



Child Development Program Review



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Prepared for
Citrus Community College District

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DEPARTMENT DESCRIPTION:

The Behavioral Science Department has five areas of specialization: Administration of Justice, Anthropology, Child Development, Psychology, and Sociology.

DEPARTMENTAL OBJECTIVES:

After successfully completing courses in this department students will:

- a) Be prepared to think critically about theories and research in the behavioral sciences.
- b) To demonstrate the significance of the behavioral sciences in matriculation in higher education and vocational areas.
- c) Be able to demonstrate how the behavioral sciences relate to academic and career choices.
- d) Develop an awareness and appreciation of diverse cultural differences and similarities.
- e) Be able to critically examine their own behavior within a cultural context.

CHILD DEVELOPMENT PROGRAM DESCRIPTION:

The Child Development Program is designed for students planning careers working with children ages 0-18 in a multitude of professions including early childhood education, childcare settings, and teaching in public or private schools.

- a) This program provides courses applicable for the core units of the Liberal studies AA degree for transfer to four-year institutions.
- b) This program also provides courses that meet the requirement set by the State of California Commission on Teacher Credentialing for various teaching credentials and certificates in infant toddler, early childhood, and school-age care settings.
- c) Courses in the program include the growth and development of children and adolescents, the development of relationships in families and instructional settings, the development of teaching skills, parenting skills, curriculum development, the design of intervention strategies for children with special needs, and program administration.
- d) The program offers approximately 50 courses that combine practical and theoretical concepts designed to help students develop the ability to assume leadership roles in all facets of the field of education and child development.
- e) The program offers three certificates and one skill award.
 - a. Child Development Associate Teacher – Skill Award
 - b. Child Development Teacher – Certificate
 - c. Child Development Master Teacher – Certificate
 - d. Child Development Master Teacher – Early Intervention
- f) Child Development Courses:
 - CHLD 100 – Introduction to Education and Teaching
 - CHLD 101 – Parenting Your Preschool Child I
 - CHLD 102 – Parenting Your Preschool Child II
 - CHLD 103 – Parenting Your Preschool Child III

CHLD 104 – Parenting Your Preschool Child IV
 CHLD 105 – Parenting Your Preschool Child V
 CHLD 106 – Parenting Your Preschool Child VI
 CHLD 108 – Model Approach to Partnership in Parenting
 CHLD 110 – Early Childhood Development
 CHLD 111 – Child Development Youth – Adolescence
 CHLD 112 – Principles of Early Childhood Education 1
 CHLD 114 – Home – Child – Community Relations
 CHLD 118 – Effective Family Day Care Practices
 CHLD 120 – Literacy for Young Child
 CHLD 121 – Art for Young Children
 CHLD 122 – Music and Rhythms for Young Children
 CHLD 123 – Science Experiences for Young Children
 CHLD 124 – Mathematics for Young Children
 CHLD 125 – Helping Children Cope with Violence and Traumatic
 Events
 CHLD 127 – Nutrition Activities for Young Children
 CHLD 128 – Introduction to the High Scope Curriculum
 CHLD 130 – Infant Development and Group Care
 CHLD 134 – Parent-Child Interaction
 CHLD 136 – Effective Teaching in Early Childhood
 CHLD 140 – Before/After School Programs
 CHLD 142 – Parent Teacher Partnership
 CHLD 143 – Anti-Bias Classrooms
 CHLD 144 – Health and Safety for Young Children
 CHLD 145 – Child Abuse Education
 CHLD 147 – Computers in Early Childhood Programs
 CHLD 150 – The Multi-Culture Child
 CHLD 154 – Observing and Recording Behavior
 CHLD 156 – Principles of Early Childhood Education II
 CHLD 158 – Principles of Early Childhood Education I
 CHLD 159 – Principles of Early Childhood Education Seminar
 CHLD 160 – Perceptual Motor and Movement Activities
 CHLD 164 – The Child with Special Needs
 CHLD 166 – Speech and Language Development and Disorders
 CHLD 168 – Development Risk: Infants and Toddlers
 CHLD 169 – Managing Disruptive Behavior
 CHLD 180 – Assessment and Curriculum in Early Childhood Education
 CHLD 181 – Infant and Toddler Caregiver: Relationships
 CHLD 182 – Infant and Toddler Caregiver: Socialization and
 Emotional Development
 CHLD 183 – Infant and Toddler Caregiver: Learning and Development
 CHLD 184 – Infant and Toddler Caregiver: Environments and
 Routines
 CHLD 190 – Administration of Early Childhood Education Programs I
 CHLD 191 – Administration of Early Childhood Education Programs II

CHLD 194 – Personnel Issues in Early Childhood Education Programs
CHLD 200 – Practicum in Early Childhood Education II
CHLD 220 – Early Childhood Education Mentor Teacher Practices
CHLD 230 – Director/Supervisor Seminar
CHLD 698A – Cooperative Education
CHLD 698B – Cooperative Education
CHLD 698C – Cooperative Education
CHLD 698D – Cooperative Education
CHLD 699A – Cooperative Education
CHLD 699B – Cooperative Education
CHLD 699C – Cooperative Education
CHLD 699D – Cooperative Education

CHILD DEVELOPMENT PROGRAM GOALS

It is the goal of the child development program to provide instruction and courses that will incorporate the District's core competencies and:

- a) Offer students the coursework to meet State requirements set forth by the Commission on Teacher Credentialing.
- b) Meet the California State standards for professionals currently practicing in the field who wish to renew or advance their level of certification in early childhood education.
- c) Fulfill transfer requirements.
- d) Prepare students with skills necessary for career advancement in the field of early childhood education.
- e) Offer workshops for parents, potential parents, teachers, caregivers, foster parents, and other professionals working with children and families for professional growth and personal enrichment
- f) Satisfy the educational component of individuals progressing through the Cal-Works training/experience process. (Early Childhood Career Ladder--ECCL Program)
- g) Ensure educational access for working professionals by offering courses at nontraditional hours including evenings and Saturdays.
- h) Provide student access to observation and practicum experiences through the facilities on the Citrus College campus, Orfalea Family Child Development Center and PITC observation lab.

CHILD DEVELOPMENT OBJECTIVES

As a result of successful completion of courses in this program, students:

- a) Fulfill academic requirements necessary for transfer to four-year institutions and receive Bachelor degrees
- GLOBAL CONSCIOUSNESS & RESPONSIBILITY:

- b) Be able to critically examine their own behavior within a cultural context.
- c) Demonstrate an awareness and appreciation of diverse cultural differences and similarities.
CRITICAL/ANALYTICAL THINKING:
- d) Develop critical thinking skills needed for advanced degrees or in practical application in all areas of the field of teaching
COMMUNICATION:
- e) Demonstrate effective writing and communication skills through the completion of a wide variety of assignments
SUBJECT SPECIFIC CONTENT:
- f) Fulfill course requirements needed to complete degrees in careers working with children including child development, teaching in the K-12 classroom
- g) Participate in observation and practical teaching experiences that will facilitate the development of teaching skills.
- h) Meet the vocational training requirements needed to satisfy the state licensing requirements.

MISSION

COMMENDATIONS:

- a) The Child Development Program provides instruction that meets the District's core competencies.
- b) Child development courses directly support the following core competencies of the District.
 - 1) Communication
 - 2) Creative, critical and analytical thinking
 - 3) Community/global consciousness and responsibility
 - 4) Discipline/Subject area Specific Content Material
- c) The Child Development Program conforms to the mission of the District by offering course work and certificates that meet the State of California Commission on Teacher Credentialing for early childhood teaching permits.
- d) The Child Development Program conforms to the mission of the District by offering course work that prepares students for transfer to four-year colleges and universities.
- e) The Child Development Program collaborates with local, county, and state agencies to advocate for students
- f) The Child Development Program theory courses offer instruction in the most current theories and best practices in teaching

- g) The Child Development Program conforms to the mission of the District by offering certificate courses that prepare students to enter the job market.
- h) The Child Development Program includes coursework that reflects the culturally relevant issues based on the diversity of the student population.
- i) The Child Development Program includes coursework that reflects the culturally relevant issues found in work settings in our community.
- j) The Child Development Program works hand in hand with the Orfalea Family Children's' Center to provide a lab school setting where students can acquire teaching skills, complete observation and research assignments while being supported by experienced staff members.
- k) The Orfalea Child Development Center provides a safe location for children of students who otherwise would be unable to attend college. These services are advantageous to programs such as EOPS and Cal Works
- l) The Child Development Program supports early childhood education programs by providing on-going teacher training and professional growth opportunities.
- m) The Child Development Program administers the Mentor Teacher Program for the State of California Quality Improvement Grant that enables early childhood education facilities in the communities to serve as observation, practice teaching, and meet fieldwork experience requirements.
- n) The Child Development Program administers the Child Development Training Consortium for the State of California Quality Improvement Grant. This enables students to be reimbursed for tuitions costs and Child Development Permit fees.

RECOMMENDATIONS:

- a) The Child Development Program will periodically review/revise course work and certificate requirements to stay current with requirements of the State Commission on Teacher Credentialing.
- b) The Child Development Program will initiate appropriate revisions in certificates to the State Chancellor's Office when needed.
- c) The Child Development Program will change the program name to Child Development and Education Program.
- d) The Child Development Program will initiate courses and certificates needed to meet the new K-12 teacher preparation requirements.
- e) The Child Development Program will create a Child Development and Education AA/AS Degree and major based on information supplied by "Educational Goal" statistics. (See Appendix)

- f) The program will review all courses to include District recommended student-learning outcomes beginning in the 2005-2006 school year.
- g) The Child Development Program will revise courses and update the 50 course outlines to new course outline format beginning in the 2005-2006 school year.

NEED

COMMENDATIONS:

- a) Coursework meets the requirements identified by the State of California Commission on Teacher Credentialing for all levels of the Child Development Permit Matrix.
- b) New coursework meets requirements for introduction to education and fieldwork in the K-12 setting as recommended by the CSU transfer agreement for careers in teaching. *Recommendation/commendation in 1998-99 Program Review.*
- c) Membership and participation in professional associations and creation of advisory groups to keep the program updated on current trends and needs for academic and vocational training and placement.
- d) Students may successfully complete skill award requirements in as little as one semester or continue coursework to reach advanced certificates/state permits, an Associate of Arts/Sciences in Behavioral Science, or transfer level status within two years.
- e) Evening and Saturday courses are offered to meet the needs of working professionals seeking additional training or professional growth units necessary for career advancement.
- f) Cal Works students successfully complete early childhood academics and work experience requirements through the Early Childhood Career Ladder (ECCL) in order to meet the requirements for "Teacher" level permit on the State Child Development Permit Matrix.

RECOMMENDATIONS:

- a) Review the scheduling of courses to assure the most needed classes have sufficient number of sections to assure students can reach their desired academic and vocational goals within a timely manner.
- b) Establish a full-time child development faculty position to replace the two retiring faculty members and meet the growing demand for classes.
- c) Develop distance education courses to increase the accessibility of child development courses to a new population of students.

- d) Pursue opportunities to reestablish sections of courses meeting certificate requirements in non-traditional times.

QUALITY

COMMENDATIONS:

- a) All full-time faculty meet District qualifications and are well-qualified academically and professionally to teach in this program.
- b) Adjunct faculty meets District qualifications and may have additional expertise appropriate to courses. (Example: CHLD 166 Speech and Language Development and Disorders is taught by a speech therapist.)
- c) Current courses meet State licensing and credential standards.
- d) All courses are numbered in a logical manner with introductory courses coming before more advanced coursework.
Recommendation/commendation in 1998-99 Program Review.
- e) Faculty are actively involved in a wide variety of District committees, curriculum development, faculty leadership positions, as well as local and regional professional associations and advisory groups.
- f) Faculty and Child Development Program administer Quality Improvement Grants established by the Child Development Division of the California Department of Education
 - 1) Early Childhood Career Ladder (3 Grants Total)
 - 2) Mentor Teacher Program
 - 3) Child Development Training Consortium
- g) Faculty coordinate with counseling department
 - 1) to appropriately advise students
 - 2) to develop articulation agreements supporting transfer
- h) Many courses include observation/participation with children and assignments/hours to facilitate the students' exposure to vocational settings. Orfalea Family Children's Center provides a key role in providing this educational training experience.
- i) Many courses require critical thinking and require analytical writing skills.

RECOMMENDATIONS:

- a) Develop a tenure-track position to include assignments and duties now filled by a grant funded full-time non-tenure position.
- b) Continue faculty involvement in professional organizations, local and regional advisory councils.

- c) Continue commitment to professional growth.
- d) Maintain appropriate standards for permit and credentialing I requirements.
- e) Comply with the State requirements relative to full vs. part-time ratio.

FEASIBILITY

COMMENDATIONS:

- a) LB 100 has been renovated to include water and storage space for curriculum courses promoting active learning experiences and demonstrations for students. Recommendation/commendation in 1998-99 Program Review.
- b) Copies of textbooks are available to students in the reserve section of the library.
- c) The Orfalea Family Child Development Center provides on-going support to instruction, as a laboratory setting in which students may observe; practice 'newly' acquired skills; do research assignments; and are assisted and supported by experienced and qualified staff members.
- d) The Orfalea Family Child Development Center provides safe haven, for children and is critical to many of our students who otherwise would be unable to attend college. Services provided are an augmentation to such programs as Cal WORKS and EOPS. Cal WORKS is mandated to spend at least 23% of its funding on care and related services.
- e) The Infant Toddler program is one of only six state models of excellence for the Program for Infants and Toddlers Caregiving program and students and teaching professionals from the region and state come to observe outstanding practices.
- f) The Child Development faculty manages the California Mentor Teacher program for the colleges in the Foothill Region. This program provides alternative sites for practicum and observation students to complete required assignments. This strengthens the relationship between the community and the college.
- g) The Orfalea Family Child Development Center provides quality child care and training for student parents, faculty, and staff.
- h) Faculty frequently uses technology in the classroom and offices to facilitate student understanding, communication.

RECOMMENDATIONS:

- a) Evaluate room assignments for child development courses. Locate two rooms within the same building to facilitate storage of materials

and resources for student benefit. The second room could be used to house the following information:

- 1) Curriculum materials for instructors
 - 2) Certificate/Permit information and applications
 - 3) Professional Growth opportunities
 - 4) Program updates and student advisement opportunities
 - 5) Community resources and job postings
- b) Relocate Child Development faculty offices to a central location to facilitate program planning, coordination, and communication.
 - c) Remodel space in preschool area of Orfalea Family Children's Center to increase observation opportunities without interfering with programming for children.
 - d) Remodel existing preschool facility to reflect current guidelines and research in early childhood education promoting small classrooms and serve as model for students of ideal practices.

COMPLIANCE WITH REGULATIONS, LICENSES, STANDARDS
COMMENDATIONS:

- a) Courses comply with State requirements set by the California Commission on Teacher Credentialing professional preparation of teachers in early childhood education
- b) Courses comply with educational requirements of the Department of Social Services—Child Care Division licensing requirements.
- c) Eight courses transfer to CSU as well as meet vocational training and certificate requirements.
- d) CHLD 100, Introduction to Teaching, fulfills state identified need for field experiences for K-12 careers in teaching.
- e) Child development faculty are well qualified and have expertise in specialized areas that enhance academic and professional development.
- f) Course syllabi comply with the District policies.

RECOMMENDATIONS:

- a) Develop/identify course work that will lead to completion of K-12 teacher requirements and lead to successful transfer to universities.
- b) Work with Counseling Department to develop group orientation or counseling/information sessions for students wishing to pursue Child Development and Education majors.
- c) Articulate current coursework for transfer to 4-year colleges and universities for child development, education, and related majors.
- d) Hire additional qualified full-time tenure track faculty to replace two former faculty positions (now retired.)

- e) Evaluate courses and certificates periodically to reflect the requirements set forth by the State of California and trends in educational research.
- f) Revise course outlines to include student learning outcome statements within three years.
- g) Engage the College in full support of Orfalea Family Child Development Center to maintain the NAEYC accreditation standards and high quality practices which facilitate excellence in the training of students for careers in teaching and child observation.

APPENDIX

CHILD DEVELOPMENT PROGRAM -- ENROLLMENT BY STUDENT GOALS

Educational Goal	F99	Sp00	F00	Sp01	F01	Sp02	F02	Sp03	F03	Sp04	Totals
AA/AS Degree	110	127	139	133	133	147	132	120	79	85	1205
Degree & Transfer	202	216	235	245	219	246	237	246	208	225	2279
Transfer Only	88	84	84	85	80	95	97	115	64	92	884

Total transfer and transfer & degree	290	300	319	330	299	341	334	361	272	317
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Total of all above	400	427	458	463	432	488	466	481	351	402	4368	Combined 5 year total
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Certificate	114	100	109	113	106	127	130	114	101	116	1130
Job Skills	79	78	70	81	83	93	84	99	64	93	824

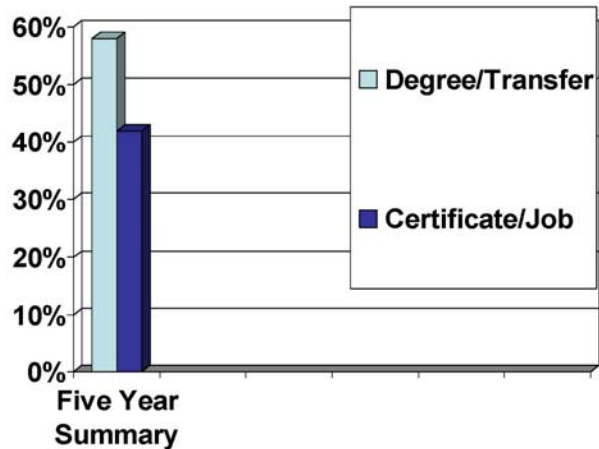
Total	193	178	179	194	189	220	214	213	165	209	1954	Combined 5 year total
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Personal	49	42	46	44	46	48	45	54	35	51	460
Unknown	14	12	9	11	23	23	18	34	17	20	181

In 5 years, 2414 more students have taken child development courses seeking degrees and/or transfer than certificates and job skills

In every semester more students are seeking degrees & transfer or transfer than those seeking certificates and job skills combined.

Student Academic Goals



RECOMMENDATIONS:

- **New** focus based on student educational goal information
- **New Direction for Child Development Program**
 - Name: *Education and Child Development Program*
 - Create Child Development AA/AS Degree
 - Create Education/Teaching AA/AS Degree
 - Develop articulation agreements to facilitate transfer
- Provide student support through the development of a Career's in Teaching Club

ACADEMIC GOALS—IDENTIFIED BY STUDENTS

