childhood Assessments/Screeners in Ecuador).* Training at the Ecuadorian Ministry of Education, Quito, Ecuador.

Cook, G. A. (2012, January). *Using the Home Visit Rating Scales – Adapted and Expanded (HOVRS-A+) in Research.* Training at the Erikson Institute, Chicago, IL.

Cook, G. A. & Boyce, L. K. (2011, September). *The Developing Brain: Language Development and Dialogic Reading.* Training at Bear River Early Head Start, Logan, UT.

Cook, G. A. & Pola-Money, G. (2011, September). *The ABCs of Autism: Supporting Families of Young Children in Utah with an Autism Spectrum Diagnosis.* Interagency Outreach Training Initiative Advisory Committee Meeting, Salt Lake City, UT.

Cook, G. A. (2011, August). *Home Visits in Early Head Start: Using the HOVRS (Home Visit Rating Scale) to improve quality.* Training at the College of Southern Idaho Head Start/Early Head Start, Twin Falls, ID.

Cook, G. A. (2011, August). *Motivational interviewing: Guiding families through change.* Presentation at the Utah Parents As Teachers Conference, Salt Lake City, UT.

Cook, G. A. (2010, June). *Fathers' support of children's development: How early and for how long does it matter?* Presentation at Early Head Start Consortium meeting, Washington, DC.

Cook, G. A. (2009, October). *Parents, parenting, & child outcomes: What works best for whom (Year 2 findings).*

Presentation at Early Head Start Consortium meeting, Washington, DC.

Cook, G. A. (2009, October). *Early Head Start Constructs: Baseline thru Grade 5*. Presentation at Early Head Start Consortium meeting, Washington, DC.

Cook, G.A., & D'zatko, K. (2008, December). *Parents, parenting, & child outcomes: What works best for whom (Year 1 findings)*. Presentation at Secondary Analysis grantee meeting, Washington, DC.

Cook, G. A., & Roggman, L. A. (2007, November). *Parents, parenting, & child outcomes: What works best for whom*. Presentation at Secondary Analysis grantee meeting, Washington, DC.

Cook, G. A. (2004, October). *Environmental and developmental indicators in early childhood: Relations to second-grade reading comprehension (Year 1 findings)*. Presentation at Head Start Dissertation Fellowship grantee meeting, Washington, DC.

Cook, G. A. (2003, October). *Environmental and developmental indicators in early childhood: Relations to second-grade reading comprehension*. Presentation at Head Start Dissertation Fellowship grantee meeting, Washington, DC.

Boyce, L. K., Roggman, L. A., & Cook, G. A. (2003, June). *Readiness to read: Early language development, home environment, and emergent literacy*. Early Head Start Consortium Meeting, Bethesda, MD.

Roggman, L. A., Cook, G., Peterson, C., Raikes, H., & Staerkel, F. (2003, June). *Who drops out of Early Head Start home visit programs?* Early Head Start Consortium Meeting, Bethesda, MD.

Roggman, L. A., Cook, G. A., Callow-Heusser, C., & Boyce, L. K. (2002, August). *The final report: What we learned about nurturing children and their families in Bear River Early Head Start*. Bear River Early Head Start, Logan, UT.

Roggman, L. A., & Cook, G. A. (1999, February). *Evaluating home visiting for continuous program improvement in Early Head Start*. Early Intervention Research Institute Mini Conference, Utah State University, Logan, UT.

PROFESSIONAL DEVELOPMENT

Other Service

Guest Reviewer for Bilingual Research Journal (2011-present)

Guest Reviewer for Family Science (2011-present)

Guest Reviewer for Early Childhood Research Quarterly (2010-present)

Guest Reviewer for Journal of Family Issues (2009-present)

Guest Reviewer for Brookes Publishing (2009)

Program Co-Chair (2008) for Society for Research in Human Development.

Grant Reviewer for Early Childhood Educator Professional Development panel for U.S. Department of Education grant applications (2004)

Grant Writing Assistance for

Local Childcare Programs (2003, 2004, 2005)

Head Start Programs -Early Reading First Grants (2006, 2007, 2009)

Training for Ogden-Weber Community Action Partnership Head Start Program (2008, 2009, 2010, 2011, 2012, 2013)

Training for Bear River Early Head Start Program (2000, 2002, 2003, 2006, 2010, 2011)

Member of the Ask-An-Expert Panel for the Utah State University, Aggie Care Program (2007- ongoing)

Public Interest Publications

Cook, G. A., Boyce, L. K., & Howard, S. (2013, December). Using Program Evaluation to Guide One Program on Their Path to School Readiness. *Utah Association for the Education of Young Children Newsletter.*

Cook, G. A., & Roggman, L. A. (2010, July). Fathers' support of children's development. *Utah Association for the Education of Young Children Newsletter.*

Roggman, L.A., & Cook, G.A. (2003, October). Promoting infant mental health: Ameliorating the effects of maternal depression and parenting stress on infant attachment through early intervention. *Utah Association of Infant Mental Health Newsletter, 2, 2-3.*

Roggman, L.A., Boyce, L. K., Cook, G.A., Christiansen, K., & Jones, D. (2003, Fall). Playing with Daddy: A Positive Impact of Early Head Start. *Research Update,* College of Education and Human Services, Utah State University, Logan, UT.

Public Service Presentations

Cook, G. A. (2013, January 10). "Temperament/Personality and Parenting: Understanding Your Personality and Your Child's Temperament to Improve Parenting Practices." Women's Group presentation, Hyde Park, Utah.

Cook, G. A. (2012, April 5). "Becoming a Developmental Parent." Women's Group presentation, Hyde Park, Utah.

Cook, G. A. (2012, January 10). "Understanding Mental Health and Teens." Youth Group and Parent presentation, Hyde Park, Utah.

Cook, G. A. (2011, February 11). "Attachment and the Effects of Maternal Depression, Chronic Illness and Substance Abuse." Staff Training and Development at Bear River Early Head Start, Logan, UT.

Cook, G. A. (2010, March 13). "What is PICCOLO? An Overview of an Observational Measure of Developmental Parenting." Workshop at Utah's 35th Annual Early Childhood Conference, Ogden, UT.

Cook, G. A. (2010, February 18). "Observing, Assessing, & Supervision: Why Every Staff Member Should be Involved." Preschool Teacher Training at Bear River Head Start, Orem, UT.

Cook, G. A. (2010, February 17). "Language Development." Preschool Teacher Training at Bear River Head Start, Logan, UT.

Cook, G. A. (2010, February 16). "Developmental Caregiving." Preschool Teacher Training at Bear River Head Start, Logan, UT.

Cook, G. A. (2010, February 2). "What is PICCOLO? An Overview of an Observational Measure of Developmental Parenting." Workshop at the Zigler Western Research Institute, San Francisco, CA.

Cook, G. A., & Innocenti, M. (2009, July). "Dialogic Reading: Head Start Teacher Training at Ogden-Weber Community Action Partnership, Ogden, UT.

Cook, G. A., & Boyce, L. K. (2003, March)."Observing and Recording Children's Behavior: The Strategies and Tools to Use." Continuing Education Workshop at Utah's 28th Annual Early Childhood Conference, Ogden, UT.

Cook, G. A., Jump, V.K., & Roggman, L. A. (2002, July). "Videotaping home visits as a tool for Continuous Program Improvement." Training workshop with the home visitors at Bear River Early Head Start program, Logan, UT.

Roggman, L. A., & Cook, G. A. (2002, June). "Final report results from the Local Research Partnership for Early Head Start." Presentation to the Bear River Early Head Start program, Logan, UT.

Roggman, L. A., Cook, G. A., & Jensen, H. (2000, May). "Continuous Program Improvement for Bear River Early Head Start: Child Care." Presentation to Bear River Early Head Start staff, Logan, UT.

Roggman, L. A., Cook, G. A., & Jensen, H. (2000, April). "Continuous Program Improvement for Bear River Early Head Start: Baby Buddy Groups." Presentation to Bear River Early Head Start staff, Logan, UT.

Roggman, L. A., Cook, G. A., & Jensen, H. (2000, March). "Continuous Program Improvement for Bear River Early Head Start: Home Visits." Presentation to Bear River Early Head Start staff, Logan, UT.

Professional Societies

National Association for the Education of Young Children (NAEYC)
Utah Association for the Education of Young Children (UAEYC)
Society for Research and Human Development (SRHD)
    Student Representative (2006-2008)
Society for Research in Child Development (SRCD)
Utah Association of Infant Mental Health (UAIMH)
World Association of Infant Mental Health (WAIMH)
Association of University Centers on Disabilities (AUCD)

Honors & Recognitions

Research featured on Local News Channel, Radio Station, 5 Newspapers, and 8 Blogs, March 2012
    Parents Magazine – September 2012
Utah Regional LEND Trainee Liaison, 2010-2011
AUCD Student Scholarship Recipient, 2010
SRCD Student Paper Presentation Scholarship Recipient, 2009
SRHD Elected Student Representative, 2006-2008
Member of Phi Upsilon Omicron Honor Society
Dean's List, 1989-1992
Academic Scholarship, Utah State University, 1987-1988

JOSE CONRADO NUNEZ
2213 Ellison Drive
Modesto, CA 95355
(209) 571-3498

PROFESSIONAL OBJECTIVE

Seek admission to an Ed.D. Educational Leadership and Management program to reach my goal of obtaining a Doctoral Degree to eventually become a full time University Professor in the Early Childhood Care & Education field.

EDUCATION

December 2001   M.S., Education
National University
La Jolla, California

May 1990   B.A., Child Development
California State University, San Francisco
San Francisco, California

LICENSES AND CERTIFICATES

January 2014   SAEYC President Elect
August 2014   Modesto Junior College Mentor Selection Committee Member
May 2009   SAEYC Representative at Large Board Member
January 2007   Program for Infant Toddler Care Certified Modules III & IV
October 2005   Modesto Junior College Mentor Coordinator
September 2002   Alameda Regional Mentor Program Selection Committee Member
August 2002   Child Development Program Director Permit
April 2000   Advisor for the Child Development Training Consortium Professional Growth Advisor Project
October 1999   Mentor Teacher for the California Early Childhood Mentor Program

WORK EXPERIENCE

August 2011
To Present
Demonstration Teacher
California State University, Stanislaus
Turlock, California

Duties: To ensure a high-quality laboratory infant/toddler and preschool program for the education of CSU Stanislaus students, young children, their families and the community at large. Teach and supervise university interns and lab students in planning, implementing, and evaluating developmentally appropriate curriculum for both the infant/toddler and preschool programs. To model professional teaching technique and strategy to promote developmental appropriate practice and assist in the development of such skills in university students. Responsible for coordinating parent communication and collaboration with families.

October 2007
To August 2011
Senior Academic Advisor
Brandman University, Chapman University System, Modesto Campus
Modesto, California

Duties: Conduct informational sessions for prospective special education and pupil personnel services school of counseling and school psychology credential students. Advise and counsel students through both the admission and educational program requirements. Advising and counseling duties include creating educational plans, assisting in transferring coursework, filing petitions and change of program emphasis. Networking to develop community partnerships by participating in outreach activities. Collaborate with Faculty to implement program requirements related to both WASC and CAEL accreditation. Facilitate and plan strategies to create new programs and recruit students for current programs. Attend and take an active role as a team player in both overall programs and educational team meetings to assure provision of quality instruction to students.

August 2006 To Present	Adjunct Instructor of Child Development Yosemite Community College District, Modesto Junior College Modesto, California
	Duties: Instruct, plan and implement college level curriculum for high school seniors that are pregnant or have children in the one unit FAMLF 355 B "Child in the Family" course offered in collaboration with Modesto City Schools and Modesto Junior College's workforce training center's college bound teen parent program funded by the Cal Safe Grant which funds the Educational Foundation at Modesto Junior College.
April 2007 To Present	Adjunct Instructor, Liberal Studies/Child Development Brandman University, Chapman University System, Modesto Campus Modesto, California
	Duties: Instruct, plan and implement a theoretical framework, using teaching methods, strategies and techniques to facilitate students' self-directed learning in relation to developing their comprehension, knowledge and utilization of skills in promoting Children's Cognitive Readiness in Literacy.
August 2006 to June 2008	Regional Occupational Program, Elementary Education Teacher Modesto City Schools, School to Career Center Modesto, California
	Duties: Instruct, plan and implement ROP curriculum based on the career pathways standards that is designed for high school students and adults to develop marketable occupational skills, abilities, and work habits in order to upgrade their capabilities of obtaining a job as a professional in the field of elementary education. Collaborate with Modesto Junior College's 2+2 articulation program that allows students to earn college credits.
August 2005 to April 2006	Full Time Temporary Instructor of Child Development, Modesto Junior College Yosemite Community College District Modesto, California
	Duties: Instruct, plan and implement developmentally appropriate curriculum for 2 ½ to 5 year old children. Supervise and model appropriate practices for staff, student interns and parents in the classroom environment. Organize, plan and facilitate the parent participation portion of the program. Coordinate, instruct and arrange presenters for the parent education portion of the program.
August 2003 to Present	Instructor of Child Development, Chabot College Chabot-Las Positas Community College District Hayward, California
	Duties: Act as a part-time Early Childhood Development Instructor to teach subject matter of assigned courses. Courses included: ECD 80 Advanced Topics I and ECD 9925 Issues in ECD.
June 2000 to June 2001	Interim Latchkey Co-Coordinator Hayward Unified School District Hayward, California
	Duties: Manage, monitor daily operations of latchkey curriculum, staff, & students at fifteen elementary school sites of approximately 750 students & 45 staff members. Conduct enrollments and maintain waiting list. Supervise the preparation and collection of program fees. Implement both State Department of Education & District Policies. Monitor evaluation of program quality, staff & students.
October 1992 to August 2005	Pre-School Teacher, Helen Turner Children's Center Hayward Unified School District Hayward, California
	Duties: Instruct, plan and implement developmentally appropriate curriculum for 3 to 5 year old children in compliance with the requirements of the Child Development Division's "Program Quality Review". Supervise Instructional Assistants. Conduct parent/teacher conferences.

VITA

Victoria L. Cortez

Office Address: California State University, Stanislaus
Department of Psychology & Child Development
One University Circle
Turlock, CA 95382
(209) 667-3125
vcortez@csustan.edu

Education

1992- Ph.D., Psychology, University of California at Santa Barbara.
Dissertation Title: Priming of perceived control in young
children as a buffer against fear-inducing events.
Advisor: Dr. Daphne Blunt Bugental

1984- B.A., Psychology, University of the Pacific, Stockton, CA.

Teaching Experience

Professor, Department of Psychology/Child Development, California State
University, Stanislaus, 2003-current

Associate Professor, Department of Psychology/Child Development, California
State University, Stanislaus, 1995-2003

Assistant Professor, Department of Psychology/Child Development, California
State University Stanislaus, 1992-1995

Lecturer, Department of Psychology/Child Development, California State University,
Stanislaus, 1991-1992.

Teaching Interests

Human Development, Infancy, Childhood, Adolescence, Early Social and Emotional
Development, Early Cognitive Development, Early Childhood Lab, Professional
Issues in Child Development, Child Development Senior Seminar and Internship,
Human Development Research, Advanced Seminar in Early Social and Emotional
Development

Curricular and Programmatic Responsibilities

Child Development Program Coordinator, 1995-2003, 2010-2013
Child Development Graduate Programs, Co-Coordinator, 2006-current

Service

DRPT Chair, 2009-2010, 2014-2015
DRPT Committee, 2012-2013
Child Development Program Committee, 1991-present
Child Development Center Task Force 2010
CHSS Executive Committee, 2010-2012
COS Executive Committee, 2012-2013
Liberal Studies Depatment Committee, 1994-present

Publications

Bugental, D.B., Lyon, J., Krantz, J. & Cortez, V.L. (1997). Who's the Boss?
Differential Accessibility of Dominance Ideation in Parent-Child Relationships.
Journal of Personality and Social Psychology. Vol 72. 1297-1309.

Cortez, V.L., & Bugental, D.B. (1995). Priming of perceived
control in young children as a buffer against fear-inducing
events. *Child Development.*

Cortez, V.L., & Bugental, D.B. (1994). Children's visual avoidance
of threat: A strategy associated with low social control.
Merrill-Palmer Quarterly, Vol.40 (1), 82-97.

Bugental, D.B., Blue., J., Cortez, V.L., Fleck, K., Kopeiken, H.,
Lewis, J.C., & Lyon, J. (1993). Social cognitions as organizers
of autonomic and affective responses to social challenge.
Journal of Personality and Social Psychology. Vol. 64 (1),
94-103.

Conference Presentations

Asher, R.A. & Cortez, V.L. (March, 2007). Becoming a developmental science
professional: Constructing a worldview. Symposium submitted for presentation at
the Society for Research in Child Development Biennal Conference, Boston,
MA.

Asher, R.A., Cortez, V.L., & Marsh, N.A.F. (1999). Developmental differences in emotion regulation. Poster accepted for presentation at Society for Research in Child Development Biennial Conference, Albuquerque, NM.

Asher, RA, Cortez, V.L. & Gestullum, M. (2013). The Development of Children's Understand and Expression of Movement in Pictorial Representations of Human Figures. Poster accepted for presentation at Society for Research in Child Development Biennial Conference, Seattle, WA.

Cortez, V.L., Asher, R.A. & Marsh N.F. (April, 2003). The relationship between the development of social perspective taking and emotional masking. Poster accepted for presentation at the Society for Research in Child Development Biennial Conference, Tampa, Florida.

Cortez, V.L., & Asher, R.A. (2001). Children's regulation patterns of positive and negative emotional states. Poster accepted for presentation at Society for Research in Child Development Biennial Conference, Minneapolis, MN

Cortez, V.L., Asher, R.A., Marsh, N.A.F. (1997). Young children's ability to mask disappointment and happiness. Poster accepted for presentation at Society for Research in Child Development Biennial Conference, Washington, D.C.

Bugental, D.B., & Cortez, V.L. (1993). Maladaptive ttentional responses of children with low perceived Control. Paper presented at Biennial Conference of Society of Research in Child Development Biennial Conference, New Orleans, Louisiana.

Roy, R., Asher, R., Cortez, V.L., & Phelps, S. (2013). Engaging Student Competency: Progressing from Student to Profession. Roundtable presentation at Developmental Sciences Teaching Institute Pre-Conference of Society of Reseach in Child Development Biennial Conference, Seattle, WA.

Achievements and Grants

Child Development Program Assessment Grant (with Rita Asher), 2009
Service-Learning Grant, California State University, Stanislaus, 2002-2003.
Children and Families First Commission, Stanislaus County Prop 10 Mini-Grant, 2001.
Affirmative Action Faculty Grant, California State University, Stanislaus, 1996-1997.
Research, Scholarship, and Creative Activity Grant, California State University, Stanislaus, 1994-1995.
Affirmative Action Faculty Grant, California State University, Stanislaus, 1992-1993.

Aletha M. Harven, Ph.D.

Department of Psychology & Child Development
California State University, Stanislaus
Tel: (209) 667-3504
aharven@csustan.edu

Education

2014	**Ph.D. Degree in Education** (Emphasis: Human Development & Psychology) University of California, Los Angeles	Los Angeles, CA
2003	**M.A. Degree in Education** (Emphasis: Early Childhood Education) California State University, Sacramento	Sacramento, CA
2001	**B. A. Degree in Child Development w/Pre-Credential Preparation** California State University, Sacramento	Sacramento, CA
1999	**A.A. Degree in Liberal Studies** American River College, Sacramento	Sacramento, CA

Present Position

Assistant Professor, California State University, Stanislaus   Turlock, CA
Department of Psychology & Child Development. **Courses:** Human Development I: Childhood; Human Development II: Adolescence; Human Development in Cross-Cultural Context; Early Intervention for High Risk Students

Former Position

June 2012 – August 2013

Assistant Director, First Star UCLA Bruin Guardian Scholars Academy   Los Angeles, CA
Oversaw a pre-collegiate program dedicated to advancing the cognitive, social, and emotional well-being of at-risk foster youth. School success, retention, accountability, and a college-going culture were fostered among students during monthly Saturday Academies and our annual summer residential program, where students stayed on the UCLA campus.
Duties: Ensured program flow and success; Developed online student recruitment protocols and assessment tools; Developed and maintained a database for recruitment data and achievement data; Analyzed recruitment data and interviewed students for program entry; Coordinated and lead school visits with students, caregivers, and school counselors; Assisted with the development of student educational plans; Supervised 14 staff members (i.e., peer counselors and program coordinators); Developed and monitored staff schedules; Planned, organized, updated, and monitored program calendar for the academic year and summer academy; Monitored staff effectiveness and student progress; Developed staff and student code of conduct; Provided on-going training, development, and assessments to staff members, including summer residential assistants and assistant resident directors; Monitored and supported staff-student interactions; Encouraged active engagement among staff and students. Resolved staff conflicts, and assisted staff in resolving student conflicts; Addressed major behavioral issues and safety concerns; Lead necessary interventions. Coordinated activities with departments across campus (e.g., Office of Residential Life (ORL), LGBT Center, Jordan Farmar Basketball "Hoop" Camp, Counseling and Psychological Services, etc.). Coordinated with organizations off-campus (e.g., Opportunities for Learning Online Charter School). Met grant requirements (e.g., Kellogg grant) by providing specific services to our foster youth. Fostered relationships with community organizations. Handled all program issues and changes; evaluated and maintained accurate records of program expenses, needs, and student success. Planned, managed, and coordinated all logistic arrangements necessary to execute program (e.g., secured speakers and transportation for Saturday academy,).

Teaching Experience

Instructor of Record – California State Universities **(Los Angeles, Northridge, & Dominguez Hills)**

- Applied Social Development (3 semesters/Fall 2012, Fall 2010, Summer 2004)
- Cognitive Psychology/Cognitive Development (2 semesters; 4 sections/ Fall 2006, Spring 2007)
- Applied Cognitive Development (Summer 2005)
- Culture, Race, Ethnicity, & Gender in Development (7 semesters/Spring 2013, Fall 2012, Spring 2012, Fall

2011, Spring 2011, Fall 2010, Summer 2005)
- School Age Years (Fall 2010)
- Advanced Theories & Concepts (Fall 2011)
- Freshman Seminar (Fall 2006)
- Health, Safety, and Nutrition for Young Children (American River College; ARC, Fall 2003)

Teaching Assistant – University of California, Los Angeles (UCLA)
- Sociology M5: Social Organizations of Black Communities (100+ students/ Winter 2007)
- Early Childhood Education (Fall 2005)

Teaching Assistant – California State University, Sacramento (CSUS)
- Freshman Seminar/ Ethnic Studies (2 sections/ Fall 2002)
- Cognitive Development (Spring 2001)

Other Teaching Experience
- Research Methods *Social Science Workgroup* UCLA Summer Programs for Undergraduate Research (SPUR; 2004-2008)
- High School Teacher – EF Language Travel Program, CSU Long Beach (2012)
- Private In-Home Teacher, Westwood/Beverly Hills, CA (2010-2012)
- Preschool Teacher - Children's Center at CSU, Sacramento (2001)
- Instructor for Children with Disabilities, *Project Play*, CSU, Sacramento (2001)
- Instructor/Classroom Volunteer, Fr. Keith B. Kenney Elementary School - Sacramento, CA (2001)
- Reading Tutor, Oakdale Elementary School - Sacramento, CA (1996-1997)
- Teaching Assistant/Tutor, California Middle School - Sacramento, CA (1995-2001)

Mentoring Experience

June 2013 – August 2014

Mentored Interns, BGSA Staff and Students, UCLA First Star Bruin Guardian Scholars Academy – Los Angeles, CA
Trained Bruin Resource Center interns to become BGSA peer counselors. Interns assisted me with BGSA programming needs. Trained BGSA staff in peer counselor/program coordinator duties. Provided advice to BGSA students and caregivers weekly.

August 2012 – June 2013

Mentored/Trained Undergraduate Research Assistants, UCLA School of Education – Los Angeles, CA
Trained undergraduate research assistants in data collection, data entry, and basic analyses. Students worked on my *Adolescents in Context Project*, which was conducted at schools across the Los Angeles Unified School District.

June – August (2004-2008)

Program Coordinator/ Instructor/ Graduate Resident Assistant, *UCLA Summer Programs for Undergraduate Research* (SPUR) Mentored over 400 undergraduate students from around the U.S. - and other countries such as Puerto Rico. Developed and held weekly *research methods-social science* workgroups to guide students in the completion of their diverse research projects. Aided students in all aspects of their projects, from question development and study design to data analysis and dissemination. Coordinated and organized conferences in which students presented their work to peers, parents, and the larger UCLA community. Coordinated program activities with UCLA professors, lecturers, librarians, volunteers, and other campus organizations (e.g., campus tours, etc.). Developed and facilitated workshops related to graduate school (e.g., the graduate school experience, funding my graduate education, careers after graduate school, etc.). Guided students through the application process for graduate school. *Note. Many of my mentees are now in graduate programs at UCLA and many other Universities.

2004 -2008
UCLA's California State University Outreach Program
Developed and facilitated a series of workshops, seminars, and panel discussions on graduate school (e.g., applying to graduate school, keys to success in graduate school, funding your graduate education, etc.). I traveled to various CSU campuses with other CSU Alum to speak one-on-one with students, so as to encourage their interest in applying to graduate school at UCLA. In March 2011, I was asked to be a panel speaker for our CSU Long Beach outreach program.

Research Areas of Specialty

- K-12 / Higher Education
- Achievement Motivation/ Engagement
- School Retention & Resiliency/Protective Factors
- Race, Culture, Gender, & SES in Development/Educ.
- Investigative Processes/Empirical Problem Solving

- Access & Equity
- Mental Health
- Parent Advocacy & Involvement
- Human Development
- Impact Research

- Academic Achievement
- School Context
- Family Context
- Peer Context/Relations

Research Experience

November 2011 – August 2014
Researcher, UCLA School of Education - Los Angeles, CA
Dissertation Research. Collected, entered, and analyzed data using structural equation modeling. Path models were utilized to examine the extent to which parent educational advocacy and friendship support protected Black and Latino adolescents from the negative psychological and academic consequences associated with racial discrimination in school. All relations were examined as a function of race, gender, and class.

August 2012- June 2013
Research Associate, Loyola Marymount University (LMU), School of Education – Los Angeles, CA
Research supported by NIH/NICHD and the NSF/AERA grants program. Analyzed data to explore school contextual factors that buffered the negative relation between exposure to special needs students and peer academic achievement. Manuscript published in the Journal of Educational Research in which specific strategies were discussed for reducing the academic consequences associated with exposure to students with emotional and behavioral disorders. Policy implications were discussed.

November 2011- May 2013
Research/Data Analyst - Los Angeles, CA
Contracted to manage & work on short-term research projects

May 2010 - Sept. 2010
Research Assistant, Loyola Law School & Center for Juvenile Law and Policy - Los Angeles, CA
Juvenile Justice Project. Examined juvenile records at courthouses throughout greater Los Angeles. Lead teammates in data collection efforts. Trained and worked closely with the Principal Investigator.

Sept. 2008 - Sept. 2009
Program Evaluator/Researcher, UCLA School of Education - Los Angeles, CA
National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Lead grant funded projects that evaluated the effectiveness of afterschool programs in advancing the education, health, and nutrition of urban and low-income minority youth. Organized and lead research projects. Developed qualitative and quantitative protocols. Collected and analyzed data – both qualitative and quantitative. Wrote policy briefs & reports.

Sept. 2008 - June 2009
Research Fellow, UCLA School of Education - Los Angeles, CA
Project Advance. Mentored by UCLA faculty to develop dissertation research. Bi-weekly meetings, which included presenting my ideas in front of faculty and peers.

June 2006 - Aug. 2006
Program Evaluator/ Research Assistant, UCLA School of Education - Los Angeles, CA
Principal Leadership Institute. Worked closely with the Principal Investigator to evaluate UCLA's Principal Leadership Institute. Gathered and analyzed data. Wrote formal reports.

Jan. 2003 - June 2006
Researcher, UCLA School of Education/Center for Embedded Networks Sensing (CENS) - Los Angeles, CA
An experimental study that implemented an inquiry-based curriculum- designed by our team. Trained teachers in curriculum use. Developed qualitative survey instruments; identified and modified appropriate quantitative protocols. Engaged in pilot testing and study re-design. Lead data collection efforts at several middle schools in greater Los Angeles (Videotaped classrooms; Observed teacher's pedagogical practices and student engagement; Surveyed teachers and students). Data entry and analysis. Published a manuscript that emphasized the positive effects of inquiry-based curriculums on student motivation.

Sept. 2003 - June 2006
Researcher, UCLA School of Education - Los Angeles, CA
Peer Relations Project- a longitudinal study (Middle & High School students; Protocol development; Data collection/entry; Wrote article for newsletter). Used project data to explore the moderating effects of racial identity and self-esteem on the negative link between Black adolescents' perceptions of racial discrimination and their academic motivation. Data was collected from several middle schools in greater Los Angeles. Findings revealed that a race central identity buffered the negative impact of societal discrimination (e.g., being harassed by the police) on students' mastery goals in school. Conducted a separate study- a Content-Analysis- with the Principal Investigator to explore whether or not manuscripts published in the Journal of Child Development had diverse sample sizes.

Sept. 2003 - June 2006
Spencer Fellow, UCLA School of Education - Los Angeles, CA
Spencer Research Training Grant (RTG) Institute. Attended bi-weekly meetings for professional development. Mentored by UCLA faculty & visiting scholars. Developed and presented research ideas, analyses, and papers to Spencer group.

Jan. 2001 - Aug. 2003
Researcher, California State University School of Education - Sacramento, CA
Completed an original research study for my Master's Thesis. Conducted a mixed methods study on Black and Latino middle school students to explore the relation between culturally relevant pedagogy (CRP) and academic motivation. Collected data at 3 middle schools (Conducted focus groups; Administered surveys). Findings revealed a positive association between teachers who engaged in CRP and student motivation.

June 2002 - Aug. 2002
Spencer Fellow, UCLA School of Education - Los Angeles, CA
Spencer Research Training Grant (RTG) Summer Institute. Mentored by UCLA faculty and visiting Scholars. Demonstrated proficiency in writing research papers. Presented research findings to UCLA faculty and peers. Attended workshops and seminars on conducting research.

June 2001 - Aug. 2001
Researcher, UCLA Department of Psychology - Los Angeles, CA
Summer Programs for Undergraduate Research (SPUR). Conducted research on *Second Language Acquisition* in Adolescent and Adult learners (explored two motivational sub-types). Presented research findings to faculty, peers, and community members. Utilized Microsoft Access to create and maintain a database. Demonstrated proficiency in writing research proposals and reports. Attended workshops and seminars on conducting research.

CSU, Stanislaus Service & Leadership

Member, Thesis Committee (serving on several committees), Department of Psychology & Child Development

Member, Child Development Program Committee, Department of Psychology & Child Development

Member, Graduate Committee, Department of Psychology & Child Development

Member, Internal Review Board (IRB) Committee, Department of Psychology & Child Development

Member, Budget Committee, Department of Psychology & Child Development

Member, Affirmative Action & Diversity Committee, University

Other Professional Experience, Service, & Leadership

Sept. 2010 – June 2014
Advisory Board Member, InterActions: UCLA Journal of Education and Information Studies - Los Angeles, CA
Review manuscripts for publication.

Spring 2012 – Winter 2013
Writing Proficiency Exam (WPE) Reader, California State University – Northridge, CA

2012
Volunteer, YWCA, Non-Profit Multicultural Women's Organization–Pasadena, CA
Creating programs & raising funds to aid in the organization's mission of Eliminating Racism, Empowering Women & Promoting Peace, Justice, Freedom, and Dignity for all. (Much of the focus is on the development of young minority and low-income girls.)

Sept. 2007 - Spet 2008
Council Representative, UCLA Black Graduate Student Association (BGSA) - Los Angeles, CA
Created and supervised events on and off campus. Managed budget and paid event participants. Developed and facilitated a BGSA retreat. Encouraged graduate student participation; Recruited faculty to participate in events.

June 2005 - Aug. 2008
Program Coordinator/Graduate Student Mentor/Residential Assistant, UCLA Summer Programs for Undergraduate Research (SPUR)- Los Angeles, CA
Assisted prospective graduate students with their research projects. Collaborated with departments and programs on campus. Managed the budget. Created and supervised student events on and off campus. Developed and facilitated workshops for students. Recruited faculty and other UCLA staff to participate in workshops and to sit on panels. Conducted weekly workgroups for students. Developed and facilitated our annual research conference on campus.

Sept. 2003 - June 2008
Coordinator, UCLA's CSU Outreach Project - Los Angeles, CA
Traveled to CSU campuses to recruit students for graduate study at UCLA. Developed and facilitated workshops and seminars for prospective graduate students.

June 2005 - Sept. 2006
Organizer, UCLA New Graduate Student Orientation Planning Committee - Los Angeles, CA
Developed and facilitated interactive workshops, seminars, and panel discussions for in-coming graduate students.

Sept. 2003 - June 2005
President, Council Member, Division Representative – University of California - Los Angeles, CA.
UCLA Graduate Student Association in Education (GSAE). Created and facilitated events for my department and school-wide. Collaborated with other departments/student groups. Managed budget. Attended all GSA, GSAE, & Faculty/staff department meetings. Discussed the needs of GSAE with GSA council - and division needs with Education faculty.

Invited Presentations

Commencement Speaker, "The Educators Responsibility" – California State University- Sacramento, School of Education Graduation Ceremony (2003)

Speaker, "The Graduate School Experience," UCLA–CSU, Long Beach Outreach Event (2011)

Speaker, "Keys to Success in Graduate School" UCLA– CSU, Northridge Outreach Event (2005)

Speaker, "The Importance of Obtaining a College Degree"- Los Angeles High School (2005)

Speaker, "Keys to Success in Graduate School," UCLA – CSU, Channel Islands Outreach Event (2004)

Speaker, "Preparing for College," – Orange County, CA

Speaker for the Non-Profit Organization, *Love Yourself Like You Love Your Shoes,* which is focused on female empowerment. The talk was given to a group of minority and low-income high school girls and their parents. Spring 2012

Professional Conference Presentations

Best Practices for College Outreach of Foster Youth. Presentation & Workshop at the California Foster Youth Education Summit in Sacramento, California, March 2014.

Does Failing the California High School Exit Exam Undermine Future Orientation Toward College? Poster Session at the Society for Research on Adolescence (SRA) Conference in Vancouver, Canada, March 2012

The Salsa, Sabor Y Salud Program: An Evaluative health Curriculum for LA's BEST Latina/o Children. Panel Discussion at the 87th Annual California Educational Research Association (CERA) Conference in Palm Springs, California, 2008

The Relation between Adolescents Perceptions of Racial Discrimination and their Achievement Goals: An Exploratory Study on African American Middle School Students. Panel Discussion at the 14th Annual National Black Graduate Conference in Psychology at the University of Michigan, Ann Arbor, 2008

The Relation between Adolescents Perceptions of Racial Discrimination and their Achievement Goals: An Exploratory Study on African American Middle School Students. Panel Discussion to be Presented at the American Educational Research Association (AERA) in New York, NY., 2008

Adolescents Perceptions of Racial, Gender, and Religious Discrimination in Multiple Contexts: An Exploratory Study. Poster Session at the Society for Research on Adolescence (SRA) in Chicago, IL., 2008

Perceptions of Culturally Relevant Pedagogy: An Assessment Based on Ethnically Diverse Middle School Students. Panel Discussion Presented at the American Educational Research Association (AERA) in Chicago, IL., 2007

The Relation between Adolescents Perceptions of Racial Discrimination and their Academic Achievement: An Exploratory Study on Middle School Students. Poster Session at the Society for Research in Child Development, Boston, MA., 2007

Eyes on the Prize: Considering How Design Research Can Lead to Sustainable Innovation. Symposium Presented at the Educational Research Association (AERA) in San Francisco, CA., 2006

The Relation between Racial Discrimination and Achievement Motivation: A Study on Middle-School Students. Panel Discussion Presented at the American Educational Research Association (AERA) in San Francisco, CA., 2006

The Relation between Adolescents' Perceptions of Racial Discrimination and Their Achievement Motivation. Poster Session at the Society for Research on Adolescence (SRA) Conference, San Francisco, CA., March 2006

The Primacy of Perceptions: How teacher and student perceptions interact to maintain the Black-white test score gap. Symposium Presented at the National Association for Research in Science Teaching (NARST), Dallas, Texas, April 2005

Making schools safe: What practitioners can do to reduce racial and sexual minority harassment. Workshop Presented at the Practitioners' Conference on Civic Education, New Orleans, LA, January 2005

Strategies for increasing motivation among ethnically diverse students. Workshop Presented at the Practitioners' Conference on Civic Education, New Orleans, LA, January 2005

The Primacy of Perceptions: How teacher and student perceptions interact to maintain the Black-white test score gap. Symposium presented at the Patterson Research Conference, Washington, D.C.; September 2004

Perceptions of School Climate, Student Engagement, and School Success Among Ethnically Diverse Adolescents. Symposium presented at the American Educational Research Association (AERA) Conference, San Diego, CA.; April 2004

Perceived School Climate and Engagement among Ethnically Diverse Adolescents. Symposium presented at the Society for Research on Adolescence Conference (SRA), Baltimore, Maryland; March 2004

Publications

Gottfried, M. A., & **Harven, A.** (2014). The effect of having classmates with emotional and behavioral
disorders and the protective nature of peer gender. *Journal of Educational Research*, 0, 1-17.
Sandoval, W. A., & **Harven, A. M.** (2010). Urban middle school students' perceptions of the value of inquiry. *Journal of Science Education and Technology*, 20: 95-109.

Manuscripts in Preparation

Harven, A. M. & Graham, S. (in preparation). The relation between perceptions of racial discrimination, academic
motivation, and psychological buffers: An exploratory study on Black middle school students.
Harven, A. M. (in preparation). *Pedagogical strategies for challenging students' world views* (chapter 2). In R. Papa, D.
M. Eadens, & D. W. Eadens (Eds.), Social justice instruction: Empowerment on the chalkboard. Springer
International.
Harven, A. M. (in preparation*). Critical literacy and multicultural literature: Pedagogical strategies for the everyday
classroom* (Chapter 16). In Social justice instruction: Empowerment on the chalkboard. In R. Papa, D.
M. Eadens, & D. W. Eadens (Eds.), Social justice instruction: Empowerment on the chalkboard. Springer
International.
Godron Biddle, K. A., & **Harven, A. M.** , Gordon, S. V., Raskauskas, J., Rodriguez, M., & Zarek, S. (in preparation).
STEM strategy: Mentoring underserved 11th graders in computer programming.

Policy Reports

Haung, D., Cho, J., Nam, H. H., La Torre, D., Oh, C., **Harven, A.,** Huber, L. P., Rudo, Z., & Caverly, S. (2010). Examining practices of staff recruitment and retention in four high-functioning afterschool programs (CRESST Report 769). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Huang, D., La Torre, D., **Harven, A.,** Huber, L., P., Jiang, L., Leon, S., & Oh, C. (2008). Identification of Key Indicators of Quality in Afterschool Programs. (CRESST Report 748). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Huang, D., La Torre, D., Oh, C., **Harven, A.,** Huber, L., Leon, S., & Mostafavi, S. (2008). The Afterschool Experience in Salsa Sabor y Salud Evaluation 2007-08 (Report 747). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Huang, D., La Torre, D., Oh, C., **Harven, A.,** Huber, L., Leon, S., & Mostafavi, S. (2008). Examining practices of staff recruitment and retention in four high-functioning afterschool programs (CRESST Report 769). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Huang, D., Leon, S., **Harven, A.,** M., La Torre, D., & Mostafavi, S. (2009). Exploring the relationships between LA's BEST program attendance and cognitive gains of LA's BEST students (CRESST Report 757). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Academic Grants & Fellowships

- Institute of American Cultures Grant, UCLA, 2010-2011
- Project Advance Fellowship, UCLA, Department of Education, 2008-09
- Division E Fellowship, American Educational Research Association (AERA) Conference, April, 2009
- Institute of American Cultures Grant, UCLA, 2006-07

- Spencer Research Training Grant (RTG; 3 years), National Academy of Education, UCLA, 2003-2006
- Summer Research Mentorship Fellowship, UCLA, 2004
- Spencer Summer Research Training Grant, UCLA, 2002
- Summer Research Fellowship (SPUR), UCLA, 2001

Academic Honors and Awards

- Commencement Speaker, CSU Sacramento, 2003
- Summa Cum Laude Graduation Honors, CSU Sacramento, 2003
- Academic Achievement Honors Award, Department of Child Development, CSU Sacramento, 2002
- Cum Laude Graduation Honors, CSU Sacramento, 2001
- Deans Honor List, CSU, Sacramento, 1999-2001
- National Deans Honors List, 1999

Professional Memberships

- American Educational Research Association (AERA)
- Society for Research in Child Development (SRCD)
- Society for Research on Adolescence (SRA)

GRACE PARADIS, Ph.D.

Department of Psychology & Child Development
California State University, Stanislaus
Email: gparadis@csustan.edu

One University Circle
Turlock, CA 95382
Office: 209-667-3685

EDUCATION

Ph.D. **Developmental Psychology**   December 16, 2011
University of Montana
Dissertation: *Emotional Availability and Touch among Deaf and Hearing Mother-Infant Dyads*

M.A. **Psychology**   August 26, 2008
California State University, Sacramento
Thesis: *The Relationship between Maternal Education and Mothers' Verbalizations during Parent-Child Interactions*

B.A. **Psychology** (major), **Child Development** (minor); *cum laude*   May 24, 2006
California State University, Sacramento

TEACHING EXPERIENCE

Lecturer   Fall 2012 to present
Department of Psychology & Child Development
California State University, Stanislaus

Adjunct Faculty   Fall 2009 to Fall 2011
Department of Psychology
University of Montana

Graduate Teaching Assistant   Fall 2008 to Spring 2009
Department of Psychology
University of Montana

Teaching Associate   Spring 2008
Department of Psychology
California State University, Sacramento

Teaching Assistant   Fall 2007, Spring 2007,
Department of Psychology   Spring 2006
California State University, Sacramento

RESEARCH EXPERIENCE

Research Assistant   Fall 2009 to Spring 2012
  Rural Institute
  University of Montana
Research Assistant   Fall 2009 to Fall 2011
  CAARE Diagnostic and Treatment Center
  UC Davis Children's Hospital

PAPERS & PRESENTATIONS

Roy, R., & **Paradis, G.** (2014). Smartphone use in the daily interactions between parents and young children. Poster submitted to Society for Research in Child Development (SRCD) Biennial Conference, Philadelphia, PA.

Silvia (Paradis), G., Koester, L.S, & Rostad, W. (2012). Social-Emotional Dynamics during Interactions with Infants: Does Mother or Infant Hearing Status Make a Difference? Symposium presented at the XVIIIth Biennial International Conference on Infant Studies, Minneapolis, MN.

Silvia (Paradis), G., Koester, L.S, & Rostad, W. (2011). The Functions of touch by deaf and hearing mothers during free play interactions with their infants. Poster presented at the Association for Psychological Science Conference, Washington DC.

Koester, L.S., & **Silvia (Paradis), G.** (2010). Variations in the use of touch by deaf and hearing mothers during free play with their infants. Poster presented at the International Society for the Study of Behavioural Development (ISSBD) Conference, Lusaka, Zambia.

Koester, L.S., & **Silvia (Paradis), G.** (2010). The relationship between deaf and hearing infants' attachment behaviors and maternal emotional availability. Poster presented at the Graduate Student and Faculty Research Conference, Missoula, Montana.

Koester, L.S., & **Silvia (Paradis), G.** (2010). The relationship between deaf and hearing infants' attachment behaviors and maternal emotional availability with hearing mothers. Poster presented at the XVIIth Biennial International Conference on Infant Studies, Baltimore, MD.

Muir, L., **Silvia (Paradis), G.,** & Koester, L.S. (2010). Mothers of disorganized/disoriented infants: Eight years later. Poster presented at the XVIIth Biennial International Conference on Infant Studies, Baltimore, MD.

Silvia (Paradis), G. (2008, August). The relationship between maternal education and mothers' verbalizations during parent-child interactions. Master's Thesis at California State University, Sacramento.

Silvia (Paradis), G. (2008, April). Gender differences in mothers' perceptions and observed ratings of child's externalizing behavior. Poster presented at the 88th Annual Convention of the Western Psychological Association, Irvine, CA.

Silvia (Paradis), G. (2007. October). Gender differences in mothers' perceptions and observed ratings of child's externalizing behavior. Speaker at the 2nd Annual Northern California Regional Parent-Child Interaction Therapy (PCIT) Coaching & Training Workshop, Sacramento, CA.

Silvia (Paradis), G., Culver, M. A., & Timmer, S. G. (2007, September). Gender differences in mothers' perceptions and observed ratings of child's externalizing behavior. Poster presented at the 7th Annual Parent-Child Interaction Therapy (PCIT) Institute, Sacramento, CA.

Silvia (Paradis), G., Culver, M. A., & Timmer, S. G. (2006, September). The effect of maternal education on emotional availability in high-risk mother-child dyads. Poster presented at the 6th Annual Parent-Child Interaction Therapy (PCIT) Institute, Sacramento, CA.

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development	2008 to present
Association for Psychological Science	2010-211
Western Psychological Association	2008-2009
Psychology Graduate Student Association	2008-2011
Psi Chi National Honors Society in Psychology	2004-2006
Golden Key International Honour Society	2004-2006
Dean's List, CSU Sacramento	2002-2006

REFERENCES

Lynne Koester, Ph.D.
Professor of Psychology (retired)
University of Montana

32 Campus Drive
Missoula, MT 59812
Email: lynne.koester@umontana.edu
Phone: (406) 243-4003

Rosanne Roy, Ph.D.
Child Development Program Coordinator
California State University, Stanislaus

One University Circle
Turlock, CA 95382
Email: rroy@csustan.edu
Phone: (209) 667-3514

Bill Potter, Ph.D.
Psychology Department Chair
California State University, Stanislaus

One University Circle
Turlock, CA 95382
Email: wpotter@csustan.edu
Phone: (209) 667-3518

Rosanne Roy
Department of Psychology
California State University, Stanislaus.
1 University Circle
Turlock, California
(209) 667-3514
email: rroy@csustan.edu

Education

McGill University, Montreal, Canada
1996 - 2000
 Ph.D., Applied Developmental Psychology
1994 - 1996
 M.Ed., Educational Psychology
1993 - 1994
 Diploma of Human Relations and Family Life Education
1988 - 1991
 B.A., Psychology

Teaching Experience

California State University, Stanislaus
2004 –
 Associate Professor, Department of Psychology/Child Development

2000 – 2004
 Assistant Professor, Department of Psychology/Child Development

1999 – 2000
 Visiting Lecturer, Department of Psychology/Child Development

Non-Teaching Experience

California State University, Stanislaus
2006 - 2009
 Faculty Coordinator for the Assessment of Student Learning

California State University, Stanislaus
2005 - 2006
 Assessment Consultant for Global Affairs

Referred Publications

 Benenson, J.F., Gordon, A., & Roy, R. (2000). Children's evaluative appraisals of competition in tetrads versus dyads. *Small Group Research, 31*, 635-652.

Benenson, J. F., Markovits, H., Roy, R., & Denko, P. (2003). Behavioral rules underlying learning to share: Effect of development and context. *International Journal of Behavioral Development, 27(2),* 116-121.

Benenson, J.F., Morganstein, T., & Roy, R. (1998). Sex differences in children's investment in peers. *Human Nature, 9,* 369-390.

Benenson, J.F., Nicholson, C., Waite, A., Roy, R. & Simpson, A. (2001). The influence of group size on children's competitive behavior. *Child Development, 72(3),* 921-928.

Benenson, J. F., Roy, R., Waite, A., Goldbaum, S., Linders, L., Simpson, A. (2002) Greater discomfort as a proximate cause of sex differences in competition. *Merrill-Palmer-Quarterly, 48,* 225-247.

Paré, A., Roy, R. (2002). The evolution of an educational journal: A genre study. *Technostyle, 17(2),* 31-54.

Potter, W., Roy, R. & Bianchi, S. (in press). Computer Programming for Research and Application: LiveCode Development Environment. *Mexican Journal of Behavioral Analysis.*

Roy, R., & Benenson, J. F. (2002). Sex and contextual effects on children's interference behavior. *Developmental Psychology, 38,* 306-312.

Roy, R., Lilly, F., & Benenson, J.F. (2000). Beyond intimacy: Conceptualizing sex differences in same-sex friendships. *Journal of Psychology, 134,* 93-101.

Non-Refereed Publications:
Roy, R. (2011). Is anyone paying attention: Teaching, learning, and the distracted generation. *Faculty Voices: Sharing our Philosophies of Teaching, vol. 9,* 36-39.

Presentations
Guardanapo, B. & Roy, R. (2014, May). *Adolescents' Involvement in Cyber-Bullying Behaviors as a Predictor of Parent-Child Emotional Closeness.* Poster presented at the Association of Psychological Sciences Annual Conference, San Francisco, CA.

Roy, R., Asher, R., Cortez, V., & Phelps. S. (2013, April). *Engaging Student Competency, Progressing from Student to Professional.* Roundtable presentation at the Society for Research in Child Development Teaching Institute, Seattle, WA.

Roy, R., Madruga, T. & Heise, A. (2012, January). *Losing control: Self-control as a predictor for text messaging rate, urgency, and use at inappropriate times.* Poster presented at the Society for Personality and Social Psychology Conference, San Diego, CA.

Roy, R. (2007, November). *Jump Starting Faculty-led Assessment: (Paid) Faculty Program Assessment Coordinators—Benefits and Drawbacks.* Paper presentation at the Assessment Institute, Indianapolis, IN.

Roy, R. (2002, August). *Gender differences in facial attention among children in competitive contexts.* Paper presentation at the International Society of Human Ethology, Montreal, QC, Canada.

Roy, R., Denko, P., Benenson, J.F., & Markovits, H. (2001, April). *Development of self-interest and cooperation in competitive group contexts.* Poster presented at the Society for Research in Child Development Conference, Minneapolis, MN.

Roy, R., Asher, R., Cortez, V., Goodwyn, S., & Novak, G. (2001, February). *Child Development Student Assessment Plan.* Poster presented for Instructional Institute Day, California State University, Stanislaus, CA.

Denko, P., Roy, R., Benenson, J. F. (June, 2000). *The influence of social context on children's distributive behavior.* Poster presented at the 29th Annual Symposium of The Jean Piaget Society, Montreal, QC, Canada.

Roy, R. (June, 2000). *Gender Differences in the Dynamics of Group Competition.* Poster presented at the 29th Annual Symposium of The Jean Piaget Society, Montreal, QC, Canada.

Benenson, J.F., Roy, R., & Waite, A. (1999, April). Self interest versus group relationships: Gender differences in competition and cooperation for resources and status. In J.F. Benenson (Chair), *Are girls as competitive as boys? Gender differences in the dynamics of competition and cooperation.* Symposium conducted at the Society for Research in Child Development Conference, Albuquerque, New Mexico.

Roy, R., Morganstein, T., & Benenson, J.F. (1998, August). *Sex differences in children's investment in peers.* Paper presented at the International Society of Human Ethology, Burnaby, B.C.

Waite, A., Roy, R., & Benenson, J.F. (1998, August). *Children's reactions to status differentials.* Paper presented at the International Society of Human Ethology, Burnaby, B.C.

Roy, R., Waite, A., Benenson, J.F., & Goldbaum, S. (1998, June). *Gender differences in response to status differentials.* Poster presented at the 28th Annual Symposium of The Jean Piaget Society, Chicago, Ill.

Lilly, F., Roy, R., & Benenson, J.F. (1996, April). *Sex differences in adolescents' close friendships.* Poster presented at the Society for Research in Child Development Conference, Washington, DC.

Grants

McGill Alma Mater Student Travel Grant	1998	$500
FCAR (Fond de formation de chercheurs et l'aide a la recherche)	1999	$13,000
McGill University Social Sciences Sub-Committee	1997	$1,950
CSU, Stanislaus Assessment of Student Learning Development Grant	2000	$3,000
Stanislaus County Children and Families Commission Proposition 10 Mini-Grant	2001	$1,372
CSU, Stanislaus Affirmative Action Grant	2002	$1486
CSU, Stanislaus Dean's Teaching Initiatives	2002	$237
CSU, Stanislaus Dean's Teaching Initiatives	2003	$400
CSU, Stanislaus Affirmative Action Grant	2003	$2550
CSU, Stanislaus Affirmative Action Grant	2004	$2000
CSU, Stanislaus Dean's Teaching Initiatives	2005	$440
CSU, Stanislaus Dean's Teaching Initiatives	2007	$800
CSU, Stanislaus RSCA	2010	$3865
CSU, Stanislaus RSCA	2011	$4680
CSU, Stanislaus RSCA	2013	$1965

Graduate Thesis/Project Supervision

Guardanapo, B. (Spring, 2013). Adolescents' involvement in cyber-bullying behaviors as a predictor of parent-child emotional closeness. M.S. Counseling, California State University, Stanislaus

Costin, J. (Spring, 2000). Deaf culture and the process of conflict resolution. M.Ed. Family Life Education, McGill University.

Lopez, E. (Spring 2004). Life satisfaction in immigrant and nonimmigrant Hispanic adolescents. M.S. Counseling, California State University, Stanislaus

Houston, N. (Winter 2008). Assessing emotional outcomes associated with reporting body mass index scores as a method of fighting childhood obesity. Interdisciplinary Studies M.A. Concentration in Child Development, California State University, Stanislaus.

Rodriguez, C. (Fall 2008). Quality parent-child relationships and academic success among children 3-8 years-old. Interdisciplinary Studies M.A. Concentration in Child Development, California State University, Stanislaus.

Ruiz, M. (Spring 2014). Mandated reporting: teacher training and teacher knowledge. M.S. Counseling, California State University, Stanislaus

Garcia, C. (Summer 2010). Willingness to forgive and cultural background. M. S. Counseling, California State University

Accreditation

1995   Certified Family Life Educator by the Association of Family Life Educators of Quebec

Professional Association

2000-2002	Golden Hills Association for the Education of Young Children
2000-2002	Stanislaus Association for the Education of Young Children
2000-2002	California Association for the Education of Young Children
1996-1999	Member of Association of Family Life Educators of Quebec

Professional Membership

2000-2004	American Psychological Association
2000-2003	Jean Piaget Society
2000-2004	Human Behavior & Evolution Society
1999-2004	International Society of Human Ethology

Chair

2013-	Coordinator of the Child Development Program
2010 - 2011	Child Development Task Force, CSU Stanislaus
2008 -2010	Assessment of Student Learning, CSU Stanislaus
2008 -	Psychology Retention, Promotion and Tenure Elaborations Committee

Committees

1999 -	Child Development Program Committee, CSU, Stanislaus
2004 -2010	Assessment of Student Learning, CSU Stanislaus
2008 -2010	Faculty Development Committee, CSU Stanislaus
2008 -2010	General Education Advisory Group, CUS Stanislaus
2008 -2010 & 2001-2003	General Education Subcommittee, CSU Stanislaus

Committees cont'

2010 & 2001-2003	Commencement Speaker Committee, CSU Stanislaus
2009-2010	Child Development Parent Advisory Group, CSU Stanislaus
2001-2003	Instructionally Related Activities, CSU Stanislaus
2000-2003	Department of Psychology Institutional Review Board, CSU Stanislaus
2001-2002	Department of Psychology Graduate Committee, CSU Stanislaus
1999-2001	Department of Psychology Undergraduate Committee, CSU, Stanislaus

LIBBY MARIE SORIA

392 Terri Dr. Atwater, CA 95301
(209) 356-1507
libbyt2@yahoo.com

EDUCATION

Ed.D. California State University, Stanislaus
  Major: Educational Leadership
M.A. California State University, Stanislaus
  Major: Interdisciplinary Studies, Child Development & Psychology
B.A. California State University, Stanislaus
  Major: Child Development, Minor: Psychology

EXPERIENCE

Faculty & Program Director, Child Development Laboratory Center
California State University, Stanislaus, Turlock, C.A.

- As Director, I implement a high quality, developmentally appropriate program for children 2 months to 5 years of age. Including maintaining Title 22 licensing regulations according to the California Department of Social Services and National Association for the Education of Young Children (NAEYC) Accreditation standards.
- Oversee the Center's budget including all operating revenue, and expenditure. Developed and presented reports as needed.
- Implement effective leadership and management through supervising and evaluating staff, as well as ongoing mentoring, modeling and issuance of verbal and written feedback.
- Manage Center enrollment, coordinate program events and public relations including establishment and maintenance of campus and community partnerships.
- As faculty in the Child Development Program, I instruct an upper level, applied child development course involving the development and implementation of course content, assignments and grading.
- Conduct, support and participate in ongoing research and evaluative assessment processes.

Researcher, School Readiness Evaluation Project
California State University, Stanislaus & Stanislaus County Children and Families Commission

- Coordinated various levels of the research project analyzing Stanislaus County's Proposition 10 funded summer transitional programs at schools with low API scores.
- Research office manager.
- Organize data collection efforts.
- Collection of data, data entry and some analysis.
- Training and support.
- Developed and maintained Stakeholder partnerships.
- Aided in the development and presentation of reports.

Project Coordinator, Early Childhood Education Quality Enhancement Project
Merced County Community Action Agency & Stanislaus County Office of Education/LPC

- Managed one time funding efforts for preschool program environmental improvements.
- Conducted site visits.
- Performed preschool program evaluations, analyzed data and wrote outcome reports.
- Purchased and disseminated quality enhancement materials and supplies.
- Developed and presented final project outcomes collaborating with key stakeholders.

Professional Development Facilitator, High Quality Programs in Early Childhood Education
Stanislaus County CARES & The Stanislaus Local Planning Council
- Instructed all bi-level (e.g. beginner, advanced) trainings on early childhood high quality programs for eligible early childhood educators.
- Development and implementation of all training curriculum, materials and evaluations.
- Collaborated with key stakeholders on project goals and outcomes.

RESEARCH

Presenter, Perceptions of Stakeholder on Transitional Kindergarten as a Policy Initiative. NCPEA: National Council of Professors of Educational Administration, Summer Conference, CSU Channel Islands, C.A., forum: poster, 2014.

Presenter, A Conversation with Packard Fellowship Students in Leadership Programs. Northern California Educational Leadership Symposium, California State University San Francisco, SF, CA., forum: panel speaker, 2014.

Cook, G. A., Soria, L. M. (2014). Developmental Parenting: Assisting Families of Young Preschool Children in Supporting their Child's Development. Research, scholarship and creative activity grant from California State University Stanislaus.
Anticipated completion: May 2015. $5,000.

Soria, L. M. (2014). Perceptions of School Administrators on Transitional Kindergarten as a Policy Initiative. Packard fellowship research grant. Anticipated completion: May 2015. $5,000.

Presenter- The Relationship Between Preschool-To-Kindergarten Transition Program Quality and Literacy Development. NAEYC: National Association for the Education of Young Children's National Conference & Expo, Los Angeles, C.A., forum: poster, 2010.

McCreary, J., Stanislaw, H., Henk, J., Soria, L. M., Esterly, J. (2010). Kinder Transition Program Observations. Stanislaus County School Readiness Evaluation, California State University Stanislaus. County Report.

Presenter & Scholarship Recipient - The Relationship Between Preschool-To-Kindergarten Transition Program Quality and Literacy Development. NAEYC: National Association for the Education of Young Children's National Conference, Washington D.C., forum: poster, 2009.

CERTIFICATIONS & SERVICE
- Child Development Program Director Permit, CA Commission on Teacher Credentialing
- Certified California WestEd & The Program for Infant and Toddler Care (PITC) Modules III & IV
- Certified Early Childhood Environmental Rating Scale (ECERS, ITERS, FDCRS, SACERS)
- Certified Classroom Assessment Scoring System (CLASS)
- California Director Mentor
- Modesto Junior College Advisory Board
- Executive Board Member, Central California Child Development Services (CCCDS)
- Board Representative, National Association for the Education of Young Children (NAEYC, CAEYC, SAEYC, GAEYC)

REFERENCES

Patti Kishi	Program Director, Head Start, Merced CA	(209) 357-6100
Debbie Parr Noblitt	Program Support Coordinator, CCCDS, Turlock CA	(209) 581-9000
Jose J. Nunez	CDEV Faculty, CSUS, Turlock CA	(209) 667-3850

Task Force Recommendations for Restructuring the Child Development Center

The Child Development Center (CDC) serves as an instructional component of the College of Human and Health Sciences, but primarily serves as an instructional element of the Child Development (CDEV) academic program and campus child care. As a result, there are changes and objectives that can be met to address economic issues and improve the educational and child care services currently offered. The recommendations are:

1. Officially recognize the Child Development Program and its full-time tenured faculty as having the primary responsibility of guiding and informing the CDC's mission, philosophy, goals, curriculum, and practices in conjunction with the CDC Director. The CDC Director shall report to the CDEV Program Director.

2. Eliminate the half-time Faculty CDC Director position (at 12 units reassigned time/AY) but provide 3 additional units of release time/AY to the CDEV Program Coordinator (for a total of 6/AY). The CDEV Program Coordinator will become the liaison between the CDEV academic program and the CDC and ensure that the CDC program is aligned with and supports the CDEV academic program (i.e., CDC mission, philosophy, goals, curriculum, and practices, etc).

3. Hire a full-time CDC Director (12-month academic position) with an MA in CDEV or related field and experience directing a preschool (including an infant/toddler program). Requires a Site Supervisor or Program Director license. This person will oversee and be responsible for administration of the program at the CDC.

4. Eliminate the Assistant Director position. The Director and Lead Teachers will assume the duties of the Assistant Director.

5. Hire two full-time, permanent position Lead Teachers (12-month academic position) that, at minimum have a BA in CDEV or related field, a Site Supervisor license or higher, and are qualified to run an infant/toddler program.

6. Decrease the number of paid student staff by half.

7. Once the new model is in place and functioning effectively, the CDC should work toward obtaining accreditation from the National Association of the Education of Young Children (NAEYC).

8. Secure funding sources to help support the CDC program as well as fund the construction of a permanent on-campus site for the center. The Dean of the College of Human and Health Sciences will work in collaboration with the Department of Psychology and Child Development to achieve this objective.

9. Provide 3 units/AY to CDEV faculty to support multiple grant writing projects aimed at securing additional funds for the CDC and its program.

Roy

Permanent Staff		
Old Model		New Model
Faculty Director (50%, 9-month)		Director (100%, 12-month)
Assistant Director (100%)		-------
-------		I/T Lead Teacher (full-time, 12-month)
-------		Preschool Lead Teacher (full-time, 12-month)
Administrative Support (full-time, 100%)		Administrative Support (full-time, 100%)

Student Staff		
Old Model		New Model
2 I/T Head Teacher 1 MWF 1 TR		-----
4 I/T Teacher Aides 2 MWF 2 TR		4 I/T Teacher Assistants 2 MWF 2 TR
4 Preschool Head Teachers 1 MWF am 1 MWF pm 1 TR am 1 TR pm		------
4 Preschool Teacher Aides 1 MWF am 1 MWF pm 1 TR am 1 TR pm		4 Preschool Teachers Assistants 1 MWF am 1 MWF pm 1 TR am 1 TR pm

Roy

New Model			
Position	**Classification/Requirements**	**Time/Release**	**Description**
CDEV Program Coordinator	• Faculty from CDEV program	6 units release time/AY (3 units already allotted each AY), 9-month	Advise CDC Director, ensure the CDC program is aligned with and supports the CDEV academic program.
Director	• Instructor of Psychology and Child Development, • MA in Child Development or related field, • Site Supervisor or Program Director license	100%, 12-month appointment	Supervise all CDC functions, manage budget, instruct permanent staff and student staff, coordinate all laboratory experiences with academic programs, oversee and facilitate research.
Admin Support	• Administrative Support Coordinator II	Full-time, 12-month	Receive students and maintain attendance, tuition, and billing. Coordinate grant disbursement and bookkeeping. Maintain licensing documentation, payroll, purchasing, budget. Maintain general office procedures.
Lead Teacher (x2)	• Instructor of Psychology and Child Development, • MA preferred, BA in Child Development or related field, • Site Supervisor or Program Director license • 3-units in Infant/Toddler care	Full-time, 12-month	Ensure quality laboratory preschool and I/T program. Act as demonstration teacher for education of staff, CSUS students, young children, families and community. Supervise and mentor student staff and lab students. Coordinate parent communication and maximize experience for parents and their children, perform complex professional development training. Maintain high-quality program/accreditation.

Roy

Recommendations Rationale

Pedagogic/Educational

The primary mission of the CDC is to provide instructional experiences for CSU Stanislaus students under the supervision of faculty. This undertaking is also in alignment with the University mission; the center is devoted to providing students with hands-on learning experiences as well as opportunities to integrate theory, research, and practice. The proposed model—specifically the hiring of a full-time Director and 2 full-time Lead Teachers—will lead to greater continuity and quality of these experiences for students. For example, a full-time Director will have more time to encourage and facilitate student-led research at the center. Likewise, the full-time Lead Teachers will have the experience and education to more effectively act as demonstration teachers and role model best practices for the student staff, laboratory, and field students.

Child Care

The CDC has been providing educational experiences and childcare services for the campus since 1977. The proposed model helps to improve the quality of these services. Having Lead Teachers for the with a completed BA or MA in child development and previous experience working with children will help to bring the quality of care to a new level for the infant/toddler and preschool children. The Lead Teachers will be expected to engage high-quality care practices on a daily basis, implement research-based curriculum and help maintain NAEYC accreditation. Additionally, the Lead Teachers will provide much needed, and NAEYC required, continuous care. In the previous model children attending the CDC full-time potentially had 8 different teachers a week. In addition, children who returned year after year saw a new set of teachers each year. In the new model the Infant/Toddler and Preschool Lead teachers will each be responsible for leading all age related sessions. As a result, the child and their parents will benefit from the continued care of one caregiver. The continuity of care, day after day and year after year, allows the teacher, child, and family to form a more meaningful bond, and for the teacher to really know the child and be sensitive to that child's needs. Teacher knowledge and teacher continuity are fundamental to high-quality care.

Human Resources

Moving the center towards NAEYC accreditation and high quality care requires a full-time team. The new model addresses this issue by recommending the Director and Lead Teacher positions be full-time, 12-month instructional appointments. The permanent director and teachers are likely to make a greater investment in the center and are more likely to take pride in creating a model child care program as a resource for the university and local community. Establishing NAEYC accreditation and a stable high quality program will improve the center's reputation helping to increase revenue from enrollment as well as improve community perceptions of the center.

Financial Concerns

Historically, the university has had a limited role in financially supporting the CDC and its program. Additionally, the recent budget crisis dramatically reduced the amount of funding from the College of Human and Health Sciences. Although a good proportion of families served by the center are student parents, no student fees are allocated to support the CDC. This is highly unusual for campus care. The proposed model, over time, would help the CDC to become more

Roy

financially secure. Firstly, with a full time Director more attention can be put toward improving enrollment, which would bring in additional revenue. Secondly, the Director could find ways to improve the perception and integration of the CDC on campus and advocate for funding that would help to keep the center functioning while maintaining a quality program. Additionally, the Director would investigate alternative funding sources, including state, federal or local agencies, corporations, and possible fund raising opportunities. Permanent staff would work to obtain NAEYC accreditation thus increasing the university's investment in the center and attracting attention of the community. Ensuring high quality care year after year would facilitate long-term loyalty from families that the center serves. Lastly, successful grant writing would help to bring in additional revenue and help offset some of the center's programmatic costs.

Campus child care

Campus child care is essential to the university and greatly benefits students, faculty, and staff. Research indicates that campus child care helped to recruit nontraditional students, helped in retaining students with young children, reduced student lateness and absenteeism, decreased faculty scheduling difficulties, attracted competent faculty and staff, improved community-institution relationships, and promoted a commitment to women and minorities (Creange, 1980). Additionally, high quality campus care improved staff absenteeism and increased productivity (Carlson, 2003). Thus, continued support and investment from the university in high quality care at the CDC is vital; measures must be taken at every level within the university to ensure the center and its mission is maintained and upheld. Failure to do so would negatively impact the university's ability to provide quality education for all.

Roy

Timeline

January 2011
- Dean - Begin request for new position

February - May 2011
- CDEV faculty begin working on programmatic/catalog changes (as a result of the restructuring) to be implemented fall of 2012
- CDC Director continue to assess center for NAEYC accreditation

February 2011
- Dean create a hiring committee of CDEV faculty and CDC parents
- CDEV faculty review position descriptions, Dean advertise position

March 2011
- Hiring committee meet to discuss interview questions and begin reviewing applicants for Director position

May 2011
- Hiring Committee including new Director begin reviewing applicants for Lead Teacher positions
- New CDC Director meet with CDEV faculty – create summer and 2011/2012 plan

June-July 2011
- New CDC Director and Lead Teachers begin process to find and hire CDEV student staff
- Director and Teachers implement summer plan and prepare for fall 2011
- Training of student staff begins
- Begin application for NAEYC accreditation

August 2011
- CDC opens
- CDEV faculty grant writing begins

September-December 2011
- CDEV program coordinator periodically meets with CDC Director
- CDEV faculty submit catalog changes to required university committees

Roy

Budget

	Old Model	New Model
Ideal Income:	$152, 700.00/AY	$152, 700.00/AY
Student Salary:	-$97,900.00/AY	-$48,950.00/AY
Operating Costs:	-$27, 770.00/AY	-$27, 770.00/AY
Faculty Director:	-$41,500.00/AY (12 units)	-$10, 375.00/AY (3 units)
Faculty Grant Writing:	-$0	-$10, 375.00/AY (3 units)
FT Director	-$0	-$75,000.00/Yr
Assistant Director:	-$75, 500.00/Yr	-$40,000.00 Lead (BA)/Yr
		-$40,000.00 Lead (BA)/Yr
Admin Assist:	-$47,460.00/Yr	-$47, 460.00/Yr
TOTOAL:	-$137,430.00	-$147,230.00*

*Costs are likely to decrease over time as enrollment issues are resolved, as grants are funded, and as creative savings and alternative funds are explored.

Roy

68

1. In your opinion, do the competencies of our Child Development Majors meet what students entering your field of work require? If not, what competencies do you feel could make our Child Development Majors better prepared to enter your field of work?

-The competencies are a great avenue to focus on. I would like to see more classes on leadership/administration.

-Yes. Good depth + breadth.

-1.   Look at the impact of media, mass culture in children + families.
2.   Organizational psychology, how people work together.

-For my field they would need more administration + budgeting. The grant coursework + experience is great.

-Yes! I worry about the culture shock these students may encounter in public education when child dev. theories are thrown out the window in favor of standards based (hyperspeed) learning.

-I believe they do. I would like to see an increased requirement for admin units because the BA opens the door to management work. Also, there is a great need for new infant/toddler experts.

-Yes, very well prepared.

- Absolutely I believe a developmental background is so much better for elementary teachers than just subject matter foundations. While subject matter is important, teachers are relational first!

-Yes, the competencies have touched on all of the important components that apply to the CD field.

-Yes –Great competencies.

-Yes, I was very impressed with the level of preparedness of the students.

-The competencies must definitely address the requirement of students entering the field of college teaching –the program portfolio demonstrate their [   ] depth of knowledge - [   ]

-I think that they are prepared for success, I would, however, and that some leadership courses would be offered, as it will help them when working with families.

-I feel the competencies of the child development major are great. There is a great shift occurring in the field and Stanislaus has done a wonderful job preparing our future educators.

-The process was very well done every student was a professional.

-The competencies have given students a clear view of expectations within the profession.

2. Of all the competencies that the Child Development Majors are required to meet, which do you feel are most important for your field of work?

-They are all important. Each student had their own area that felt was most beneficial.

-Observation + Assessment
Developmental Theories/techniques
Gran-Writing
Communication Skills

-Child development
Family development

-Grant writing

-Grant writing –in addition, having a resume completed with their philosophy developed will be so beneficial to the job hunt.

-Integration + Application to Practice
Because it provides the opportunity to observe how theory meets practice in the "real world"

-Research and legal, ethical, and pragmatic issues.

-Management

- Due to the social aspects + pressure Guidance is truly becoming a huge issue in dealing w/children + families.

- Competency IV –Leadership

-Understanding of practical competencies as well as social interaction with children.

-Developmental knowledge –when teaching child dev. _____ knowledge is critical both for understanding your children but also the development of the student they teach.

-Their passion to help children + families as well as their understanding of what the needs are.

-+ Internship opportunities, Grant writing.

-The Developmental portfolio was outstanding.

-Understanding developmental steps –and how to use those stages/steps as a foundation for learning.

3. In your opinion, based on what you've heard today, are the Child Development Majors mastering the competencies required by the child development program?

-Yes, the integration of practice & Theories exciting. Excellent self-refection!

-Yes.

-Good organization of materials, ability to their personal life and experience to future practice.

-Very organized, confident + informed. It seems to me they understand the connections.

-Yes! If the students are interested in teaching/administration, then those credential programs are available.

-Definitely.

-Yes- very well.

-It sure sounds as though the students have a wonderful set of skills to work with.

-Oh yes! The integration of theory + practice was most evident.

-Yes –I think this is a very organized program with goals for students. Great!

-Yes, students were very articulate and enthusiastic about entering the professional world.

-Yes!

-Yes!

-Absolutely!

-n/a

-Yes –but need to think more about subsidized staffing reqs –title 5 and state funding terms for working with children.

Additional Comments:

-Thank you for this wonderful opportunity, see you next year!

-Very energizing!

-Good job at world view!!

-n/a

-n/a

-Overall I was very impressed with the students + their work.

-Thank you for this opportunity. ☺

-Thank you for allowing me to participate again. –Dave Sutton

-n/a

-Thank you for having me come and be a part of this excellent event.

-n/a

-n/a

-n/a

-You have a great program. I truly enjoy being a part of it.

-n/a

-n/a

-n/a

1. In your opinion, do the competencies of our Child Development Majors meet what students entering your field of work require? If not, what competencies do you feel could make our Child Development Majors better prepared to enter your field of work?

-Yes –The portfolios represent all the competencies I-VI. Of the students I was privilege to hear their Binders were well designed & were packed with documentation to support these major competencies.

-Yes, they do. Having understanding & knowledge in all of the competencies is important. Equally important is getting the real world hands on experiences related to the field that the student will be entering.

-The competencies were well presented and thorough. I would not suggest changes.

-In reviewing the competencies and my participation in the portfolio presentations, the students have a dead start in entering the educational field.

-Competencies meet the requirements in the field.

-Yes they are. I would like to see that the students obtain their child development permits, which is a need for our program.

-The competencies are very appropriate.

-Students appear to be very knowledgeable of competency I, III & IV. They have very different areas of interest & goals. An area that seemed the weakest is the ability to integrate competency 1 into the actual dream of program development.

-Yes, it is difficult to choose, define & implement competencies that cover the rather large area of child development. Well done!

-More experience with doing field research.

-I think that the competencies of the CD majors are appropriate for what is required in the field. I was very impressed with their articulation of the competencies.

-Overall competencies are very appropriate for prep for beginning social service type work =Important to know one's own values, but how one's focus in working with family needs to recognize that family values may differ from their own –Look for strengths of those they serve.

-Yes a good mixture- Each of the competencies are diverse but very important- Each is an areal that professionals are looking for.

-Yes, I think the students are prepared. The students share their portfolio projects very professionally. It is truly an honor to hear their excitement.

- Yes, they do meet requirements. They seem to have good solid general information which they narrow into specifics in their field of interest.

-The only area I would suggest that you explore is the affects of children pre-natal exposed to drugs as infants, toddlers, pre-schoolers and school age
- Family dynamics
- Cause of ADD/ADHD
- Resulting in poor socializations
- Etc, etc, etc.

-YES.

-The quality of the presentations + commitment to the profession –Administrative competencies in the form of the 8 req. admin units would benefit students working in funded & subsidized programs would be beneficial to your graduates.

-Yes, absolutely! Very thorough well done!

2. Of all the competencies that the Child Development Majors are required to meet, which do you feel are _most_ important for your field of work?

-1.   Leadership
2.   Guidance + management of children
3.   Research Processer.
4.   Legal, Ethical + Pragmatic Issues.

-Competency IV leadership because regardless of the position one holds, leadership is key in getting the job done. Note: Having students develop their worldview is a great tool that helps students identify what they believe in. I believe this helped the students who I interviewed find their passion.

-The most important to my field of work are the Developmental/Knowledge foundation competency III the rights focus. Guidance and management of children and leadership. It is hard however to separate and do not mean the other areas are not of importance.

-All of the competencies are important in order to teach the students the unique dimension of child development.

-Contemporary Issues.

-Their internships & experience.

-Leadership, Guidance and Management.

-Legal, Ethical & Pragmatic Issues & Leadership.

-IV –Leadership.

-Internship program, grant writing experience, world views, theory & research.

-I feel that competencies I, IV, V & VI are the most important for the field, but all are important and will be (hopefully) more developed over time.

-Worldview- Important to recognize there are other worldviews among those they serve.

-It appears that all components are very important and to take one component out would create an imbalance- the practical application of this knowledge is critical.

-Leadership.

-Caring about children + families. Understanding of looking at people's strengths.

- 1. The student's internships provide them opportunities to use their vision of their worldview.
  2. Each student has a menu of strategies to use with the children they are with. They are familiar with different learning styles.
  3. They expressed the importance of culture and families when working w/children.

-Competency V
  B. Developmentally appropriate practice and behavior.

-Theories of child dev. and the ability/skills to apply them in a practical way.

-On any given day one of the competencies can be an issue. None more prevalent than the other. Have the extensive knowledge base is very beneficial.

3. In your opinion, based on what you've heard today, are the Child Development Majors mastering the competencies required by the child development program?

-These 4 students demonstrated in these binders their knowledge & understanding of these competencies.

-Yes, the students who I met with were very articulate and able to explain each of the competencies with ease. This was very impressive!

-Yes from what I've learned today.

-Yes! The students were able to express their knowledge in a professional setting.

-Yes each has a passion for the field.

-Yes, the students appear to be prepared and knowledgeable as a result of the program.

-Yes they are all very impressive unique and all have individualized strengths that will impact their success.

-Yes ▶ the internship requirement seems helpful in integrating theory + practice.

-Yes, I certainly believe so!

-Yes-

-I was very impressed with the high scholarly level of the majors and their goals for children and families.

-They seem to be mastering the stated competencies.

-Yes they have taken their studies + competencies seriously and have good background knowledge for their field as well as a direction for their career path.

-Yes –over and above.

-Yes –I feel these students are well prepared for their future.

-Absolutely!!!

-Yes however possibly adding some more work experience/intern hours would be valuable (2 different sites).

-Yes! But –also need to have Health/Safety hours for licensing center directors- found that out last week, the hard way!

-Yes, Yes, Yes!

Additional Comments:

-Of the 4 students I was privilege to hear all were filled with passion, driven goals that will take them to 4 different worlds. I was most impressed with their world views. I was privileged to be in attendance today. This program is outstanding in providing the needs of these students, community and programs. Next –maybe allow 20 mins. per student to allow more time to express feelings + knowledge.

-n/a

-Thank you so much for this opportunity. I have been recently been interviewing and feel so recharged by the energy, passion and well rounded knowledge your students present with...*Linda Barr*

-n/a

-n/a

-I enjoyed being a part of this program. Thank you!

-n/a

-n/a

-Thank you for this fantastic experience & opportunity. I thoroughly enjoyed it.

-Everything was great, thank you for having me.

-n/a

-n/a

-n/a

-n/a

-Great experience for me! Refreshing!

-This is a wonderful program that shows that you as a staff [   ] done your job well!

-Great program.

-n/a

-Thank you for allowing me to share an afternoon with such remarkable people.

Senior Seminar Presentation Spring 2008 Professionals Survey

1. In your opinion, do the competencies of our Child Development Majors meet what students entering your field of work require? If not, what competencies do you feel could make our Child Development Majors better prepared to enter your field of work?

-All the students were able to present their world view and why they felt that way. The student shared information or could present evidence to support their view using the various competencies.

-Yes, I believe that the competencies meet many of the requirements. These competencies are the foundation for [   ] a well informed professional.

-Each one of the six competencies is an essential component in the field of Child Development.

-I feel the students do meet the requirements in Child Development to enter in our work.

-YES

-The competencies provide students with a broad spectrum of knowledge & skills for a variety of professions under the "Child Development" field.

-Competence III was least touch by some of the presenters. It will help to extend Legal, Ethical and Programmatic Issues. Probably to spend more time on Licensing and Regulations.

-This department does an excellent job providing opportunities for self-evaluation & growth. I heard "collaboration" over & over- possible it deserves its own section.

-Yes, they exceed it. They all were able to speak about theory and child development and how they will put in into practice.

2. Of all the competencies that the Child Development Majors are required to meet, which do you feel are _most_ important for your field of work?

-Knowledge/foundation- understanding developmental knowledge for students choosing to work in a classroom or really any situation is so important because if they don't know where a child [   ] developmentally than the reaction or response to that child may not be appropriate or helpful. The question should always be in this beat for children & families.

-I, V, VI, III, IV, II
-Competency VI –Integration and Application.

Thank you!

-Hands in experience with children and the ability to meet or understand the development of the child they are working with.

-Issues around abuse + neglect, advocacy +relation to knowledge of child development. We have found those with child development have a good basis for working w/children & families in a variety of situations. Leadership –especially [?] work is extremely important.

-Competency III –Legal, Ethical & Pragmatic Issues –These areas are the most challenging for new professionals –having an exposure gives students a confidence to deal with these issues.

-Competency I- Understanding Child Dev. Within contextual of family and community. Knowing what is happening that may influence the child- S.E. Understanding how theories are essential part in Child Dev.

-Guidance + Management, Knowledge/Foundation, Integration + application, Leadership

-We must posses a desire to help people and make a difference. All the students expressed a desire to intervene early and educate parents and prevent child abuse thru education.

3. In your opinion, based on what you've heard today, are the Child Development Majors mastering the competencies required by the child development program?

-Yes -as mention in #1 –It was great to hear how the students could take the same competencies and apply them to various future employment tracks.

-Yes, now they need experience!

-Yes –to the best extent possible.

-Yes, very mush so.

-They seem to be. They all talked about how far they have come in their understanding of the competencies they were eager to share their world views & expressed this was good for them to do even though extremely difficult.

-Yes –yes –yes!

-Yes, Professors must be doing a great job to prepare students to speak on competencies with confidence, demonstration extensive experience and knowledge on how.

-The student/graduates were sophisticated in their understanding as the competencies & application to their chosen field.

-Yes, It is awesome they all want to improve life for children & families.

Thank you!

Additional Comments:

-The grant writing knowledge was excellent! Much needed in society today.

-The process of developing a portfolio and having students show case their learning is very important. Connections to the use of guidance (techniques) with children, parents, adults and peers.

-When allowable please consider utilizing tools from CDE & Head Start (e.g. Preschool Foundations, Infant Toddler Guidelines Environment Rating Scales, DRDP-R)

- none

- none

- none

-Keep–up the great job of preparing students to be prepared for the real world of CDEV.

-So critical to this process, has been the personal attention & mentoring of the students.

Thank you!

Appendix K
Child Development Advising Sheets

Student Planning Sheet for the Child Development Major
Early Childhood Track - 2009 Catalog Year or Later

Name _____   Student ID# _____

Required Lower-Division Pre-requisite Courses (6 units)
Complete **BOTH** of the following courses:

Semester Year	Grade	
		PSYC 2010 Introduction to Psychology (3 units)
		PSYC 2020 Introduction to Psychological Methods (3 units)

Required Upper-Division Core Courses (29 units)
A. Complete **ALL** of the following courses as soon as possible after declaring your major (7 units):

Semester Year	Grade	
		CDEV 3000 Professional Issues in Child Development (3 units)
		CDEV 3010 Child Abuse and Neglect (1 unit)
		CDEV 3140 Human Development I: Childhood (3 units)

B. Complete **BOTH** of the following content courses. We recommend that you do not take both of these courses at the same time (6 units)

Semester Year	Grade	
		CDEV 3170 Early Cognitive Development (3 units) [Pre-requisite: CDEV 3140]
		CDEV 3180 Early Social and Emotional Development (3 units) [Pre-requisite: CDEV 3140]

C. Complete **ONE** of the following application courses (3 units):

Semester Year	Grade	
		CDEV 3020 Child Guidance and Management (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 3181 Early Childhood Development (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 4280 Development of Social Cognition (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]
		CDEV 4380 Language and Literacy Development (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]

D. Complete **ONE** of the following research-based courses (3 units):

Semester Year	Grade	
		CDEV 3440 Developmental Assessment (3 units) [Pre-requisites: CDEV 3010, 3140, 3170, & 3180]
		CDEV 4000 Child Development Research Methods (3 units) [Pre-requisites: PSYC 2020, CDEV 3010, 3140, 3170, & 3180]

E. Complete **ONE** of the following life-span courses (3 units):

Semester Year	Grade	
		CDEV 3240 Human Development II: Adolescence (3 units)
		CDEV 3340 Human Development III: Adulthood and Aging (3 units)

F. Complete **ONE** of the following family courses:

Semester Year	Grade	
		ANTH 4165 The Family in Cross-Cultural Perspective (3 units) [Pre-requisite: ANTH 2060 recommended]
		CDEV 4200 Multi-Contextual Aspects of Parenting and Families (WP, 3 units) [Pre-requisites: CDEV 3140, 3240, or 3340, Passing Score on WPST]
		ETHN 4000 The Mexican American Family (3 units) [Pre-requisite: ETHS 2100 or 4200]
		ETHN 4010 The African American Family (3 units)
		ETHN 4030 Asian American Families (3 units) [Pre-requisite: ETHS 2200 or 4200]
		SOCL 3150 The Family (3 units) [Pre-requisite: SOCL 1010]

G. Complete **BOTH** of the following courses in your final semester (4 units):

Semester Year	Grade	
		CDEV 4948 Child Development Senior Internship (2 units) [Co-requisite: CDEV 4965, Pre-requisites: CDEV 3000, 3010, 3170, 3180, & Senior Standing, completion of a WP course with a minimum grade of C-]
		CDEV 4965 Child Development Senior Seminar (2 units) [Co-requisite: CDEV 4948, Pre-requisites: CDEV 3000, 3010, 3170, 3180, Senior Standing, completion of a WP course with a minimum grade of C-]

Required Upper-Division Early Childhood Track Courses (15 units) Complete ALL of the following courses:

Semester Year	Grade	
		CDEV 3320 Infant Development and Group Care (3 units) [Pre-requisites: CDEV 3010, 3140]
		CDEV 4180 Developmental Programs for Children Birth to 8 years (3 units) [Pre-requisites: CDEV 3010, 3140, 3170 & 3180]
		CDEV 4960 Organization and Administration of Early Childhood Programs (3 units) [Pre-requisite: CDEV 3010, 3140, 3170, 3180, & 4180]
		CDEV 4940 Fieldwork (1 unit minimum)
		CDC Internship (2 units minimum) from the following: [Pre-requisite: Consent of Instructor] **CDEV 4945** Internship at CDC as Instructional Aide (1 unit) or **CDEV 4946** Internship at CDC as Head Teacher (2 units) or **CDEV 4947** Internship at CDC as Assistant Administrator (2 units)
		CDEV Elective (3 units) _____

Student Planning Sheet for the Child Development Major
Middle Childhood Track - 2009 Catalog Year or Later

Name _____   Student ID# _____

Required Lower-Division Pre-requisite Courses (6 units)
Complete **BOTH** of the following courses:

Semester Year	Grade	
		PSYC 2010 Introduction to Psychology (3 units)
		PSYC 2020 Introduction to Psychological Methods (3 units)

Required Upper-Division Core Courses (29 units)
A. Complete **ALL** of the following courses as soon as possible after declaring your major (7 units):

Semester Year	Grade	
		CDEV 3000 Professional Issues in Child Development (3 units)
		CDEV 3010 Child Abuse and Neglect (1 unit)
		CDEV 3140 Human Development I: Childhood (3 units)

B. Complete **BOTH** of the following content courses. We recommend that you do not take both of these courses at the same time (6 units):

Semester Year	Grade	
		CDEV 3170 Early Cognitive Development (3 units) [Pre-requisite: CDEV 3140]
		CDEV 3180 Early Social and Emotional Development (3 units) [Pre-requisite: CDEV 3140]

C. Complete **ONE** of the following application courses (3 units):

Semester Year	Grade	
		CDEV 3020 Child Guidance and Management (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 3181 Early Childhood Development (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 4280 Development of Social Cognition (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]
		CDEV 4380 Language and Literacy Development (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]

D. Complete **ONE** of the following research-based courses (3 units):

Semester Year	Grade	
		CDEV 3440 Developmental Assessment (3 units) [Pre-requisites: CDEV 3010, 3140, 3170, & 3180]
		CDEV 4000 Child Development Research Methods (3 units) [Pre-requisites: PSYC 2020, CDEV 3010, 3140, 3170, & 3180]

E. Complete **ONE** of the following life-span courses (3 units):

Semester Year	Grade	
		CDEV 3240 Human Development II: Adolescence (3 units)
		CDEV 3340 Human Development III: Adulthood and Aging (3 units)

F. Complete **ONE** of the following family courses:

Semester Year	Grade	
		ANTH 4165 The Family in Cross-Cultural Perspective (3 units) [Pre-requisite: ANTH 2060 recommended]
		CDEV 4200 Multi-Contextual Aspects of Parenting and Families (WP, 3 units) [Pre-requisites: CDEV 3140, 3240, or 3340, Passing Score on WPST]
		ETHN 4000 The Mexican American Family (3 units) [Pre-requisite: ETHS 2100 or 4200]
		ETHN 4010 The African American Family (3 units)
		ETHN 4030 Asian American Families (3 units) [Pre-requisite: ETHS 2200 or 4200]
		SOCL 3150 The Family (3 units) [Pre-requisite: SOCL 1010]

G. Complete **BOTH** of the following courses in your final semester (4 units):

Semester Year	Grade	
		CDEV 4948 Child Development Senior Internship (2 units) [Co-requisite: CDEV 4965, Pre-requisites: CDEV 3000, 3010, 3170, 3180, & Senior Standing, completion of a WP course with a minimum grade of C-]
		CDEV 4965 Child Development Senior Seminar (2 units) [Co-requisite: CDEV 4948, Pre-requisites: CDEV 3000, 3010, 3170, 3180, Senior Standing, completion of a WP course with a minimum grade of C-]

Required Upper-Division Middle Childhood Track Courses (15 units)
Complete **ALL** of the following courses:

Semester Year	Grade	
		CDEV 3030 Cognitive Development in the School Settings (3 units)
		CDEV 4180 Developmental Programs for Children Birth to 8 years (3 units) [Pre-requisites: CDEV 3010, 3140, 3170 & 3180]
		CDEV 4940 Fieldwork (3 units)
		CDEV Electives (6 units) _____ _____

Student Planning Sheet for the Child Development Major
General Track - 2009 Catalog Year or Later

Name _____   Student ID# _____

Required Lower-Division Pre-requisite Courses (6 units)
Complete **BOTH** of the following courses:

Semester Year	Grade	
		PSYC 2010 Introduction to Psychology (3 units)
		PSYC 2020 Introduction to Psychological Methods (3 units)

Required Upper-Division Core Courses (29 units)

A. Complete **ALL** of the following courses as soon as possible after declaring your major (7 units):

Semester Year	Grade	
		CDEV 3000 Professional Issues in Child Development (3 units)
		CDEV 3010 Child Abuse and Neglect (1 unit)
		CDEV 3140 Human Development I: Childhood (3 units)

B. Complete **BOTH** of the following content courses. (6 units)

Semester Year	Grade	
		CDEV 3170 Early Cognitive Development (3 units) [Pre-requisite: CDEV 3140]
		CDEV 3180 Early Social and Emotional Development (3 units) [Pre-requisite: CDEV 3140]

C. Complete **ONE** of the following application courses (3 units):

Semester Year	Grade	
		CDEV 3020 Child Guidance and Management (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 3181 Early Childhood Development (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 4280 Development of Social Cognition (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]
		CDEV 4380 Language and Literacy Development (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]

D. Complete **ONE** of the following research-based courses (3 units):

Semester Year	Grade	
		CDEV 3440 Developmental Assessment (3 units) [Pre-requisites: CDEV 3010, 3140, 3170, & 3180]
		CDEV 4000 Child Development Research Methods (3 units) [Pre-requisites: PSYC 2020, CDEV 3010, 3140, 3170, & 3180]

E. Complete **ONE** of the following life-span courses (3 units):

Semester Year	Grade	
		CDEV 3240 Human Development II: Adolescence (3 units)
		CDEV 3340 Human Development III: Adulthood and Aging (3 units)

F. Complete __ONE__ of the following family courses:

Semester Year	Grade	
		ANTH 4165 The Family in Cross-Cultural Perspective (3 units) [Pre-requisite: ANTH 2060 recommended]
		CDEV 4200 Multi-Contextual Aspects of Parenting and Families (WP, 3 units) [Pre-requisites: CDEV 3140, 3240, or 3340, Passing Score on WPST]
		ETHN 4000 The Mexican American Family (3 units) [Pre-requisite: ETHS 2100 or 4200]
		ETHN 4010 The African American Family (3 units)
		ETHN 4030 Asian American Families (3 units) [Pre-requisite: ETHS 2200 or 4200]
		SOCL 3150 The Family (3 units) [Pre-requisite: SOCL 1010]

G. Complete __BOTH__ of the following courses in your final semester (4 units):

Semester Year	Grade	
		CDEV 4948 Child Development Senior Internship (2 units) [Co-requisite: CDEV 4965, Pre-requisites: CDEV 3000, 3010, 3170, 3180, & Senior Standing, completion of WP course with a minimum grade of C-]
		CDEV 4965 Child Development Senior Seminar (2 units) [Co-requisite: CDEV 4948, Pre-requisites: CDEV 3000, 3010, 3170, 3180, Senior Standing, completion of a WP course with a minimum grade of C-]

Required Upper-Division General Track Courses (15 units): A general plan of 15 thematically-related upper-division units must be developed with the student's academic advisor and approved by Child Development Committee's prior to completion of coursework. Track coursework completed prior to committee approval may not count towards general track. Follow all steps below:

- Meet with a CDEV faculty advisor to plan your 15 unit track.

- Complete attached general track proposal form. List the courses making up your 15-unit track.
    - ✓ General Track must include at least 15 upper-division units of approved CDEV electives.
    - ✓ Nine units must have a CDEV prefix.
    - ✓ Two or more of those units must involve an advanced applied experience (an additional application course, a service learning course, internship, honors thesis, or fieldwork).
    - ✓ Courses in track cannot be cross-counted with courses taken to fulfill the core major requirements.
    - ✓ Make sure to check the course catalog for information regarding prerequisites for each track course.

- Attach a document explaining rationale for each course listed on the proposal form.
    - ✓ Rationale should describe your educational and career goals.
    - ✓ For each course in track, explain how the course will help to achieve your educational and career goals.

- Obtain your advisor's signature.

- Submit proposal form and rationale to the Child Development Committee for approval (C231).

- Reviewed proposals will be available in student pick-up box in C234.

- Any change to an approved general track requires a new general track proposal and approval of the Child Development Committee. Attach approved general track to new proposal.

Child Development General Track Proposal Form (2009 or later)

Name: _____   Catalog Year:_____

Email:_____

I propose the following 15 unit general track: (List the course number, name, and number of units for each of the courses you have chosen to comprise your 15 unit track.)

Semester Year	Grade	Course #	Course Name	# of Units

_____   _____
Child Development Advisor   **Date**

The Child Development Committee _____**Approves** _____ **Denys this track proposal.**

_____   _____
Child Development Program Coordinator   **Date**

Recommendations from the Child Development Committee:

Student Planning Sheet for the Child Development Minor (19 Units)
2009 Catalog Year or Later

Name _____   Student ID# _____

Required Upper-Division Courses (19 units)

A. Complete **BOTH** of the following courses as soon as possible after declaring your minor (4 units):

Semester Year	Grade	
		CDEV 3010 Child Abuse and Neglect (1 unit)
		CDEV 3140 Human Development I: Childhood (3 units)

B. Complete **BOTH** of the following content course. (6 units)

Semester Year	Grade	
		CDEV 3170 Early Cognitive Development (3 units) [Pre-requisite: CDEV 3140]
		CDEV 3180 Early Social and Emotional Development (3 units) [Pre-requisite: CDEV 3140]

C. Complete **ONE** of the following application courses (3 units):

Semester Year	Grade	
		CDEV 3020 Child Guidance and Management (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 3181 Early Childhood Development (3 units) [Pre-requisites: CDEV 3010 & 3140]
		CDEV 4280 Social Cognition (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]
		CDEV 4380 Development of Language and Literacy (3 units) [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170]

D. Complete **ONE** of the following research-based courses (3 units):

Semester Year	Grade	
		CDEV 3440 Developmental Assessment (3 units) [Pre-requisites: CDEV 3010, 3140, 3170, & 3180]
		CDEV 4000 Child Development Research Methods (3 units) [Pre-requisites: PSYC 2020, CDEV 3010, 3140, 3170, & 3180]

E. Complete **ONE** of the following family courses:

Semester Year	Grade	
		ANTH 4165 The Family in Cross-Cultural Perspective (3 units) [Pre-requisite: ANTH 2060 recommended]
		CDEV 4200 Multi-Contextual Aspects of Parenting and Families (WP, 3 units) [Pre-requisites: CDEV 3140, 3240, or 3340, Passing Score on WPST]
		ETHN 4000 The Mexican American Family (3 units) [Pre-requisite: ETHS 2100 or 4200]
		ETHN 4010 The Black American Family (3 units)
		ETHN 4030 Asian American Families (3 units) [Pre-requisite: ETHS 2200 or 4200]
		SOCL 3150 The Family (3 units) [Pre-requisite: SOCL 1010]

Student Planning Sheet for the Child Development Concentration (22 units)
2003 Catalog Year or Later

Name _____ Student ID# _____

Required Lower-Division Pre-requisite Course
Complete the following lower-division pre-requisite course prior to beginning your concentration:
- ❏ **PSYC 2010** Introduction to Psychology

Required Upper-Division Core Courses (16 units)
A. Complete **BOTH** of the following courses as soon as possible after attaining upper-division status (completion of 60 semester units) and declaring your concentration (4 units):
- ❏ **CDEV 3010** Child Abuse and Neglect (1 unit)
- ❏ **CDEV 3140** Human Development I: Childhood (3 units)
  [Pre-requisites: PSYC 2010]

B. Complete **BOTH** of the following content courses. We recommend that you do not take both of these courses at the same time (6 units)
- ❏ **CDEV 3170** Early Cognitive Development (3 units)
  [Pre-requisite: CDEV 3140]
- ❏ **CDEV 3180** Early Social and Emotional Development (3 units)
  [Pre-requisite: CDEV 3140]

C. Complete **ONE** of the following application courses (3 units):
- ❏ **CDEV 3020/3022** Child Guidance and Management (3 units)
  [Pre-requisites: CDEV 3010 & 3140]
- ❏ **CDEV 3181/3182** Early Childhood Development (3 units)
  [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170 & 3180]
- ❏ **CDEV 3320/3322** Infant Development and Group Care (3 units)
  [Pre-requisite: CDEV 3010]
- ❏ **CDEV 3440** Developmental Assessment (3 units)
  [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170 & 3180]
- ❏ **CDEV 3550/3553** Early Intervention with High Risk Children (4 units)
  [Pre-requisites: CDEV 3010 & 3140]
- ❏ **CDEV 4180** Developmental Programs for Preschool Children (3 units) and
  CDEV 4190 Developmental Programs Laboratory (1 unit)
  [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170 & 3180]
- ❏ **CDEV 4280/4282** Social Cognition (3 units)
  [Pre-requisites: CDEV 3010 & 3140, pre-/co-requisites: CDEV 3170 & 3180]

D. Complete **ONE** of the following family courses:
- ❏ **ANTH 4165** The Family in Cross-Cultural Perspective (3 units)
  [Pre-requisite: ANTH 2060 recommended]
- ❏ **ETHN 4000/4003** The Mexican American Family (3 units)
  [Pre-requisite: ETHS 2100 or 4200]
- ❏ **ETHN 4010** The Black American Family (3 units)
- ❏ **ETHN 4030** Asian American Families (3 units)
  [Pre-requisite: ETHS 2200 or 4200]
- ❏ **SOCL 3150** The Family (3 units)

[Pre-requisite: SOCL 1010]

Required Upper-Division Elective Courses (6 units)
All 6 units of your Elective Courses may cross count with your Liberal Studies Major. None of your
elective units may cross-count with the concentration core. [Check the course catalog for
information regarding prerequisites for each of these elective courses]

A. Complete **3 UNITS** from the following Inquiry Courses (3 units)
CDEV 3030 Cognitive Development in School Settings (3)
COMM 3400 Oral Interpretation of Children's Literature (3)
MUS 3341 Music for the Classroom Teacher (3)
PHED 3400 Elementary Physical Education (3)
THEA 4020 Performance for Children (3)

B. Complete **3 UNITS** from the following Elective Courses (3 units)

ANTH 4165 The Family in Cross-Cultural Perspective (3)   **COMM 3400** Oral Interpretation of Children's
CDEV 3020/3022 Child Guidance and Management (3)   Literature (3)
CDEV 3181/3182 Early Childhood Development (3)   **ENGL 4620** Children's Literature (3)
CDEV 3320/3322 Infant Development and Group Care (3)   **ETHN 4000** The Mexican American Family (3)
CDEV 3440 Developmental Assessment (3)   **ETHN 4010** The Black American Family (3)
CDEV 3550/3553 Early Intervention with High Risk   **ETHN 4030** Asian American Families (3)
    Children (4)   **MUS 3340** Music in Elementary School(3)
CDEV 4000 Child Development Research Methods (3)   **MUS 3341** Music for the Classroom Teacher (3)
CDEV 4180 Developmental Programs for Preschool Children **PHED 3400** Elementary Physical Education (3)
(3) and **CDEV 4190** Developmental Programs Laboratory (1) **PSYC 3700** Introduction to Learning and Motivation (3)
CDEV 4945 Internship at CDC as Instructional Aide (1)   **PSYC 4110** Behavior Genetics (3)
CDEV 4946 Internship at CDC as Head Teacher (2)   **PSYC 4120** Human Development Research Seminar (3)
CDEV 4947 Internship at CDC as Assistant Administrator (2) **PSYC 4130** Psychological Disorders of Children (3)
CDEV 4950 Topics in Child Development (1-4)   **PSYC 4150** Learning Disabilities (3)
CDEV 4960 Organization and Administration of Early   **SOCL 3150** The Family (3)
    Childhood Education Programs (4)   **SOCL 3160** Sociology of Youth (3)
CDEV 4980 Individual Study (1-3)   **THEA 3020** Children's Theater (3)
CDEV 4990 Senior Honors Thesis (3)   **THEA 4020** Performance for Children (3

Important Concentration Information
Community college transfer students with an AA degree in Child Development or Early Childhood
Education may petition to waive the CDEV 3140 course requirement. If the petition is approved the
student must take another approved 3 unit upper division CDEV course to meet the 22 unit
concentration requirement.

All other students must take the upper-division course, CDEV 3140. The CDEV 3140 concentration
requirement may not be fulfilled with a lower division Child Development or Early Childhood
Education course.

Students, however, may petition to have 5 units of lower-division community college course work in
Child Development or Early Childhood Education applied towards the 6 units of non-upper division
electives required for the concentration.

Students who chose to complete a child development concentration must take all concentration
courses for a letter grade if the letter-grade option is available. In addition, no more than 3 units of
credit-graded course work may apply toward the concentration.

Adult-Child Interaction

Students will exhibit an understanding of the various theories regarding developmentally appropriate adult-child interactions and the impact these interactions have on children's development.*

- CDEV 3000: Guidance Activity
- CDEV 3000: Reading Assignment #8 on Indirect/Direct Guidance
- CDEV 3320: Lab #4 on Interactions with Infants/Toddlers
- CDEV 3320: Extra Credit Attachment for Lab #2
- CDEV 3180: Reading Assignment #8 on Attachment Influences

Rating: 3 –an ability to analyze/explain
Rating: 4 –a worldview that enables you to justify, teach, argue a point of view, generalize to novel situations, or integrate developmental information

In Professional Issues in Child Development, I identified 2 indirect guidance techniques and 3 direct guidance skills that I read about in an article which I felt I would be able to use as a teacher. For indirect guidance, I said having an appropriate amount of space for children is important. When children have their own space they will not be crowded, which will help children to feel comfortable to explore the environment and to avoid children bumping into one another. Another indirect guidance skill that is important as a teacher is making sure the environment is safe. Dangerous materials such as shape objects should be put away so children have a safe place to place and socialize. At my Internships, I have practiced indirect guidance. At the CDC on campus, every 3 weeks on Wednesday nights we have change out nights. This is when we change the environment to give the classroom a new feel. While we are arranging the room, we think about potential safety hazards and make sure our classroom is safe. We also make sure that play areas and shelves are not too crowded so children have the freedom to explore the classroom without feeling crowded or over-stimulated. We bring out toys and materials of children's interests based on past observations. A direct guidance skill I chose was clearly stating the limits and following through. As much as I want children to like me as a teacher and enjoy their time at school, I will also have to set my limits and follow through so all children in the classroom are safe. It will be my job to tell children the behavior I want to see and model it. I will explain to children why they have to follow the rules and how it makes me feel so all children can be safe and have fun while at school. Through experience I have found that using logical reasoning is effective because children understand why they should not do a certain behavior instead of just saying "No don't do that!"

In my extra credit attachment for lab #2 for Infant/Toddler Group Care, I read a chapter about assessing the quality of an Infant-Toddler Environment. Part of assessing the environment is the daily interactions between adults and children. I now understand there are two types of quality times; wants-something quality time and wants-nothing quality time. Wants-nothing quality time means the caregiver is sitting close by the child available to them if they want to interact with the adult. The children are the ones choosing what they want to play and the caregiver is there to respond to the child's needs. During my lab session, I was sitting down next to a toddler who was playing with a phone and a puppet by himself. There were two phones and he got one of the phones and put it on his ear and started smiling. He then gave me the other phone and I pretended to talk. The child continued to smile and started talking on the phone also.

*From CSU Stan Child Development Competencies

APPENDIX M
EXAMPLES OF INDIRECT ASSESSMENT MEASURES

Senior Seminar Fall 2012 Student Survey

1. In your opinion, how well have the competencies of the Child Development Major been covered within your undergraduate program? I feel that some competencies are covered more than others. In 30(all the sub-competencies are addressed and woulc in more CDEV courses if the competences were covered

2. Of all the competencies of the Child Development Major, in which have you received the most thorough preparation? What courses/activities have been particularly important to your development of this area? Personal skills is the sub-competenc(I feel I have been prepared for. In all of my course I have been prepared to manage my time and rema a professional. working at the CDC, fieldwork, and my internship site has given me great responsibility and being committed.

3. Of all the competencies of the Child Development Major, in which have you received the least preparation? What suggestions do you have to strengthen this area of the program? Ethical Studies. I felt I learned about this sub-competency just wish I would have more docume to show for my knowledge

4. How effective was your CDEV 3000 experience to your academic and professional preparation? I enjoyed CDEV 3000 and felt well prepar as a professional.

5. How effective was your CDEV 4948/4965 experience to your academic and professional preparation? CDEV 4948/4965 have been an an experience and have prepared me to go into the fi of education.

Additional Comments:

CDEV 4948/65   Student ID 2421

Please answer the questions below, using a scale from 1 – 10, (10 is the highest):

1. __9__ How much did the participation of the CDEV 3000 students in the senior theory presentations impact your professional development?

Specific impacts: We were able to give directions to the 3(students and after the presentation we were able to reflect on what worked and what didn't work.

2. __8__ How much did the participation of the CDEV 3000 students in the senior grant presentations impact your professional development?

Specific impacts: Good to have the 3000 students ther, and able to critique our presentations and give valuable feedback!

3. __7__ How much did the participation of the CDEV 3000 students in the internship infrastructure presentations impact your professional development?

Specific impacts: The more I talked about the infrastructr assignment the easier it was to have a better understanding.

4. __10__ How much did presenting your portfolio to the CDEV 3000 students impact your professional development?

Specific impacts: Gave me confidence as a professional to show my knowledge, documents, and presen my personal worldview.

5. __7__ How much did the participation of the CDEV 3000 students in the senior portfolio presentations impact your professional development?

Specific impacts: I felt they were taking a lot in an did not ask a lot of questions. The second tin presenting I felt comfortable and was able t engage the 3000 students.

6. __9__ In general, how much did the opportunity to interact with CDEV 3000 throughout the semester impact your professional development?

Specific impacts: I enjoyed presenting to the 3000 stud because we are continuously working on relevant information and is beneficial to all the students

7. Other comments about Senior Seminar students and CDEV 3000 students working together?

APPENDIX N
GENERAL EDUCATION COURSE SYLLABI

CDEV 3040
Cultural Context
Mon/Wed/Fri 12:00pm – 12:50pm
Demergasso-Bava Hall 100
Fall 2014

Professor: Aletha Harven, Ph.D.
Phone: 209-667-3504
Email: aharven@csustan.edu

Dr. Harven's Office Hours: T/Th 11a–12:30p
Office: C231F

Course Information:
- This course will fulfill the upper-division General Education Requirement, Area F3 (Social, Economic, and Political Institutions and Human Behavior) and the Multicultural Requirement, Area G. This course is ideal for students who have completed or are currently completing their 60th unit. Majors in Child Development, Psychology, and Liberal Studies (with concentrations in Child Development) may not use this course for General Education credit, but may use it for purposes specified within their majors and Multicultural Requirement Area G.

- Students should consult their academic advisors for further information.

Required Text:
- Gardiner, H.W., & Kosmitzki, C. (2010) Lives across cultures: Cross-cultural human development (5th ed.) Boston: Allyn and Bacon Publishers.

  - **Note. Select articles and weblinks will be sent via email and/or posted on Blackboard.**

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.).Washington, DC: American Psychological Association.

  - **Note. An APA manual is strongly recommended for your time here at CSU, Stanislaus. Available on www.amazon.com**

Course Description:
- This course will address human behavior and multicultural issues by examining child development across cultural contexts. In this course, students will explore the role of cultural contexts in a variety of areas of child development (e.g. cognitive, social, emotional, and physical). Students will read about and discuss cross-cultural research in the area of child development (e.g. caregiver attachment in the US vs. Japan, etc.). They will also be encouraged to consider the influence of cultural context while examining important issues related to child development (e.g. identity development).

  Please note that cultural competence and culturally relevant practice is an essential facet of effective professionals in the field of child development. It is important for prospective and current teachers, child development professionals, and caregivers to critically explore issues specific to working with children and youth from culturally and linguistically diverse backgrounds. That said, a major goal of this course is to provide students with a conceptual framework to better understand and reflect on intercultural, intrapersonal, and interpersonal skills in culturally pluralistic settings. Also, this course will provide students a forum in which to examine (a) their own development and (b) the cultural lenses in which they use to interact with young people.

Course Objectives:
Upon successful completion of this course, students will be able to:
- Describe the major theories used to explain child development, with an emphasis on the theories that explain contextual influences upon child development
- Describe the current research methodologies used to study human development across cultures

- Use appropriate methodologies to observe contextual influences on children and their development
- Describe research findings that emphasize the impact of cultural norms on development in various domains (cognitive, social, emotional, and physical development) and life stages (e.g., infancy, toddlerhood, preschool-aged, and elementary-aged children)
- Reflect critically on research and theories regarding contemporary issues (e.g., discipline); Present well-informed positions on how contemporary issues are viewed differently by diverse cultural groups and how various developmental theories might help explain the similarities/differences observed cross-culturally
- Reflect critically on the lenses in which they view children from diverse backgrounds; Identify and reflect on personal biases, stereotypes, and misconceptions about others
- Describe what it means to endorse an anti-biased perspective, which is focused on challenging prejudices such as racism, sexism, and homophobia, etc.
- Discuss implications, develop activities, and research effective resources for promoting a culturally sensitive worldview in local community settings that serve children and youth
- Demonstrate a high level of academic and professional writing skills, including the use of appropriate technology resources

For those choosing the service learning option, you will also be able to:
- Demonstrate professional conduct in service learning activity – and fulfill classroom responsibilities as per course readings and discussions
- Integrate developmental theory and research regarding the role of cultural context in child development to describe and implement best practices with children

For those choosing the application-theory paper, you will also be to:
- Demonstrate professional conduct during observations - and fulfill classroom responsibilities as per course readings and discussions
- Integrate developmental theory and research to describe your observations of the role of cultural context in the process of child development

Course Evaluation / Assignments:

Keep in mind that by enrolling in this course, you are making a commitment to do a heavy load of reading, writing, and critical thinking consistently. Given that this is such an intensive and process-oriented course, I strongly encourage you to talk with me outside of class whenever you have concerns.

Your final grade in the class will be determined as follows:

Participation	**20pts**
Attendance (15pts); In-class activities and assignments (5pts)	
Presentations	**5pts**
Cultural Artifact Presentation (5pts)	
Written Assignments	**140pts**
Cultural Reflection Paper (15pts)	
Critical Incident Paper (15pts)	
Class Reflection Paper (10pts)	
Journal (Spark Papers; 5pts ea. x 10 weeks = 50pts)	
Service Learning Option OR Application-Theory Paper (50pts)	
Exams	**135pts**
Exam #1 (40pts)	
Exam #2 (40pts)	
Exam #3 (40pts)	
Total Points	**300 points**
Extra Credit (up to 15pts)	

Extra Credit Options: (max 15pts)
Students may elect to complete one or more opportunities for bonus points. These points are added to the semester point total upon completion:

1. SONA (SONA Systems, the Online Participant Management System): Students may elect to participate as research participants in one or more student research projects. Students should follow the instructions posted on

Blackboard in the "Flyer for Students" about how to request a participant account and how to assign participation credits to our course for bonus points. Each SONA credit earns 3 bonus points.

2. Poster Session: Students may participate in the CDEV/PSYC Research Poster Session and complete two poster session write-ups. These write-ups must be turned in by the assigned date for credit. Each write up is worth 3 bonus points (max 6 pts).

Other options for extra credit will be announced in class, as they become available.

Grading Standards:
Participation
Participation is critical to how well you are learning the material – and for creating a true "community of learners." Before you walk into this class each week, you should (1) have **completed all the readings**, (2) be ready to **actively engage** i the lectures, activities, and discussions, and (3) be prepared to **assist your classmates**.

> **Active participation**
> - Attends all class sessions
> - Active, enthusiastic involvement in class discussions and activities
> - Using understanding of course material to explain or support comments
> - Asking thoughtful questions relevant to course material
> - Promoting discussion through engaged listening and encouraging responses from classmates without dominating the conversation
> - Valuably contributing to small group discussions and keeping group on task
> - Mindful completion of written tasks, in-class activities, and homework

Written Assignments
A = Outstanding work. This work extends above and beyond average expectations of an assignment by using strong evidence for original thinking, good organization, synthesis & analysis, while demonstrating a superior grasp of the subject matter. Few mistakes, if at all, are apparent.
   1. Responds fully to the assignment; Expresses the purpose clearly and persuasively;
   2. Is directed toward and meets the needs of a defined audience;
   3. Begins and ends effectively;
   4. Provides adequate supporting arguments, evidence, examples, and details;
   5. Is well-organized and unified;
   6. Uses appropriate, direct and inclusive language;
   7. Correctly acknowledges and documents sources;
   8. Is free from errors in grammar, punctuation, word choice, spelling and format;
   9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-7

B = Good work. This work displays evidence of grasping the material with critical and analytical abilities. It demonstrates reasonable understanding of the content and familiarity of the literature. For written assignments: Realizes 1-9 above well. Demonstrates overall ability but shows little apparent originality or creativity. Some mistakes or confusion is evident.

C = Average work. This work indicates that the student is gaining from the university experience, understands the subject matter and develops solutions to simple problems in the content. For written assignments: Realizes 1-9 above, but not fully and completely. Contains common mistakes and/or disorganization confuses the work.

D = Barely passing work. The work displays some familiarity and critical abilities of the content. For written assignments: Fails to realize elements of 1-9. Contains several serious errors or flaws, or many minor ones. This assignment often looks and reads like a first draft.

F = Failing work. Only familiarity with the content is evident, weaknesses in the ability to critically think about the content with limited use of the literature. For written assignments: Fails to realize several elements of 1-9. Contains many serious errors or flaws, and many minor ones as well. An assignment that violates the university's policy on academic dishonesty (e.g. cheating or plagiarism) will receive a failing grade.

<u>Exams</u>
Exams will consist of multiple choice and short answer questions.

<u>Grading Rubrics</u>
A standardized grading rubric will be used to assess each of your writing assignments. This grading rubric outlines how points are earned within primary categories, which meet the objectives of the assignment. This tool should help you gain a clear understanding of the assignment expectations. **The rubric will be given before an assignment is due.**

Course Requirements & Policies:
Professionalism. You are expected to conduct yourself professionally and ethically throughout the semester, as would be expected in a professional position. Refer to the guidelines and requirements regarding professional issues, stated in the CSU Stanislaus Catalog, CSU Student Handbook. *Failure to comply with these policies such as inappropriate conduct may result in a failing grade in this course and/or disciplinary actions as seen fit by the Department of Psychology and this University.*

In Class
✔ Punctual attendance to class, returning from breaks promptly, not leaving early, waiting until class ends to pack your belongings
✔ Turning your cell phone OFF or putting it on SILENT/VIBRATE; Please refrain from text messaging during class time.
✔ Respecting the learning environment (keeping side conversations to a minimum)
✔ Communicating respectfully with others (i.e., respecting individual differences in opinion and beliefs)
✔ Taking responsibility for YOUR learning (understanding the information on the syllabus and class assignments; adhering to course policies and assignment deadlines, etc.)
✔ Not using class time to engage in non-class related work (e.g., texting, using your laptop to surf the internet, read email, do other work, etc.)
>   Note. Laptop's should ONLY be used to (1) look at resources during class when the entire class is reviewing or to (2) take notes. Keep in mind that instructors <u>reserve the right</u> to ask students to close their laptops at any time during class.

Service Learning Site
Prompt attendance is important. It is expected that students will make the same commitment to children in the classroom that they would if employed in a professional position. Students must therefore follow all guidelines for professional conduct while completing application experiences or participation. Tardiness, unexcused absences or failure to comply with professional guidelines or policies may also result in a failing grade in the project or course and/or disciplinary actions as seen fit by the Department of Psychology and this University. *Note.* Service learning and observation sites may have their own pre-screening processes. Interviews, fingerprinting, and additional paperwork procedures and costs may be required.

<u>Attendance.</u> **You should attend every single class!** Our time in class together is valuable and if you are absent, your absence alters the class dynamics. If you make the decision to miss class, you are missing an integral part of the course If you miss class or arrive late, **FIRST** contact your "buddy" (the person you exchanged contact information with at the beginning of the semester) to discover all that you have missed. If after talking with your classmate the information is stil unclear, THEN I will be happy to help you during my regularly scheduled office hours. If you miss class, DO NOT ASK ME, "Did I miss anything important?" ☺

<u>Students with Disabilities.</u> Requests for accommodations in test taking or other special needs must be made to the instructor by the **second (2nd)** class meeting. Students with disabilities must register with **Disability Resource Services.** Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for test taking accommodations must provide a proctor form signed by a counselor in the Disability Resource Services Center prior to making testing arrangements. **Disability Resource Services is located in MSR Suite 210, and the phone number is (209) 677-3159.** DRS will provide you with information and review appropriate arrangements for reasonable accommodations.

Submitting Assignments

✓ *Typed & On-time:* All assignments must be typed and submitted to be me within the first 10 minutes of class time (unless otherwise stated). Any work submitted after that time will be considered late. **No exceptions!**

✓ *Include a Cover Sheet & Reference List:* All assignments must include a cover page with your name, paper title, professor (Dr. Harven), and date. Since you will be writing about theories and concepts from the textbook and other sources, it is important for you to ALWAYS cite where you obtained your information. Therefore, all papers should include a reference page. **Please proofread all papers carefully, spell-check, and staple!**

✓ *Page limits:* If your assignment exceeds the page limit, I will not read any additional pages. Please include page numbers on all assignments.

✓ *Font & Margins:* Use Times New Roman, size 12 Font for all of your writing assignments. Use standard margins (1 inch) and double spaced lines. Your grade on an assignment can suffer if you fail to follow these conventions.

✓ *Keep a copy:* Students should keep a copy of their assignments. I will treat your papers carefully, but it is possible that in a class of this size, a paper may be misplaced. If I need to ask you for a replacement copy, I expect that you'll be able to provide one.

✓ *Copy permission:* One way to help students understand how to complete the written assignments is to have examples. I may elect to copy some of your written work for these purposes. I will be sure to remove your name to maintain anonymity. If you do not want me to photocopy your written work that is perfectly fine, please let me know now.

No Late Work. Late assignments will not be accepted!

However, papers that are turned in late due to unforeseen circumstances (e.g., the loss of an immediate family member, a car accident, a disabling or infectious illness or similar health injury) will result with a penalty. That is, in the event you encounter an unforeseen circumstance, *late papers and assignments will be downgraded—no exceptions!* Specifically, late work will account for half (½) of the total points possible. Papers that are Faxed, emailed, or dropped off in my mailbox will **NOT** be accepted (unless you make prior arrangements with me). **I will not contact you if I do not receive your work**; furthermore, work that is not turned in will result with a zero.

Note: The request for submission of late work due to an unforeseen circumstance will require verification by a legitimate source in relation to the absence (e.g. physician, funeral director, police officer, etc.). Employment conflicts, personal travel, or other personal business are not excusable explanations for the submission of late assignments.

Missed Exam

I will try my best to adhere to the scheduled exam dates; however, changes in exam dates may be announced in class. If you arrive late to class and I have not started collecting an exam, you may take the exam with the remaining time left. If you make the choice to miss or arrive late to class (regardless of sudden emergencies), you are accepting a grade of zero on the exam. **Do not ask me if you can make-up any exams earlier or later - the answer will be NO!**

Academic Dishonesty

Academic dishonesty includes plagiarism and cheating. Examples include: using notes on an exam, looking at the textbook during an exam, storing helpful information on your cell phone, looking at another students' exam, submitting a work that is not your own, or allowing another student to submit your work using their name, etc. Plagiarism is turning in writing that is not your own such as copying sentences and paragraphs from someone else's work or cutting and pasting material from websites without appropriate citation. It is YOUR responsibility to understand the full definition of what constitutes plagiarism and ensure that you do not turn in any work that even *remotely* suggests such a practice. There are always students who "accidentally" plagiarize; unfortunately, these students also receive consequences. If you are found participating in academic dishonesty, even accidentally, you will fail the assignment, possibly the course, and a written notification will be sent to the **CSUS Office of Judicial Affairs** for further reprimands. *I am happy to speak with you (before an assignment is due) on integrating another individual's ideas with your own.* It is your responsibility to read and understand the University's policy on academic dishonesty as described in the University catalog.

Email Communication & Blackboard. *I will communicate with you using your assigned CSUS email address;*

therefore, you are responsible for reading messages sent to your campus email account. If you do not plan on using your CSUS account frequently for received messages, I strongly encourage that you set up a mail forwarding preference in the options of your CSUS email account. This will enable messages sent to your campus account to be automatically forwarded to your personal account. *Also, be sure to check blackboard for messages regarding readings and class assignments.*

Email etiquette. When you send me (another professor) an email, please use a formal tone of communication. Please use "Dr." or "Professor" to address instructors; use proper spelling and grammar (proof read and spell-check your email text); and avoid using common short-cuts used for cell phone texting (e.g., "u" for you; "C" for see; "2nite" for "tonight"; etc.). Also, write your name, class title, and class time in the SUBJECT line. Do not expect me to return your email in less than **48 hours** (especially over the weekend). I make a serious effort to return student emails promptly; however, when students write *"get back to me ASAP"* or *"hello, I'm still waiting to hear from you,"* this communicates impatience and is inconsiderate. **Practice the same professionalism you use face-to-face through technology.**

<u>**Computer Excuses.**</u> Since many assignments involve computer use, you are advised to **leave ample time for inevitable disasters** such as a system crash, lack of lab seating, or lost files or passwords, none of which is an acceptable excuse for late work. (You should always save early and often, make multiple copies, and check for viruses.) I will not be sympathetic to problems that occur because you waited until the last minute to complete your work. **Campus Computer Labs** (call for accuracy and hours of operation): http://www.csustan.edu/oit/client-services/computer-labs.

<u>**Grading Disputes.**</u> If you wish to dispute a grade assigned to a paper, an exam, or any other graded assignment, you must do so ***IN WRITING NO LATER THAN 5 days after the paper or exam has been returned.*** You must include a specific rationale for why a particular response on a test is correct - or why a paper deserves a higher grade. "I think I deserve a better grade" or "I need a better grade in order to keep my scholarship, to graduate, or to stay at CSUS" or "I was having personal problems" does NOT constitute an appropriate rationale. After receiving your rationale, I will be happy to meet with you to review the dispute and consider its merits. Please note that more careful consideration of your work may result in **lowering or raising** the disputed grade(s).

<u>**Other Important Information.**</u>
Psychological Counseling Services. There are often many pressures and stresses associated with balancing school, work, family, life, and all the complexities in our lives. If you are having personal difficulties, please consider the **University Psychological Counseling Services in MSR 210; phone number: (209) 677-3381.**

Need Help Writing? Please take full advantage of the resources available to you on campus. The CSUS Writing Center is an EXCELLENT place for you to get help with writing and academic work. Students who need assistance in any or all of the areas listed below should visit the **CSUS Writing Center in the Library, L112; Phone number: (209) 667-3465. The Tutoring Center can be reached at (209) 667-3642.**

✔ Critical Thinking ✔ Study strategies ✔ Writing skills ✔ Performance in subject matter courses

Class Calendar: Mastering the Course Objectives

Week	Date	Topics	Readings *Weblinks will be sent via email & posted on Blackboard	Assignments, Exams, & Notes
1	Aug 22	Course Overview		Secure Textbook
2	Aug 25 - 29	Developmental Principles Developmental Theories & Methods Cross-Cultural Perspective (vs. an ethnocentric perspective)	Chapter 1 p.3-14 Chapter 2 p.21- 52	• **Aug. 25: Cultural Artifact Presentation** • Check out blackboard site
3	Sept. 1-5	**Sept. 1 (No Class – Labor Day)** Defining Childhood Across Cultures Culture & Socialization	Chapter 3 p.54 – 75 *Select Readings	• **Due Sept. 5: Spark Paper #1** (for review & feedback; place in journal once returned; place all other spark papers in journal)
4	Sept. 8-12	Culture & Socialization (Race as a Social Construction)	*Select Readings & Weblinks	• **Due Sept. 12: Cultural Reflection Paper**
5	Sept. 15-19	Culture & Socialization (Children's Schema's and Understanding of Race/ Racial Identity)	*Select Readings & Weblinks	
6	Sept. 22-26	Culture & Race (Aversive Racism: Are we Colorblind?) **Sept. 26 (Exam 1; chapters 1, 2, 3 & select readings/ weblinks)**	*Select Readings & Weblinks	
7	Sept. 29 - Oct.3	Culture & Race (Power & Privilege: What does it mean to be privileged in America?)	*Select Readings & Weblinks	• **Due Sept. 29: Critical Incident Paper**
8	Oct. 6 - 10	The Family in Cultural Context (Parent Advocacy) **Oct. 10 (No Class)**	Chapter 4 p. 83 – 120	
9	Oct 13 - 17	Physical Development	*Select Readings	
10	Oct. 20-24	Culture, Language, & Cognition	Chapter 5 p. 121-148	

11	Oct. 27 - Nov. 1	Culture, Self, & Personality	Chapter 6 p. 149-176	
12	Nov. 3 – 7	Culture & Social Behavior **Nov. 7 (Exam #2; chapters 4, 5, 6, 7 & select readings/ weblinks)**	Chapter 7 p. 177-206	
13	Nov. 10 - 14	Cultural Issues of Gender & Sexuality (Growing-up LGBTQ) **(Nov. 11 – Veteran's Day Campus Closed)**	Chapter 8 p. 207-238 *Select Readings	
14	Nov. 17-21	Cultural Issues of Gender (Critical Literacy: Beauty & Body Image)	*Select Readings & Weblinks	
15	Nov 24-28	Stereotypes (Debunking the Model Minority Myth) **(Nov. 27 & 28 - Thanksgiving Holiday Campus Closed)**	*Select Readings & Weblinks	
16	Dec. 1-5	Stereotypes (Misconceptions about Intelligence & Ability)	*Select Readings & Weblinks	**• Due Dec. 3: Journal & Final Project** (Service Learning Option/ Application-Theory Paper)
17	**Dec.8 (Last Day of Instruction)** **T Dec. 15**	Social Interactions (Utilizing Social Environmental Resources in Adverse Contexts; Empowerment & Advocacy) **(Exam #3; chapter 8 & select readings/ weblinks)** 11:15am – 1:15pm	*Select Readings	**• Due Dec. 8: Class Reflective Paper**

Note. Modifications to assignments or changes in dates may be necessary, including the addition of select readings. Should this occur, an announcement will be made in class and/or via Blackboard.

CDEV 3140/PSYC 3140:   HUMAN DEVELOPMENT I: Childhood

Professor: Rita Asher, Ph.D.   Dr. Asher's Office Hours at C223A: M,F 11:30 – 1:00
Phone: 209-667-3539   e-mail: rasher@csustan.edu

- This course is cross-listed with two prefixes. Child Development majors or concentrations should enroll in CDEV 3140; Psychology majors should enroll in PSYC 3140. Pre-credential or general education students or those enrolling for elective credit may enroll in either prefix.

- This course is applicable to upper-division General Education, Area F3 for those students who have completed or are currently completing their 60th unit. Majors in Child Development, Psychology, and Liberal Studies (with concentrations in Child Development) may not use this course for General Education credit, but may use it for purposes specified within their majors.

- Students should consult their academic advisors for further information.

Required Textbook: ISBN 9780078035142
Papalia, D. E. & Feldman, R. D. (2012). *Experiencing Human Development, 12th Edition.* New York: McGraw Hill.

• electronic supplement for the textbook at: **mhhe.com/papaliahd12e**

Course Description:
Basic principles of life-span human development with emphasis upon the study of infancy, childhood and adolescence. Includes discussions of current developmental research and applications.

Course Objectives:

Through successful participation in this course, students will:

• demonstrate understanding of the continuity of growth, and the relationship of prenatal, neonatal, infancy, childhood and adolescent issues to patterns of continuous growth throughout the lifespan.

• demonstrate understanding of the complexity of biological and environmental factors that influence the domains of human development.

• synthesize and apply the principles, theories, and research to Video Application Questions using VAD Observations.

Course Requirements:

1. Professionalism - It is expected that students will make the same commitment to the course that they would to professional employment. Refer to the guidelines and requirements regarding professional issues, stated in the CSU Stanislaus Code of Student Conduct. Failure to comply with these policies such as appropriate classroom conduct may result in a failing grade in this course and/or disciplinary actions as seen fit by the Department of Psychology and this University. **Please note that to reduce distraction, electronic devices including phones, computers, pads, may not be used during class time without instructor permission.

2. Attendance and participation during class discussions - Students are expected to attend class. Reading assignments and homework should be completed prior to class; lectures and activities presuppose that students have prepared adequately. Unannounced quizzes and activities will be given to assure preparation and discussion. Class group activities are dependent upon responsible participation by every class member. Absences, lateness, or inadequate preparation and participation will affect the final course grade.

Course Evaluation: Course grades will be based on the following criteria:

1. Exams --Three exams will be given as scheduled on the course calendar. Each will include multiple-choice, short essay and short-answer questions. Students should review course notes, activities, readings, reading study guides, as specified on the course calendar. Please bring scantrons (#882) and #2 pencils on exam days. Make-up exams will be given only for medical emergencies (documentation will be required) with authorization from the professor prior to the missed exam period.

2. <u>VAD Observations</u> – Students will complete three written observations of videos accessed on **Blackboard.** Observations will cover developmental principles and phenomena typical of neonatal development, infancy, early childhood, middle childhood and adolescence. Students will select three questions to answer in essay form by the assigned due dates. **Please note that all students need to complete either VAD 1, VAD 2 or VAD 3 as well as two other choices throughout the semester.** Each VAD is graded with a rubric, as to how well the response synthesizes course content by using appropriate scientific terminology, citing research findings, and by responding clearly to the question. **VAD's are due at 9:00 am on the dates assigned on the calendar.** No response will be accepted electronically or after class has begun. Please print the rubric and check sheet pages from blackboard and staple them to the front of each assignment with the rubric page first. VAD's will not be graded without the rubric page stapled, complete with student ID and course sec #, followed by a completed and signed check sheet.

VAD Observation format: Each VAD write up should be between 1 and 3 pages long, and include a reference page as per APA. The document should be written in APA format including Times New Roman font, size 12, with 1-inch margins and appropriate citations. APA uses no quotations; the entire document will be written in your own words with appropriate citations where you are crediting others' ideas. The document should be written with objective language, using the third person and past tense. Remember to check grammar, spelling, and proofread. Since the VAD assignments are based on material from the textbook and video(s), they will include only two or three references. An APA citation and reference support document appears in your Blackboard Assignment section in the Tools folder.

Each VAD observation will have three parts, written in at least three paragraphs. 1) The paper should begin with a description of the topic and relevant research from the text. Discuss researchers by name and cite the textbook because this is where you have obtained this information. 2) The paper will discuss the content of the video, describing the research shown, and discussing the children's responses. Here you will cite the video by name and add that information to the reference page as well. 3) The paper will address your interpretations of the children's development in the video, supporting your ideas with research, and discuss the significance of the research and issue. (See check sheet).

Grading Rubric for Video Assets Database (VAD) Observation Questions

Level of Achievement	General Presentation	Integration of Video with Course Content
Mastery (20 pts)	• Demonstrates a clear and thorough presentation. • Responds to the question completely. • Uses correct style and grammar (no errors) • Uses APA format correctly for objective style, margins, citations, references.	• Demonstrates clear understanding of video. • Demonstrates clear and thorough understanding of the topic and supporting research. • Supports explanations of development with clear, correct examples from video. • Demonstrates complete understanding of the question, its significance and implications. • Fluent use of terminology of the field.
Developing (16 pts)	• Presentation is less thorough, mostly accurate. • Responds to all parts of the question with limited detail. • Uses correct style and grammar less consistently (1-2 errors) • Uses APA format less consistently for objective style, margins, citations, references (1 – 2 errors).	• Demonstrates basic understanding of video. • Demonstrates basic understanding of the topic and supporting research. • Partially supports explanations of development with examples from video. • Demonstrates basic understanding of the question, its significance and implications. • Focuses on video with basic connection to course materials. • Generic use of terminology of the field.
Emerging (12 pts)	• Presentation is not thorough and less accurate. • Does not address the question explicitly, though may do so tangentially. • More than 2 errors of grammar, style. • Uses APA format inconsistently for objective style, margins, citations, and/or references (More than 2 errors.)	• Demonstrates insufficient understanding of video. • Demonstrates insufficient understanding of the topic and supporting research. • Poorly supports explanations of development with incorrect examples or explanations. • Demonstrates minimal understanding of question, its significance and implications. • Focuses on video without clear connection to course materials. • Incorrect use of terminology of the field.
Needs improvement (8 pts)	• Presentation is incomplete and/or inaccurate. • Does not address the question. • Presentation incomplete and/or unprofessional. • Is not clearly or logically organized. • Fails to use acceptable style and grammar • Uses APA format incorrectly for objective style, margins, citations, references (Significant errors).	• Does not demonstrate understanding of video. • Demonstrates lack of understanding of the topic and supporting research. • Unsupported essay without examples or uses incorrect examples. • Demonstrates lack of understanding of question, its significance and implications. • Focuses on video without connection to course materials. • Incorrect use of terminology of the field.

Course Options:

Extra Credit Options (max 15 pts)

Students may elect to complete one or more opportunities for bonus points. These points are added to the semester point total upon completion:

1. SONA (SONA Systems, the Online Participant Management System): Students may elect to participate as research participants in one or more student research projects. Students should follow the instructions posted on Blackboard in the "Flyer for Students" about how to request a participant account and how to assign participation credits to our course for bonus points. Each SONA credit earns 3 bonus pts.

2. Poster Session: Students may participate in the CDEV/PSYC Research Poster Session and complete two poster session write ups (forms available on Blackboard). These write ups must be turned in by the assigned date for credit. Each write up is worth 3 bonus pts (max 6 pts)

Course Grading Scale:

Requirements	Possible Points	Accumulated Points	Course Grade			
3 Exams (100 pts each)	300	300	A =	333 pts - 360 pts	=	93% - 100%
			A- =	322 pts - 332 pts	=	90% - 92%
			B+ =	311 pts - 321 pts	=	87% - 89%
3 VAD Observations (20 points each)	60	360	B =	297 pts – 310 pts	=	83% - 86%
			B- =	286 pts – 296 pts	=	80% - 82%
			C+ =	275 pts – 285 pts	=	77% - 79%
Extra Credit Options 1 SONA 2. Poster Session	Max 15	360	C =	261 pts - 274 pts	=	73% - 76%
			C- =	250 pts - 260 pts	=	70% - 72%
			D+ =	239 pts - 249 pts	=	67% - 69%
			D =	225 pts - 238 pts	=	63% - 66%
* Note:			D- =	214 pts - 224 pts	=	60% - 62%
			F =	Below 214 pts	=	Below 60%
Students desiring CR/NC must complete CR/NC registration before the end of the first week; **250 points** are needed to earn a grade of Credit.						

Notes:

Academic dishonesty policy: Any student found cheating will receive a failing grade for the assignment and a failing grade for the course; disciplinary actions will be taken as seen fit by the Department of Psychology and by this University. **Cheating is a very serious offense; no exceptions will be made.** Cheating includes having and/or using notes during a test/quiz, looking at the text during the test/quiz, looking at another student's test/quiz, submitting any work that is not your own, or allowing another student to submit your work using their name, etc. It is also dishonest to submit any work as original work in more than one course without instructor consent.

Plagiarism is cheating by offering someone else's work as your own (i.e., utilizing another's work or ideas without attributing appropriate credit), whether one sentence or whole paragraphs, and whether an idea or words from a book, journal, magazine or the writing of other students.

HUMAN DEVELOPMENT CALENDAR

Readings, Video Application Questions and Exam Preparations

Day Date	Topic	Readings, Video Application Questions and Exam Preparations
Intro		
Fri Aug 22	• Syllabus Overview	• Secure Textbook
Week 1	**Developmental Perspectives**	
Mon. Aug 25	• VAD Rubric • Text Review • Text website	• Check out blackboard site • Check out blackboard videos—be sure that they play on your computer • Check out textbook student support website
Wed Aug 27		
Fri Aug 29	• Developmental Perspectives	• **Bring Reading Study Guide 1 to class**
Week 2	**Developmental Principles**	
Mon Sept 1	• **No School-Labor Day!**	Intro, p. vi - xxxi Chapt. 1, p. 2 – 20.
Wed Sept 3	• Developmental Domains • Lifespan Principles • Nature/Nurture • Qualitative/Quantitative Changes • Developmental Age	**VAD Question 1:** Review the two videos **Blackboard** VAD1DevPrinciples, of developmental milestones. From the text discuss developmental domains, developmental periods, and what is known about the variable rate and the universal sequence of developmental change. Then use the videos to give examples and explain children's typical and atypical development. Discuss why parents and professionals focus on developmental sequence rather than rate. Then discuss what parents and professionals should do to facilitate healthy human development. **(Due: Wed Sept 3).**
Fri Sept 5		
Week 3	**Theoretical Overview**	Chapt. 2, p. 20 – 37.
Mon Sept 8	• Theoretical Assumptions • Psychoanalytic • Environmental • Cognitive Developmental • Contextual • Evolutionary	**VAD Question 2:** Review the two videos **Blackboard** VAD2TheoreticalOverview, of diverse explanations of how learning occurs by Jean Piaget and B. F. Skinner. From the text, first define and compare the principles of organismic and mechanistic theories. Discuss the main differences between Piaget's organismic theory of cognitive development and Skinner's mechanistic theory of operant conditioning. Cite examples and explanations by Piaget and Skinner from the videos that support these differences. Finally, discuss how this theoretical difference might reflect in professional practice? (Due: Mon Sept 8)
Wed Sept 10		
Fri Sept 12		
Week 4	**Research Methods**	Chapt. 2, p. 38 – 50.
Mon Sept 15	• Developmental Questions • Developmental Methods • Purposeful Research • Ethical Concerns • APA	**VAD Question 3:** Review the video, **Blackboard** VAD3DevResMeth, on the contributions of developmental research to study human development. First, from the textbook, define developmental research and what makes developmental research unique, and explain how developmental research findings are used to contribute to the lives of children and families. Then use the video to discuss each of the purposes of developmental research at the University of Reading and give examples. (Due: Mon Sept 15)
Wed Sept 17		
Fri Sept 19		

1

Week	Topic	Reading / VAD Question
Week 5 Mon Sept 22 Wed Sept 24 Fri Sept 24	**Prenatal Development** • Conception • Stages of Gestation • Teratogens • Healthy Prenatal Dev.	Chapt. 3, p. 53 – 93. **VAD Question 4:** Review the video, **Blackboard** VAD4Nature and Nurture, the study of twins. First, use your text to discuss in detail the principle of reaction range and its implications. What does the principle indicate about the relationship between heredity and environment? Use the video to discuss how the experiences of identical twins, Cory and Eric, exemplify the principle of reaction range. What implications are there for professional practice? (Due: Mon Sept 22)
Week 6 Mon Sept 29 Wed Oct 1	**Infancy/Toddlerhood: Physical-Motor Development** • The Birth Process • Neonatal Assessment • Neonatal Development • Physical Growth • Infant Perceptual-Motor Dev.	Chapt. 4, p. 94 – 135. **VAD Question 5:** Watch the video, **Blackboard** VAD5Gross Motor in First Year, of Rachel progressing toward independent locomotion. First, from the text, discuss major milestones of physical development in infancy, citing definitions and norms. Explain the lawfulness of physical development. Compare Rachel's development to the norms and give examples. What should parents know about developmental growth and about developmentally appropriate expectations for their children? (Due: Mon Sept 29).
Week 6 Fri Oct 3	• **Exam 1**	Exam 1 Preparation: Chapts 1, 2, 3
Week 7 Mon Oct 6 Wed Oct 8	**Infancy/Toddlerhood Cognitive Development** • Habituation/Dishabituation • Sensory Skills • Sensori-motor Development • Language	Chapt. 5, p. 136 – 173. **VAD Question 6:** Watch the video, **Blackboard** VAD6LangDev, of various children's emergent language development. First use your text to define each stage of pre-linguistic communication (cooing, babbling, holophrastic speech, telegraphic speech, etc). Then give examples from the video. Finally, discuss how adults can best facilitate infant language development. (Due: Mon Oct 6)
Week 7 Fri Oct 10	• **No CSU Stanislaus Classes Today!**	
Week 8 Mon Oct 13 Wed Oct 15 Fri Oct 17	**Infancy/Toddlerhood: Psychosocial Development** • Temperament • Affective Development • Socialization • Attachment	Chapt. 6, p. 174 – 211. **VAD Question 7:** Watch the video, **Blackboard** VAD7SelfAwareness. First, use your text to discuss the emergence of self-awareness and the famous "Rouge Test" that is used to observe its emergence. Then, using the video, explain the babies' reactions and what they show about their developing understandings of self-concept. Discuss the relationship between self-awareness and self-concept. (Due: Mon Oct 13)
Week 9 Mon Oct 20 Wed Oct 22 Fri Oct 24	**Early Childhood: Cognitive Development** • Physical Maturation • Cognitive Development • Theory of Mind • Preoperations	Chapt. 7, p. 212 – 249. **VAD Question 8:** Watch the video, **Blackboard** VAD8PreoperationalThinking—pre-conservation. First, use the text to discuss the advantages and limitations of preoperational thought. Discuss preoperational children's inabilities to conserve. Finally, explain Bradley and Alec's varied responses to the conservation task. Why does preoperational thinking preclude the ability to conserve and why does conservation represent an important change in everyday life and problem solving? (Due: Mon Oct 20)

Week / Date	Topic	Chapter / Assignment
Week 10	**Early Childhood: Psychosocial Development**	Chapt. 8, p. 250 – 281.
Mon Oct 27	• Personality Development • Affective Development • Social Skills • Autonomy • Initiative • Play • Parental Authority Styles	**VAD Question 9:** Watch the video, **Blackboard** VAD9Gender to describe Bradley's and Alec's developing understandings of gender. First discuss the emergence of gender understanding. Then use Kohlberg's theory to correctly identify each of the children's stages of gender constancy. Give examples. Why is understanding how children develop gender knowledge important for parents and professionals? (Due: Mon Oct 27)
Wed Oct 29		
Fri Oct 31		
Week 11	**Middle Childhood: Cognitive Development**	Chapt. 9, 282 – 321.
Mon Nov 3	• Exam 2	•Exam 2 Preparation: Chapts: 4, 5, 6, 7, 8
Wed Nov 5	• Physical Maturation • Concrete Operations • Memory • Inductive Reasoning • Education	**VAD Question 10:** Watch the video, **Blackboard** VAD10ConcreteOperations. First use the text to explain how children come to understand identity, reversibility, and compensation as they move into concrete operations and describe the role of decentration in the achievement of concrete-operational thought. Then, use examples from the video to discuss how decentration enabled these children to think logically and to move away from the intuitive perception bound thinking of earlier stages. **(Due: Wed Nov 5)**
Fri Nov 7		
Week 12	**Middle Childhood: Psychosocial Development**	Chapt. 10, p. 322 – 351.
Mon Nov 10	• Personality Development • Emotion Regulation • Self Concept • Socialization—Peers and Family	**VAD Observation 11:** Watch the videos, **Blackboard** VAD11Friendship. First, use your text to explain how children's understanding of friendship develops. Describe Selman's research on how children's understanding of friendship emerges and use Selman's stages of the understanding of friendship to discuss each of the children's responses from the video. Finally, explain why the developmental process of friendship is prerequisite for building adult relationships and what parents and professionals should know about how friendships develop. (Due: Mon Nov 10)
Wed Nov 12		
Fri Nov 14		
Week 13	**Adolescent Physical Development and Puberty**	Chapt. 11, p. 352 – 371.
Mon Nov 17	• Physical Maturation • Pubescence and Puberty • Health Concerns • Sexual Development	**VAD Question 12:** After watching the video, **Blackboard** VAD12Puberty, describe the relationship of the physical changes of puberty to teens' concerns with body image and sense of self. Use the text to describe the emergence of the major primary and secondary sex characteristics and the relationship to sense of self. Cite examples from the videos that illustrate the girls' changing body images and their developing sense of self. What are the implications for professionals who assist teens with the transition through puberty? (Due: Mon Nov 17)
Wed Nov 19		
Fri Nov 21		

Week 14	Adolescent Psychosocial Development	Chapt. 11, p. 372 – 387.
Mon Nov 24	• Perspective Taking • Moral Development	**VAD Question 13:** First, from the textbook define formal operations and what makes it unique. In particular, how does the addition of hypothetico-deductive reasoning, change the teenagers' thinking about the world?
Wed Nov 26	• Formal Operational Reasoning	Then, after watching **Blackboard** VAD13 Hypothetical Reasoning, explain the differences between the teen's concrete and formal explanations of a world without thumbs. What are the implications for teens and for the adults who work with them? (Due Nov 24)
Fri Nov 28	• No School—Happy Thanksgiving!	
Week 15	**Transition to Adulthood**	Chapt. 12, p. 388 – 417.
Mon Dec 1	• Identity Status	**VAD Question 14:** Review the video clips, **Blackboard** VAD14EmergingIdentity, and compare each of the girls' developmental states of identity development. First use the text to discuss each of Marcia's status categories. Then use Marcia's status categories to discuss each of the teens' understandings of themselves.
Wed Dec 3	• Identity Formation	Further, discuss the role of others in teens' understandings and in the achievement of personal identity. What are the implications for professionals and parents in supporting teens' achievement of identity?
Fri Dec 5	• Wrap-up	(Due: Mon Dec 1)
Last Day of Class		
Mon Dec. 8 9:00 – 9:50	• Exam 3	• Exam 3 Prep: Chapt 9, 10, 11, 12

PSYC/CDEV 3240: Human Development II: Adolescence
Fall 2014
Wednesday 4:30-7:10

Victoria L. Cortez, Ph. D.
Office: C 223B, Mondays and Wednesdays 12:00 to 1:00, Wednesdays 3:15 to 4:15, and by appointment.
Contact Information: vcortez@csustan.edu 667-3125

- This course is cross-listed with two prefixes. Child Development majors, minors or concentrations should enroll in CDEV 3240; Psychology majors and minors should enroll in PSYC 3240. Pre-credential or general education students or those enrolling for elective credit may enroll in either course prefix.

- This course is applicable to upper-division General Education, Area F3 for those students who have completed or are currently completing their 60th unit. Majors in Child Development, Psychology, and Liberal Studies (with concentrations in Child Development) may not use this course for General Education credit, but may use it for purposes specified within their majors.

- Students should consult their academic advisors for further information.

Text: *Adolescence*, 15th edition, by John W. Santrock. New York, New York: McGraw Hill Publishers

Course Description: This course will examine basic developmental issues that occur during the adolescent period, including the physical and psychological effects of puberty, cognitive, social, and personality development. The course will also examine the developmental relationships between adolescence and other portions of the lifespan.

Learning Objectives:
Through successful participation in this course, students will be able to:

1. identify major changes in the domains of development including physical, cognitive, social and emotional occurring during adolescence. Students will be able to describe the sequence of changes within each domain and the interrelatedness of the changes between domains.

2. describe the scientific method used to study adolescents. Students will be able to explain the major tenets of developmental theories, the unique methods used in developmental research and the implication of research findings for our understanding of adolescent development.

3. understand the complex relationship between research, theory, and practice, especially as this applies to home and school settings. Students will be able to apply course material to understand adolescent thought and behavior.

4. explain the significance of contextual factors to development. Students will be able to explain how development is influenced by historical, economic, social and cultural factors.

5. identify and explain important issues facing adolescence - identity formation, sexuality, substance use, violence to name a few. In addition to understanding the common adolescent problems, student should also understand the key elements of successful prevention and intervention programs designed to promote healthy development.

6. synthesize and apply the readings to thought questions about contemporary issues.

Course Requirements:

1. **Professional Conduct:** Any violation of professional or ethical standards will be grounds for an F in the course. Refer to the guidelines and requirements regarding professional issues, stated in the CSU Stanislaus Code of Student Conduct.

   Failure to comply with these policies, such as appropriate classroom conduct, confidentiality, respect, etc., may result in a failing grade in this course and/or disciplinary actions as seen fit by the Department of Psychology/Child Development and this University. Cell phones are prohibited during class time. Cell phones should not be visible during class time (not on desk or lap). Any recording device used during class requires instructor consent. Laptops/tablets may be used during class for class related activity only. Students using laptops/tablets must sit in the first two row of the classroom.

2. **Attendance and participation during class discussions**: Students are expected to attend class. Reading assignments should be completed prior to class discussions; lectures and activities presuppose that students have prepared adequately for class. Some of class time will be group activities and discussion, the success of which is dependent upon the responsible participation by every class member.

3. **Thought Questions** – Thought questions are designed to encourage critical reflection on assigned readings. Thought questions require integration of class material and real world applications. Students will prepare three well-organized essays using appropriate terminology. Thought question essays should be in APA style and format and should not exceed two page, double-spaced, maximum

length (excluding title page and references). Students are required to complete one thought question from each the following groups:

Group 1: Thought Question #1, #2, or #3
Group 2: Thought Question #4, #5, or #6
Group 3: Thought Question #7, #8, or #9

Each thought question and respective due date is specified on the course calendar. Thought questions are due at 4:30 when class begins on the date indicated on the class calendar. No thought questions will be accepted late. Essays will not be accepted electronically. Each thought question is worth 20 points. Please review and follow the instructions specified on the Thought Question Grading Rubric (on class Bb).

4. **Test** - Three tests will be given (75 points each). Tests will cover material presented in readings, class discussions, lectures, thought questions and videos. Each test will consist of some multiple-choice, short-answer and/or essay questions. Students will need a scantron (882-E Form) for each test. If you are ill and have medical verification, please contact me by email <u>prior</u> to the test to discuss arrangements for make-up. Note: make-up test may be a different format than test given in class.

Grading:

3 tests @ 75 points each	225
3 thought question papers @ 20 points	60
Total Points Possible	285

Grade Breakdown:

A = 90%-100%,	256-285 points
B = 80%-89%,	228-255 points
C = 70%-79%,	199-227 points
D = 60%-69%,	171-198 points
F = below 60%,	below 170

If you are taking this course credit/no credit, you must earn at least 70% (199) of the total points to receive a credit.

Tentative Class Schedule

Schedule subject to change. All changes will be announced in class.

Date	Topic	Readings/ Thought Question Options
Aug 27	Introduction to Adolescent Development Scientific Study of Adolescence	
Sept 3	Theories & Methods Continued	Chapter 1 **Thought Question #1 Due: Choose one major theorist discussed in the chapter. Describe the theory and** then tell how the theorist's ideas may be helpful to you as a **professional in your chosen career. Give examples.**
	The Adolescent Brain	Chapter 3 (pages 88-92)
Sept 10	Puberty & Biological Foundations	Chapter 2 **Thought Question #2 Due: Adolescents often struggle with how to make healthy choices regarding their growing bodies. Write a prescription for adolescent health. Given the rapid rate of physical growth, prescribe exactly what the typical teen needs to maintain health throughout this growth period. Be very specific, citing research.**
Sept 17	Cognitive Development	Chapter 3 **Thought Question #3 Due: You are a high school administrator. Write a letter that informs parents of the cognitive characteristics that their high school teens might demonstrate as they make this important transition. Explain the positives and challenges associated with this change in thinking.**
Sept 24	Test (chapters 1-3) Self & Identity	 Chapter 4
Oct 1	Gender	Chapter 5

Oct 8	Sexuality	Chapter 6 **Thought Question #4 Due:** Evaluate the important influence of sexual scripts in adolescent dating. Show how stereotyped sexual scripts impact adolescents' perspectives and decision-making. Use examples from your reading and/or music and media to explain this phenomenon. Cite references
Oct 15	Morality	Chapter 7
Oct 22	Test 2	
Oct 29	Families	Chapter 8 **Thought Question #5 Due:** Researchers have demonstrated repeatedly a relationship between parents' authority styles and children's development. Use this research to describe the style(s) of authority in your family of origin and the relationship to your development. Give examples and cite references
Nov 5	Peers	Chapter 9 **Thought Question #6 Due:** Briefly describe the major developmental changes in dating – from the "like-like" stage to "love" stage. Select and describe any two research findings described in Chapter 9 in the section on dating. Reflect on your own early romantic relationships. Were your experiences consistent or inconsistent with these findings? Why? Be sure to use appropriate terminology.

Nov 12	Schools	Chapter 10
		Thought Question #7 Due: Write a letter to your legislator to support bullying prevention programming in public schools. Use the research to suggest what can and should be done to prevent and curb bullying behavior in school settings. Cite references.
	Achievement	Chapter 11
		Thought Question #8 Due: The power of expectations has been shown to have significant impact on achievement in school and other settings. Review the research and give examples. Then, describe how you might use the power of expectations in your future professional life with children. Cite references.
Nov 19	Culture	Chapter 12
	Adolescent Problems & Emerging Adulthood	Chapter 13
		Thought Question #9 Due: The personal challenges for adolescents are significant. Certain personal characteristics have been found to provide some individuals with resilience and coping skills in times of stress. You are a counselor in a local junior high school. You want to set up a program to help teens be resilient and develop strong coping skills. After reviewing the research, outline the topics to be covered and the rationales for each. Cite references.
Nov 26	TBA	
Dec 3	Test 3	

<div align="center">

PSYC/CDEV 3340
Adult Development and Aging
Fall 2013

</div>

Instructor: Mary Jo Mastin
Contact Information: maryjomastin@gmail.com   (209) 491-0872

Text: Adult Development and Aging, 6th Edition-John C Cavanaugh and Fredda Blanchard-Fields

Course Description: The course will provide in-depth coverage of the major issues in the psychology of adult development and aging.

Course Prerequisites: Psyc 2010, Intro to Psychology or equivalent

Course Objectives: Students completing this course should be able to:

    1. Describe the major theories of adult development and aging.
    2. Describe the process of biological, social emotional and cognitive change, including how these developmental changes are related to each other.
    3. Describe how development is influenced by physical, historical, economic, social and cultural factors.
    4. Apply course information to understand the life of aging adults and the practical issues involving aging adults.
    5. Understand the complex relationship between research, theory, and practice.

Course Requirements:

    1. Students are expected to attend and participate in class. If you miss class, please get materials from a classmate. Occasionally you will be asked to come to class with specific information to be shared in our class discussion. All changes in course schedule will be announced in class.

    2. Questions, Class Summaries will cover material presented in reading, class discussions, lectures and videos. There will be no make-up for these assignments (unless you have a medical excuse or have made arrangements with the instructor which are approved by the instructor prior to the class time).

    3. Students will have the opportunity to complete a total of 10 thought questions and class activities. These are worth 10 points each and will be assigned throughout the semester during class time. Another 100 points will come from class summaries at the end or beginning of class sessions and from summaries of movies/videos observed in class. These or the class activities cannot be made-up at a later date. They will not be received in mailbox, email or outside of class time. The class activities will be due in class. Most of these will be small group activities.

    Class attendance is extremely important in this class and is expected. Most of the points to be earned are from in class activities and assignments.

CDEV/PSYC 3340
Fall 2013

Date	Tentative Schedule*
8/2/13	Class Overview Introduction Studying Adult Development and Aging Neuroscience as a Basis for Adult Development and Aging
9/2	Physical Changes
9/9	Longevity, Health and Functioning Group Project Meeting
9/16	Where People Live: Person-Environment Interaction
9/23	Attention and Memory Group Project Meeting
9/30	Intelligence
10/7	Social Cognition Groups Meet
10/14	Group Presentations
10//21	Personality
10/28	Clinical Assessment, Mental Health, and Mental Disorders Meet for Second Group Project
11/4	Relationships Meet in Groups
11/18	Work, Leisure and Retirement Meet in Groups
11/25	Present Group Project
12/2	Dying and Bereavement
12/9	Successful Aging
12/16	

This is a tentative schedule. Changes in schedule will be discussed and announced in class.
Thought questions/interviews will be randomly assigned throughout the course and are due the following class session.

74

College: College of Science

Program: Child Development

Next APR Year: 2021

Mission Statement:

Program Learning Outcomes:

- *PLO 1: Demonstrate Child Development Knowledge/Foundation*
- *PLO 2: Demonstrate Information Competency; Critical Evaluation of Research, Understand Developmental Methods; Use of Ethical Principles with Child Participants*
- *PLO 3: Use of Effective Personal and Interpersonal Communication, Ability to Work in Teams; Demonstrate Leadership Skills*
- *PLO 4: Understand Legal, Ethical and Pragmatic Issues, Acting in Accordance with Legal and Ethical Guidelines*
- *PLO 5: Demonstrate Child Guidance Skills and Developmentally Appropriate Practices*
- *PLO 6: Integrate Child Development Knowledge and Skills to Articulate and Defend a Personal Worldview related to Child Development*

Program Maintenance Outcomes:

- **PMO1:** Offer the entire undergraduate program. This includes scheduling courses that have been put on hold, increasing the number of sections that had to be scaled back, and regularly offering courses that are in high demand or that facilitate timely graduation.
- **PMO2:** Restore the graduate program. Secure the necessary resources and faculty positions needed to revive and maintain the graduate programs that were suspended.
- **PMO3:** Obtain accreditation from the National Association for the Education of Young Children (NAEYC) for the Child Development Center.
- **PMO4:** Secure financial support and resources from the university for a new permanent Child Development Center. Work with Advancement to locate potential donors who would provide all or partial funding for a new Center.
- **PMO5:** Integrate greater flexibility in course offerings, offer more hybrid and/or online classes, decrease time to graduation and to include curriculum that meets the needs of current market trends.
- **PMO6:** Focus on recruiting majors and work on improving connections with high schools, feeder colleges and refining articulation agreements.

Where are these outcomes published?   *Program Learning Outcomes are published in the Catalog.*

Please attach the most current program curriculum map. **See Appendix G in 2014 APR**

California State University, Stanislaus
Seven Year Implementation Plan Template

SEVEN YEAR IMPLEMENTATION PLAN TEMPLATE

INITIATIVE/TASK	APR CYCLE YEAR	ASSESSMENT METHODS/ACTIVITIES	ASSESSMENT PROCESS: COLLECTION/ANALYSIS/ DISCUSSION	RESOURCES NEEDED (IF APPLICABLE)
Program Learning Outcome (PLO)				
PLO 3: Professionalism	2015	Direct Assessment: Senior Capstone Course Narratives	Assess student samples, aggregate scores, make modifications if necessary	Program assessment funds and grants to support process
PLO 4: Legal & Ethical Issues	2017	Direct Assessment: Senior Capstone Course Narratives	Assess student samples, aggregate scores, make modifications if necessary	Program assessment funds and grants to support process
PLO 1: Knowledge & Foundation	2018	Direct Assessment: Senior Capstone Course Narratives	Assess student samples, aggregate scores, make modifications if necessary	Program assessment funds and grants to support process
PLO 2: Research Processes	2020	Direct Assessment: Senior Capstone Course Narratives	Assess student samples, aggregate scores, make modifications if necessary	Program assessment funds and grants to support process
Program Maintenance Outcome (PLO)				
PMO 1: Restore Undergrad Program PMO5: Increase Course Flexibility PMO6: Increase Recruiting	2016	Indirect Assessment: Student surveys, community college surveys, IR data	Distribute surveys, aggregate data	New faculty hires, additional reassigned time for Coordinator and administrative support, office space
PMO 2: Restore graduate program PMO3: Accreditation for CDC PMO4: New CDC	2019	Indirect Assessment: Graduate student surveys	Distribute surveys, aggregate data, accreditation approval,	New faculty hires, new CDC facilities, 2nd Demonstration teacher, office and research space