Child Development
Instructional Program Review 2011-2012

Spring 2012

Prepared by

Name	Title	Name	Title
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Shelley Hahn	Faculty		
Carolyn Perry	Faculty		

Child Development Program Review Committee Members

Name	Title	Name	Title
Judy Gregg	Faculty	Michael Hurtado	Dean Social / Behavioral Science
Shelley Hahn	Faculty	James Woolum	Program Review Coordinator
Carolyn Perry	Faculty	Michelle Plug-Gordin	Articulation Officer
		Dr. Irene Malmgren	Vice President, Academic Affairs

PROGRAM REVIEW – Child Development

The final summary of the program review process for Child Development is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Dr. Michael Hurtado, Dean of Social & Behavioral Sciences	date
Michelle Plug, Articulation Officer	date
Dave Kary, Chair of Curriculum Committee	date
Dr. Irene Malmgren, Vice President of Academic Affairs	date
Nicki Shaw,, Academic Senate President	date
Dr. Geraldine M. Perri, Superintendent/President	date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

A. Program History/Description

The Child Development Department program is designed to prepare prospective teachers to create and implement a developmentally appropriate educational program for children from birth through 8 years. Our students are exposed to theories of physical, intellectual, and social development and explore evidence in children's behavior at all ages and stages. Students learn to recognize the range of development in children through directed observation and evaluation. They have the opportunity to learn to appreciate differences in culture and learning style to accommodate individual children and their families. Students are also prepared to articulate their philosophy of education to the parents of their students and to effectively engage with them in the process of guiding/socializing/educating their children.

The Orfalea Family Child Development Center (CDC) has served as the campus laboratory school providing instruction to college students as well as care and education for young children of students, staff, and the community. The Center is accredited by the National Association for the Education of Young Children.

The Department works with community advisors. The Advisory Committee meets annually to advise the Department. The Council is comprised of child care professionals including owners, directors, teachers, and supervisors.

B. Strengths/Effective Practices

We are fortunate to have three full-time faculty who have worked as teachers and/or administrators of children's programs in preschool, elementary, and junior high school settings. Our adjunct faculty have also worked with children of various ages and some are specialists in areas of speech and language acquisition, special needs education, kinesiology and music. The depth of knowledge these faculty bring to our students is invaluable in helping our students reach SLO's.

The Department follows the guidelines for courses that have been established by the State of California. The State requires coursework in Child Development for employment and awards permits at various levels. We also provide advanced coursework to support students who need to renew or upgrade their permits and require professional development. We always have full classes with more students wanting to add than we can take. Our retention rate is 93.8%.

The Department created a career pathway through the Career Pathway Grant (SB70) for students to move smoothly from high school through our college to earn an AS-T in Early Childhood Education and junior status at any California State University.

C. Weaknesses/Lessons Learned

During the past few years we have experienced an upswing in students seeking

admission into the whole range of Child Development courses. We have not been able to accommodate them as sections and courses have decreased due to the budget limitations all community colleges are experiencing. We want our students to qualify for teaching permits, jobs or transfer within a two-year period. There are teaching jobs available and the need for early childhood caregivers is growing. Well-educated and trained teachers are able to design and implement high quality programs for infants, preschool-age and school-age children and will be in demand.

The Orfalea Family Children's Center (CDC) was our program's lab school and enabled our students to meet SLO's and develop their teaching skills. The Infant-Toddler program was eliminated several years ago due to budget deficits. Now the preschool portion of our lab school program will be closed, June 2012. Our students have used the Center's program for observations of teachers and children interacting using appropriate curriculum and a well-designed facility. Prospective teachers, doing their practice teaching, were able to be mentored as they designed and presented activities for children. A fledgling teacher needs guidance and feedback as he/she learns about appropriate limit-setting, development of relationships with children and presentation of experiences/activities for young children.   In the absence of an on-site lab school, we are still able to provide excellent models of teaching and learning environments for our students. By utilizing the mentors in the California Early Childhood Mentor-Teacher Program (funded by the Department of Education-Child Development Division) we can accommodate this need. We do not yet know how many students may be prevented from doing a practicum off-campus due to childcare or transportation impediments.

We are now approved to provide an AS-T in Early Childhood Education which allows our students to achieve junior status at any California State University and to proceed with their education without repetition of course work. This is a timely development as teachers in Title V (State-funded) preschool programs are now required by the State to have a bachelor's degree in the field of Early Childhood Education or Child Development by 9/30/2013.

D. **Recommendations/Next Steps**
The California Commission on Teacher Credentialing (CTC) requires teachers of children 0-5 years to complete course work to gain employment and again for professional development. They must also take capstone classes for career advancement. We should offer the appropriate classes in a timely rotation so students can reach their goals.

Replacement of retiring faculty will be necessary in the next few years.

2. Faculty

Full-Time Faculty	Adjunct Faculty
Gregg, Judy	Ezaki, Karen
	Allen, Ann
Hahn, Shelley	Heuring, Patrice
	Baxter, Susan
Perry, Carolyn	Campbell, Faye
	Coleman, Claire
	Doolittle, Jan
	Marine, Constance
	Nuttall, Adora (Dori)
	Pecoraro, Susan
	Simpson, Lakisha
	Ysias, Melissa

3. Program description *(We recommend the catalog description be changed to read:)*

The Child Development Program explores the theories and concepts necessary for the healthy growth and development of children from conception through adolescence. Child development courses provide both the theoretical and practical skills and experiences necessary to obtain a transfer degree or gain employment in the field of early childhood education.

Students who complete the appropriate coursework may earn the Early Childhood Education Associate in Science for Transfer degree. The transfer degree focuses on the theoretical background of child development and developmentally appropriate practices of education for young children. Students who complete this transfer degree will achieve junior status to the California State University system, and will be given priority admission to our local CSU campus.

Students completing appropriate coursework may earn the following certificates of achievement: Child Development Teacher, Child Development Master Teacher, or Child Development Master Teacher--Early Intervention

Students completing the appropriate courses may earn the following Skill Awards: Child Development Associate Teacher or Infant and Child Development Associate Teacher Skill Award

4. Program Goals and Objectives

The goals and objectives of the Child Development Program are:

a) To provide instruction and courses that will incorporate the District's core competencies.

b) To prepare students for transfer, degree, and employment through identified coursework; Associate in Science in Early Childhood Education for Transfer degree, Associate in Science Degree: Child Development, three separate certificates in Child Development and one skill award.

c) Offer students coursework required to meet the California State Child Development Permit and School-Age Permit requirements set forth by the Commission on Teacher Credentialing at the Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor and Program Director levels (See Attachment D & E: Child Development Permit Matrix)

d) Offer students coursework required to renew and upgrade Child Development Permits through the California Commission on Teacher Credentialing.

e) Offer students coursework necessary for employment in Title 5 Early Childhood programs funded through the state of California and for work in child care centers and family child care homes licensed by the California Department of Social Services under Title 22 code of regulations.

f) Provide students access to observation and practicum experiences through the California Early Childhood Mentor Teacher Program and other approved Child Care facilities.

g) Prepare students with skills, knowledge and a code of ethics necessary to hold professional positions and for career advancement in the field of Early Childhood Education and Behavioral Sciences.

h) Offer access to information, resources, advisement, workshops and other relevant opportunities to support the professional growth and personal enrichment of students, professionals working with children and families in Early Childhood Education/Behavioral Sciences and the community.

i) Provide information, advisement and resources to support Early Childhood Education students in reaching academic and professional goals.

j) Facilitate students' understanding, appreciation and ability to apply Developmentally Appropriate Practice in Early Childhood Education settings as evidenced by Child Development theory and research.

k) Develop students' ability to respect, understand and sensitively respond to both children and families.

5. List and Review of Degrees, Certificates, and Awards

DEGREES: Citrus College currently offers two Associate degrees in Child Development:
 -- Associate in Science in Early Childhood Education for Transfer
 -- Associate in Science Degree: Child Development

BACKGROUND: In 2005, state-wide efforts began to unite faculty in aligning curriculum for the purpose of transfer to the CSU system. This effort became known as the CAP or the Curriculum Alignment Project. Over the years, faculty members (Judy Gregg, Shelley Hahn, Tony Henry, and Carolyn Perry) participated in a variety of workgroups and attended CAP orientation meetings. After the 2007 decision by CAP, Citrus College faculty agreed to use the CAP recommended "EC/CD Lower Division 8" as a set of courses for the basis of the degree. Following the CAP identified courses, the Citrus College Child Development Associate in Science degree was written by Carolyn Perry and formally approved by the Citrus College Board of Trustees on July 21, 2009, following the campus-wide appropriate approval process. This included approval by the Los Angeles/Orange County Workforce Development Leaders (LOWDL) which is comprised of regional Deans and Directors of Career and Technical Education (CTE). The existing Child Development Associate in Science degree was developed prior to SB 1440 and the creation of the AS-T process and model. The courses in the existing Child Development AS degree recognize students who have completed the educational requirements necessary to work in the field of child development.   The new degree, Early Childhood Education for Transfer, was also authored by Carolyn Perry and included department/division approval. This degree was formally approved by the Citrus College Board of Trustees on February 7, 2012.

Child Development has been a strong program for over thirty years at Citrus College. Diane Hinds and Sally Sanger were part of the original faculty who developed the various certificates that have been offered by the program over the years and many certificates date back to the 1980's. The Child Development Permit Matrix was created and adopted state-wide in the 1990's. Over the years, the department considered which courses would be most beneficial to students who may have a variety of educational goals and enable a student to meet the academic requirement of the California State Child Development Permit Matrix.   The Program offers students mandatory coursework meeting the permit requirements set forth by the Commission on Teacher Credentialing (CTC). Citrus College students may qualify for the Assistant Teacher, the Associate Teacher, the Teacher, the Master Teacher, and the Site Supervisor and Program Director State Matrix Permits by completing appropriate courses. To help students properly identify the course required for each permit, the Department currently has three separate certificates in Child Development and one skill award. (See Attachment D & E: Child Development Permit Matrix)

Associate in Science for Transfer Degree – Early Childhood Education

Early childhood education introduces the theories of child development and principles of education focusing on children ages 0-8 years. The Associate in Science in Early Childhood Education for Transfer also prepares students with the academic course work necessary for a variety of child development permits issued by the State of California for students who wish to work while completing their education.

Students who complete this degree will be guaranteed admission with junior status to the California State University system, and will be given priority admission to our local CSU campus. The degree prepares students for transfer to the CSU system in several majors including Child Development, Child and Adolescent Development, Human Development, and Education.

Students receiving this transfer degree must meet the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
   (B) A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

Category A Required Major Courses:		Units
PSY206	Child Growth and Development	3
CHLD112	Principles of Early Childhood Education I	3
CHLD114	Home-Child-Community Relations	3
CHLD116	Introduction to Curriculum	3
CHLD144	Health, Safety and Nutrition for Young	3
CHLD150	Multi-Culture Anti-Bias Classrooms	3
CHLD154	Observing and Recording Behavior	3

Category B Practicum (Fieldwork) Course & Lab		Units
CHLD156	Practicum in Early Childhood Education **and**	2
CHLD156L	Practicum Lab	1

Total Major Units	**24**

Associate in Science Degree: Child Development

The curriculum leads to an associate in science degree and meets the educational requirements for employment as a teacher or assistant teacher in preschools and children's centers.

This degree requires students to complete 24 units of major preparation and meeting the Citrus College General Education and proficiency requirements combined with successful completion (grades of "C" and above) of the following major requirements:

CATEGORY A (three units of Child Development)

CHLD 110	Early Childhood Development	3
or		
PSY 206	Child Growth and Development	3

CATEGORY B (required major courses)

CHLD112	Principles of Early Childhood Education I	3
CHLD114	Home-Child-Community Relations	3
CHLD116	Introduction to Curriculum	3
CHLD144	Health, Safety and Nutrition for Young	3
CHLD150	Multi-Culture Anti-Bias Classrooms	3
CHLD154	Observing and Recording Behavior	3

Category B Practicum (Fieldwork) Course & Lab		Units
CHLD156	Practicum in Early Childhood Education	2
	and	
CHLD156L	Practicum Lab	1
Total Major Units		**24**

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council
Associate in Science in Early Childhood Education for Transfer	Dec 2011	NEW	NEW	NEW	Spring 2011
Child Development Associate of Science	July 2009	3	Spring 2009	Fall 2011	Fall 2011
Child Development Master Teacher Certificate	Dec 2010	1	Dec 2010	Spring 2012	June 2012
Child Development Master Teacher Early Intervention Certificate	Dec 2010	0	Dec 2010	Spring 2012	June 2012
Child Development Teacher Certificate	Dec 2010	11	Dec 2010	Spring 2012	June 2012

CERTIFICATES: Citrus College offers three Certificates of Achievement and two Skill Awards.

CHILD DEVELOPMENT MASTER TEACHER - EARLY INTERVENTION
Certificate of Achievement

Number Awarded by Program Since Last Program Review = 0 granted

This certificate is designed for the experienced teacher who desires to develop the additional skills and knowledge necessary to work with exceptional children in a special education or inclusive settings, or who is seeking career advancement and the educational requirements for the lead teacher or "Master Teacher" title category for employment category within Title 5 child care programs. This certificate meets the needs of both students and the Early Childhood Education profession as students are able to specialize in their work with children. Students may also teach as a lead or mentor teacher to students in training or other adults working in the same environment. Students who successfully complete this program may be eligible to participate in the California Early Childhood Mentor Teacher Program, which provides a stipend for professional development and for supervising students in training. This certificate meets the educational requirements for the Master Teacher Permit through the California Commission on Teacher Credentialing. The Child Development department does not believe any modifications to this certificate are necessary at this point in time as it provides for a very specialized program of study. Full time students ideally would be able to complete the required units (below) within two-three years (dependent on campus budget for course offerings and student enrollment).

Required Courses:

Course	Title	Units
CHLD 110	Early Childhood Development **or**	3
PSY 206	Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 120	Literacy for Children	3
CHLD 150	Multi-Culture Anti-Bias Classrooms	3
CHLD 154	Observing and Recording Behavior	3
CHLD 156	Practicum A in Early Childhood Education	2
CHLD 156L	Practicum A Lab	1
CHLD 160	Perceptual Motor and Movement Activities	2
CHLD 164	The Child with Special Needs	3
CHLD 166	Speech and Language Development and Disorders	2
CHLD 168	Developmental Risk: Infants and Toddlers	2
CHLD 169	Managing Challenging and Disruptive Behaviors	1
CHLD 194	Personnel Issues in Early Childhood Education Programs	3

Plus 16 diversified general education units within the areas of English, Math/Science, Social Sciences, Humanities or Fine Arts, any general education excluding PE. GE classes must count for graduation credit.	16
Total Units	**50**

CHILD DEVELOPMENT - MASTER TEACHER
Certificate of Achievement

Number Awarded Since Last Program Review = 7 Granted

This certificate is designed for the Early Childhood Education professional who is seeking career advancement and the educational requirements for the lead teacher or "Master Teacher" job title category for employment category within Title 5 programs. This certificate meets the needs of both students and the Early Childhood Education profession as it prepares students to teach as a lead or mentor teacher to students in training or other adults working in the same environment. Students who successfully complete this program may be eligible to participate in the California Early Childhood Mentor Teacher Program, which provides a stipend for professional development and for supervising students in training. This certificate meets the educational requirements for the Master Teacher Permit through the California Commission on Teacher Credentialing. The Child Development department does not believe any modifications to this certificate are necessary at this point in time. Full time students ideally would be able to complete the required units (below) within two-three years (dependent on campus budget for course offerings and student enrollment).

Required:

Course	Title	Units
CHLD 110	Early Childhood Development **or**	3
PSY 206	Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 154	Observing and Recording Behavior	3
CHLD 194	Personnel Issues in Early Childhood Education	3

Plus 9 units of electives:

Course	Title	Units
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2

CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 134	Parent-Child Interaction	3
CHLD 144	Health, Safety and Nutrition for Young Children	3
CHLD 150	Multi-Culture Anti-Bias Classrooms	3
CHLD 160	Perceptual Motor and Movement Activities	2
CHLD 164	The Child with Special Needs	3
CHLD 166	Speech and Language Development and Disorders	2

Required supervised teaching experience:

Course	Title	Units
CHLD 156	Practicum A in Early Childhood Education	2
CHLD 156L	Practicum A Lab	1

Plus 16 units of general education: one course minimum in each of the categories - English/Language Arts, Math or Science, Social Sciences, Humanities and/or Fine Arts, any general education elective excluding PE. These GE courses must qualify for graduation credit.	16
Plus 6 units of area specialization: Note: The "area of specialization" units are above and beyond the child development unit requirements for the Teacher Certificate. Examples of specializations: Infant/Toddler, Teacher/Family Relations, Music/Movement Experiences, Children with Special Needs, Speech and Language Development, Health and Safety, Art and Creative Experiences, Multicultural/Bilingual Curriculum, Child Abuse/Children at Risk, Literacy/Children's Literature.	6
Total Units	**49**

CHILD DEVELOPMENT TEACHER
Certificate of Achievement

Number Awarded Since Last Program Review = 62 Granted

Courses in this certificate lead students to careers in teaching in the field of early childhood education. This certificate   meets both the needs of the students and the Early Childhood Education profession as it allows students to complete educational requirements necessary to obtain a Child Development Teacher Permit through the Commission on Teacher Credentialing. Title 5 Child Care programs require teachers to hold an active Teacher level permit issued by the Commission on Teacher Credentialing. Completion of this certificate also exceeds the requirements set by Title 22 regulations for Child Care teachers. The Child Development department does not believe that any modifications to this permit are necessary. Full time students would be able to

complete required units (below) within two years (dependent on campus budget for course offerings and student enrollment).

Required:

Course	Title	Units
CHLD 110	Early Childhood Development **or**	3
PSY 206	Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 154	Observing and Recording Behavior	3

Plus 9 units of electives:

Course	Title	Units
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2
CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 134	Parent-Child Interaction	3
CHLD 144	Health, Safety and Nutrition for Young Children	3
CHLD 150	Multi-Culture Anti-Bias Classrooms	3
CHLD 160	Perceptual Motor and Movement Activities	2
CHLD 164	The Child with Special Needs	3
CHLD 166	Speech and Language Development and Disorders	2

Required supervised teaching experience:

Course	Title	Units
CHLD 156	Practicum A in Early Childhood Education	2
CHLD 156L	Practicum A Lab	1

Plus 16 units of general education: one course minimum in each of the categories - English/Language Arts, Math or Science, Social Sciences, Humanities and/or Fine Arts, any general education elective excluding PE. These GE courses must qualify for graduation credit.	16
Total Units	**40**

CHILD DEVELOPMENT ASSOCIATE TEACHER - Skill Award

Number Awarded Since Last Program Review = 155 Granted

This entry level program meets the needs of students and the early childhood education profession by allowing exploration of the field of child development and preparing students to work as a child development aide or assistant teacher in both Title 5 programs or to work at the teacher level in Title 22 programs. This skill award guides students in meeting the educational requirements to obtain a permit through the California Commission on Teacher Credentialing at the Associate Teacher level. The Child Development department does not believe any modifcations to this skill award are necessary at this point in time. Full time students ideally would be able to complete the required units (below) within one-two semesters (dependent on campus budget for course offerings and student enrollment patterns).

REQUIRED COURSES

Course	Title	Units
CHLD 110	Early Childhood Development **or**	3
PSY 206	Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3

Plus three units of electives

Course	Title	Units
CHLD 109	Introduction to Early Childhood Education	3
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2
CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 144	Health, Safety and Nutrition for Young Children	3
	Total Units	**12**

INFANT AND CHILD DEVELOPMENT ASSOCIATE TEACHER - Skill Award

Number Awarded Since Last Program Review = 21 Granted

This program prepares the student for work as a child development aide or assistant in a public or private preschool, Headstart program or day care center, or as a teacher in a private infant or preschool program.   This skill award guides students in meeting the educational requirements to obtain a permit through the California Commission on Teacher Credentialing at the Associate Teacher level. The Child Development department does not believe any modifcations to this skill award are necessary at this point in time. Full time students ideally would be able to complete the required units (below) within two semesters (dependent on campus budget for course offerings and student enrollment patterns).

REQUIRED COURSES

Course	Title	Units
CHLD 110	Early Childhood Development **or**	3
PSY 206	Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 130	Infant Development and Group Care	3

Plus three units of electives

Course	Title	Units
CHLD 109	Introduction to Early Childhood Education	3
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2
CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 144	Health, Safety and Nutrition for Young Children	3
	Total Units	**12**

6. List of Industry-Based Standard Certificates and Licenses

The California Department of Social Services under Title 22 Code of Regulations mandates the education requirements for professionals employed in "licensed" child care facilities within classroom and administrative capacities. The minimum academic requirement for teachers in these programs is completion of 12 units of Child Development, including core course (Child Development and Home-Child-Community Relations). For individuals employed with Infants, completion of coursework specific to understanding the unique needs of infants in "group care" is also required. Site Supervisors/Program Directors are required to complete additional coursework in Administration of Child Care programs. The Citrus College Child Development program is designed to facilitate students completing "core" child development, infant group care and administrative course work necessary to obtain and advance in employment within Title 22 Child Care programs.

The California Commission on Teacher Credentialing (CTC) has set both academic and work experience standards for Early Childhood Education professionals.   Federal (i.e. Head Start) and State (Title V) funded Early Childhood Education programs require employees to hold "active" permits consistent with their job responsibilities (title) and these programs are imposing further requirements for teachers to obtain Bachelors' Degrees in Child Development over the next few years. Completion of a Degree, Certificate and/or Skill Award program of study through the Child Development Department at Citrus supports students in preparing for employment in schools that require permits at the Child Development Assistant, Associate, Teacher and Master Teacher levels.

In addition, the CTC has set professional growth requirements for renewing and upgrading permits. Courses offered by the Citrus College Child Development program also support students in reaching some of the academic requirements necessary to obtain permits issued through the CTC specific to the administration of Early Childhood Education programs at both the Site Supervisor and Program Director levels.   The Citrus College Child Development program offers courses necessary to complete Professional Growth activity requirements set by the CTC to renew Child Development Permits at all levels of the Permit Matrix (See Attachments D & E). It is important to note that by September 30, 2013, at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education (or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education). The Citrus College Child Development program now offers the Early Childhood Education Associate for Science Degree to support students in reaching educational goals necessary to conform to industry based standards.

The National Association for the Education of Young Children (NAEYC) provides accreditation of programs for young children that represent high quality early childhood education. Over 6,500 early childhood education programs are NAEYC accredited. Professionals employed in NAEYC programs must demonstrate completion of academic coursework in child development. Assistants must obtain a Child Development

Associate Credential (minimum of 12 child development units); Teachers are required to complete Bachelor's Degrees in Child Development or related fields. The Citrus College Child Development program offers students courses that meet alternative requirements for the CDA credential. The recently approved Early Childhood Education Associate for Science Transfer Degree promotes smooth transfer to Universities for obtainment of a Bachelor's Degree.

7. Advisory Committee or Council

The Child Development Advisory Council membership consists of professionals from Citrus College and the early childhood education community representing diverse child care programs including; Title V, Title XXII, before and after school care, family day care, early intervention, and others. The input we receive from the Council is vital to the quality and success of our Child Development Department. The Department holds Advisory Council meetings twice per academic year (Fall and Spring) to facilitate continuity of information and effective communication with members. In addition, Child Development Faculty communicate on an ongoing basis with Advisory Council members via meetings, phone and through email correspondence. The following individuals have participated as part of our Child Development Advisory Council, 2006-2012.

Name	Position / Company
Shelley Hahn (CHAIR)	Citrus Child Development Faculty
Judy Gregg	Citrus Child Development Faculty
Carolyn Perry	Citrus Child Development Faculty
Michael Hurtado	Citrus Dean of Social & Behavioral Sciences
Mickie Allen	Director, Orfalea Family Children's Center
Tena Pevehouse	Assistant Director Orcfalea Family Children's Center
Susan Hensley	Citrus College Academic Advisor
Marti De Young	Citrus Vocational Education Programs Supervisor
Judy Chappie	Citrus College Academic Advisor
Constance Marine	Region 10 Corrdinator-Infant/Toddler Specialist for Program for Infant/Toddler Caregivers
Ruth Rutte	Owner/Director Rosemount Learning Garden
Susan Pecoraro	Director, Baldwin Park Unified School District Child Care (Head Start & State Preschool Programs)
Fiona Stewart	Director, Pasadena Child Care Information Services
Lacey Olivarez	Training Coordinator Pasadena Child Care Information Services
Adora Nuttal	Citrus Child Development Adjunct Faculty
Geri Pinedo	Supervisor-OPTIONS Child Development Center
Lakisha Simpson	Early Interventions Specialist
Toni Patterson	Teacher-Baldwin Park State Preschool (LAUP)
Anna Aitken	Citrus College Student and Teacher-Early Childhood Education
Rocio Serna	Citrus College Child Development Student
Letitia Goins	Citrus College Child Development Student

8. Program Student Learning Outcomes

The Child Development Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Child Development Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)
> Acquire knowledge, communication, and foundational teaching skills necessary to work in the teaching profession

2) Computation
> NONE

3) Creative, Critical, and Analytical Thinking, and Information Competency
- Demonstrate the ability to identify, analyze, and apply theories of early childhood education and child development.
- Apply ethical standards and professional behaviors that demonstrate an understanding knowledge, and a deepening commitment to the child development profession and early childhood education

4) Community/Global Consciousness and Responsibility
> Demonstrate global consciousness as they work with diverse cultures, families, and individuals and teach children.

5) Technology
> NONE

6) Discipline / (Subject Area Specific Content Material)
- Acquire knowledge and foundational teaching skills necessary to work in the teaching profession
- Apply effective guidance and teaching strategies that support social growth, learning, and identity development and promote self-confidence.
- Design, implement and evaluate environments and activities that support positive relationships, social skills and learning outcomes for children.

9. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map:
Child Development

CC 1: Communication	CC 4: Community/global consciousness and Responsibility
CC 2: Computation	CC 5: Technology
CC 3: Creative, Critical, ad analytical thinking, information competency	CC 6: Discipline/Subject Area Specific Content Material

	CC1 Acquire and use language necessary to work in the teaching profession	CC3 Identify, analyze, and apply theories of early childhood education and child development	CC4 Work with diverse cultures, families, and individuals	CC6 (a) Apply effective guidance and teaching strategies that support social growth, learning, and identity development and promote self-confidence.	CC6 (b) Design, implement and evaluate environments and activities that support positive relationships, social skills and learning outcomes for children.	CC6 (c) Apply ethical standards and professional behaviors that demonstrate an understanding knowledge, and a deepening commitment to the child development profession and early childhood education.	Date of Assessment= FA11, SP12 or CA=(Ongoing, Continuing Assessment)

CHLD 100 – Introduction to Education and Teaching (3 Units),
Applicability-T / C   Last Offered- Spring 12 Last Curriculum Date:SP12 , Curriculum Revision Date: SP18
Course Applicability Key: T=Transfer, D= Degree,

	CC1	CC3	CC4	CC6(a)	CC6(b)	CC6(c)	Date
SLO 1	I	I				I	
SLO 2	I	D	I	I		I	
SLO 3	I		I	I		I	SP 12
SLO 4				I	I	I	SP 12
SLO 5	I	I		I	I	I	
SLO 6							
SLO 7							FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 109—Introduction to Early Childhood Education (3 Units),
Applicability-D / C   NOT OFFERED , Last Curriculum Date: FALL 08 , Curriculum Revision Date: 10/29/2014
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC1	CC3	CC4	CC6(a)	CC6(b)	CC6(c)	Date
SLO 1	I	I					**Deactivate FA 13**
SLO 2	I	I	I	I		I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I		I			
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 110—Early Childhood Development (3 Units),
Applicability-D Last Offered- SP 2012, Last Curriculum Date: SP 2012, Curriculum Revision Date: 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	D	D	I	I		I	ON GOING
SLO 2		I	I	I		I	ON GOING
SLO 3		I	I	I	I	I	Sp 12
SLO 4		I	I	I	I	I	FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 111-Child Development-Youth-Adolescence (3 Units),
Applicability-D Last Offered- FALL 11, Last Curriculum Date: SP 2012 (SLO), Curriculum Revision Date: 11/12/2009
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1		I		I	I	I	FA 11
SLO 2	D	I	I	I	I	I	FA 11
SLO 3		I	I	I	I		
SLO 4	I	I	I	I	I	I	FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 112-Principles of Early Childhood Education I (3 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-,SP 2012
 Last Curriculum Date: FALL 2011   Curriculum Revision Date: SP 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	I	I	I	FA 11
SLO 2			I	I	I		
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	SP 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 114 Home-Child-Community Relations (3 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-, SPRING 2012
 Last Curriculum Date: Nov 2011   Curriculum Revision Date: NOV. 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I		I	I	I	I	FA 11
SLO 2	I		I	I	I	I	
SLO 3	I		I	I	I	I	
SLO 4	I	I	I	I	I	I	Sp 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 116 Introduction to Curriculum (3 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-SPRING 2012,
Last Curriculum Date: FALL 2011, Curriculum Revision Date: SP 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	FA 11
SLO 3	I	I	I	I	I	I	
SLO 4	I/D	I/D	I/D	I/D	I/D	I/D	
SLO 5	I/D	I/D	I/D	I/D	I/D	I/D	SP 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 120—Literacy for Children (3 Units),
Applicability-CERTIFICATE Last Offered: SPRING 2012 ,
Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	SP 12
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5A	I/D	I/D	I/D	I/D	I/D	I/D	FA 11
SLO 5B	I	I	I	I	I	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 121 – Art for Children (2 Units),
Applicability-CERTIFICATE Last Offered-SPRING 2012
Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	I	I	I	SP 12
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5A	I/D	I/D	I/D	I/D	I/D	I/D	
SLO 5B	I	I	I	I	I	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 122—Music and Rhythms for Children (2 Units),
Applicability-CERTIFICATE Last Offered FALL 2011-,
Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	I	I	I	FA 11
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5	I/D	I/D	I/D	I/D	I/D	I/D	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 123 – Science Experiences for Children (1 Units),
Applicability-CERTIFICATE Last Offered-FALL 2011,
Last Curriculum Date: SPRING2012 , Curriculum Revision Date: SPRING 2018

SLO 1	I	I	I	I	I	I	FA 11
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5	I/D	I/D	I/D	I/D	I/D	I/D	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 124 – Mathematics for Children (1 Units),
Applicability-CERTIFICATE Last Offered- SPRING 2011 **(not offered during review cycle)**
, Last Curriculum Date: SPRING 2012 , Curriculum Revision Date: SPRING 2018

SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5	ID	ID	ID	ID	ID	ID	SP 13

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 130 – Infant Development and Group Care (3 Units),
Applicability- CERTIFICATE Last Offered-,WINTER 2012
 Last Curriculum Date: SPRING 2012, Curriculum Revision Date:

SLO 1	I	D	D	D	DM	D	W 12
SLO 2	I	D	D	D	DM	M	
SLO 3	DM	DM	M	DM	DM	M	
SLO 4	DM	DM	M	DM	DM	M	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 134 – Parent-Child Interaction (3 Units),
Applicability-CERTIFICATE Last Offered-SPRING 2012,
Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	ID	I	I	ID	I	SP 12
SLO 2	ID	ID	I	I	ID	I	
SLO 3	I	I	I	ID	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5A	I	I	I	ID	ID	I	
SLO 5B	I	I	I	ID	ID	I	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 144 – Health, Safety and Nutrition for Young Children (3 Units),
Applicability-DEGREE/CERTIFICATE Last Offered-FALL 2011,
Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	ID	ID	FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 150-Multi-Culture Anti-Bias Classrooms (3 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-SUMMER 2011,
Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	DM	DM	DM	DM	DM	M	SUM 12
SLO 2	DM	DM	M	M	M	M	
SLO 3	DM	DM	M	DM	DM	M	
SLO 4	DM	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 154 Observation and Recording Behavior (3 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered- FALL 2011,
Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	D	D	D	D	DM	DM	SLOA FALL 12
SLO 2	I	D	D	D	D	D	FA 11
SLO 3	I	D	D	D	D	D	SLOA FALL 12
SLO 4	D	DM	D	DM	D	DM	SLOA FALL 12
SLO 5	D	M	D	DM	DM	DM	SLOA FALL 12
SLO 6	DM	M	DM	DM	DM	D	SLOA FALL 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 156 – Practicum in Early Childhood Education (2 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered- SPRING 2012
, Last Curriculum Date FALL 2011 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	D		D	M	M	M	SLOA SP 12
SLO 2	D	M	M	M	M	M	
SLO 3	M	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 156L – Practicum Lab (1 Units),
Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-SPRING 2011,
Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	M	M	M	M	SP 12
SLO 2	D	D	D	M	D	M	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 160 – Perceptual Motor and Movement Activities (2 Units),
Applicability-DEGREE/CERTIFICATE Last Offered- SPRING 2012,
Last Curriculum Date: Nov. 2011 , Curriculum Revision Date: Fall 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	D	DM	D	DM	DM	M	SP 12
SLO 2	DM	DM	D	DM	M	M	
SLO 3	DM	DM	D	DM	DM	M	
SLO 4	M	M	M	M	M	M	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 164 The Child with Special Needs (3 Units),
Applicability-DEGREE CERTIFICATE Last Offered-FALL 2011,
Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	DM	M	DM	DM	DM	M	FA 11
SLO 2	DM	DM	DM	DM	DM	M	
SLO 3	DM	DM	M	DM	DM	M	
SLO 4	DM	M	M	M	M	M	SUM 12

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 166 – Speech and Language Development and Disorders (2 Units),
Applicability-DEGREE/CERTIFICATE Last Offered- SPRING 2012,
Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	DM	DM	DM	DM	DM	M	
SLO 2	DM	DM	DM	DM	DM	M	SP 12
SLO 3	DM	M	M	M	DM	M	
SLO 4	DM	DM	M	DM	DM	M	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 168 – Developmental Risk: Infants and Toddlers (2 Units),
Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2012 **(not offered during review cycle)**
 Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	DM	DM	M	M	DM	M	WIN 13
SLO 2	DM	DM	M	M	DM	M	
SLO 3	DM	DM	M	M	DM	M	
SLO 4	DM	M	M	M	M	M	

SLO Key: I= Introduced, D=Developed, M=Mastered

CHLD 169- Managing Challenging and Disruptive Behaviors (1 Units),
Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2011, **(not offered during assessment cycle)**
Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	ID	I	I	WIN 13
SLO 2	I	I	I	ID	I	I	
SLO 3	I	I	I	ID	I	I	
SLO 4	I	I	I	ID	I	I	
SLO 5	I	I	I	ID	ID	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 181 – Infant and Toddler Caregiver: Relationships (1 Units),
Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2012
, Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	M	M	M	M	SP 12
SLO 2	DM	M	DM	M	M	M	
SLO 3	DM	M	DM	M	M	M	
SLO 4	M	M	DM	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 182 – Infant and Toddler Caregiver: Socialization and Emotional Development (1 unit),
Applicability-DEGREE/CERTIFICATE Last Offered-SP 2012,
Last Curriculum Date: FALL 2010 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	M	M	M	M	
SLO 2	M	M	DM	M	M	M	SP 12
SLO 3	DM	M	DM	M	M	M	
SLO 4	M	M	DM	M	M	M	

CHLD 183 – Infant and Toddler Caregiver: Learning and Development (1 Units),
Applicability-DEGREE/CERTIFICATE   Last Offered-SPRING 2012,
Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	DM	M	M	M	
SLO 2	DM	DM	DM	M	M	M	
SLO 3	DM	M	DM	M	M	M	SP 12
SLO 4	DM	M	M	DM	M	M	
MSLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 184 – Infant and Toddler Caregiver: Environments and Routines (1 Units),
Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2010, **(not offered during assessment cycle)**
Last Curriculum Date: FALL 2012, Curriculum Revision Date: FALL 2017
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	M	M	M	M	WIN 13
SLO 2	M	M	M	M	M	M	
SLO 3	DM	M	DM	M	M	M	
SLO 4	DM	M	DM	M	M	M	
	SLO Key: I= Introduced, D=Developed, M=Mastered						

CHLD 190 – Administration of Early Childhood Education Programs I (3 Units),
Applicability-DEGREE Last Offered- SPRING 2011**(not offered during assessment cycle)**
 Last Curriculum Date: SPRING 2012 , Curriculum Revision Date: SPRING 2018
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	DM	M	DM	D	M	M	
SLO 2	DM	M				DM	
SLO 3	M	M	DM	M	M	DM	
SLO 4	M		M	DM	M	M	
	SLO Key: I= Introduced, D=Developed, M=Mastered						

CHLD 191 – Administration of Early Childhood Education Programs II (3 Units),
Applicability-Degree   Last Offered-SUMMER 2010, **(not offered during assessment cycle)**
Last Curriculum Date: SPRING 2012, Curriculum Revision Date: 05/27/2010
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	DM	M	D	DM	DM	DM	
SLO 2	M	M	D	M	DM	DM	
SLO 3	M	M	D	DM	DM	DM	
SLO 4	M	M	D	D	D	D	
	SLO Key: I= Introduced, D=Developed, M=Mastered						

CHLD 194 - Personnel Issues in Adult Supervision and Mentoring (3 units)
Applicability-DEGREE/CERTIFICATE   Last Offered-SUMMER 10, **(not offered during assessment cycle)**
Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2011
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	DM	M	M	M	WIN 13
SLO 2	D	DM	DM	DM	M	M	
SLO 3	DM	DM	DM	M	M	M	
SLO 4	DM	M	M	M	M	M	
	SLO Key: I= Introduced, D=Developed, M=Mastered						

CHLD 698 A (1 Unit), **Deactivation Launched 4/24/12**							
Applicability-D Last Offered-, Last Curriculum Date: , Curriculum Revision Date: 05/27/2010							
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1							
SLO 2							
SLO 3							
SLO 4							
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 699 (1 Unit), **Deactivation Launched 4/24/12**							
Applicability-D Last Offered-, Last Curriculum Date: , Curriculum Revision Date: 05/27/2010							
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1							
SLO 2							
SLO 3							
SLO 4							
SLO Key: I= Introduced, D=Developed, M=Mastered							

10. Review of previous recommendations

MISSION:

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.
-- Response: As part of the program review cycle, all Child Development (CHLD) courses have been or are in the process of curriculum review. Revisions will be complete by June 7, 2012 in time for the 2012-2013 college catalog. The courses with newly identified C-ID numbers have been reviewed and the content is similar to the State model.

b. The Child Development Program will initiate appropriate revisions in certificates to the State Chancellor's Office when needed.
-- Response: Revisions have been made to include new courses and to follow the models of appropriate course content as identified in the State-wide Curriculum Alignment Project (CAP). Example: Citrus course CHLD 144, Health and Safety for Young Children, was originally 2 units and was revised to include additional CAP recommended content on nutrition. This became a 3-units course- CHLD 144 Health, Safety and Nutrition for Young Children.

c. The Child Development Program will change the program name to Child Development and Education Program.
-- Response: The name change has been reviewed and is no longer recommended.

d. The Child Development Program will initiate courses and certificates needed to meet the new K-12 teacher preparation requirements.
-- Response: Faculty are working with the Citrus College Center for Teacher Excellence and are developing a new AA-T / AS-T major for Elementary Education. (This major will follow the SB-1440 model of courses and was distributed in March 2012. Faculty attended webinar on CCCConfer and will consult with Curriculum Chair and Articulation Officer)

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.
-- Response: Faculty worked with the state-wide Course Alignment Project (CAP) and created a Child Development AS Degree which was approved by the Chancellors' Office in 2010. Since that time a model for the transfer major "Early Childhood Education" (AS-T) was developed by the State. Citrus faculty revised the existing Child Development AS Degree and submitted the "Associate in Science in Early Childhood Education for Transfer Degree." This was also approved by the Chancellors' Office on March 28, 2012. See Approval Letter--Appendix C.

f. The program will review all courses to include District recommended student-learning outcomes beginning in the 2005- 2006 school year.
-- Response: During the last six years, student learning outcomes have been included in all courses. The Department was one of the early adopters of Student Learning Outcomes. As part of the Six-Year Review cycle, the Department began the process of updating course SLO's to follow the current recommendations of the Citrus College SLO coordinator and Curriculum Committee. When the Department began the review of curriculum it was discovered that several of the courses still followed the original format. These will be revised to the CurricuNET.com model.

g. The Child Development Program will revise courses and update the 50 course outlines
-- Response: All courses have or are currently being reviewed as part of the program review cycle. Due to the current budget restraints, the Department has not been able to schedule several of the courses and these have been deactivated and removed from certificates and skill awards. The 2011-2012 Citrus College Catalog now lists 31 courses as a result of the effort to streamline the program.

NEED:

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.
-- Response: Despite the reduction in numbers of classes necessitated by budget constraints, we have been able to offer two sections each semester of 4 core classes needed for transfer or permit. The other 4 classes required are offered only once a year. We really need to offer the latter (CHLD 144, 150, 154 and 156 plus its lab) once a

semester. That schedule would greatly enhance the possibility of reaching the goal of transfer or permit in two years. As the classes at the highest level for professional development or advancement in the field are seldom in high demand, we can afford to offer them once every two years.

b. Establish a full-time child development faculty position to replace the two retiring faculty members and meet the growing demand for classes.
-- Response: Judy Gregg and Carolyn Perry will be retiring between 2014-2015. We would like to have at least one full time, tenure track person in place before 2014 to orient that faculty person to the grants (Mentor Teacher and Consortium) that require much time beyond teaching and committee work.

c. Develop distance education courses to increase the accessibility of child development courses to a new population of students.
-- Response: There is an increasing demand for the delivery of child development courses in a non-traditional way so that students can work at their own pace without needing childcare for an on-campus class. We are ambivalent about the inability to have students exchange ideas, cultural values and examples of childcare issues face to face. The variety of ages, academic backgrounds and life experience adds immeasurably to the knowledge students can gain within the culture of a positive environment. Carolyn Perry has noted that the student's consistent follow-through on assignments and communication online that is so critical to his or her success is measurably less when compared to an on-campus class-setting.

d. Pursue opportunities to reestablish sections of courses meeting certificate requirements in non-traditional times.
-- Response: Several years ago we had a schedule of classes that encompassed the full range of hours from day through evening and on Saturday mornings as well. This was a great delivery system that benefitted students with different time limitations. It greatly reduced the stress to find babysitting as well. Now that we have an AS in Child Development as well as courses that qualify a student for a certificate or teaching permit from the State of California, and now a transfer option for our students, we need to accommodate our students with more times and sections for core and curriculum classes.

QUALITY:
a. Develop a tenure-track position to include assignments and duties now filled by a grant funded full-time non-tenure position.
-- Response: The non-tenure track, grant-funded person has left Citrus College for another teaching position. The burden of administering the Mentor and Consortium Grants from the Department of Education - Child Care Division required advisory committee meetings, coordinator meetings, collection of data for the State from the students we serve and the faculty and mentors who serve them is not possible for one faculty person to accomplish in addition to a full time teaching load. When Carolyn and Judy retire, Shelley will be the only full time faculty left. It enhances Citrus College's position in the State if we participate in these grant programs and it certainly elevates the monetary benefits to prospective and employed teachers who raise the quality of early

childhood programs in our area. Though we gather information for the State, we also benefit from the information about legislation, competencies for teachers, evaluation tools that are evolving and advancements in our field that can benefit our college's child development program.

b. Continue faculty involvement in professional organizations, local and regional advisory councils.
 -- Response: Participation allows not only for us to keep abreast of developments in our field, but also to connect with other professionals state-wide to improve quality and access to early education for California's children. It also provides us with a voice to reach students, teachers in the field, parents and persons of influence who will determine whether we meet the educational and relational needs of the young child at the most critical stage in his life cycle for future achievement.

c. Continue commitment to professional growth.
-- Response: The three full-time faculty have been and are committed to continued growth and learning in our field of expertise. We read widely, attend seminars, and do sabbaticals to enhance learning in technology, brain development research, international variations of early childhood delivery programs (Reggio Emelia) and work to enhance the appropriateness of education and vocational preparation of our students.

d. Maintain appropriate standards for permit and credentialing requirements.
-- Response: As the State has changed its requirements for credentials and permits for Title V teaching professionals, we have had to change the course work we offer. Our establishment of the AS degree and the AS-T degree are a testament to our efforts

e. Comply with the State requirements relative to full vs. part-time ratio.
-- Response: In the past we have had 14 adjunct faculty. We have consolidated those numbers of individuals to 8 or 9. We hope that one to two will be hired as full-time faculty in the near future. Of 154 sections offered, 72 (47%) were taught by full-time faculty.

FEASIBILITY:
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

-- Response: The Child Development Department has secured one classroom (LB107) to offer most Child Development curriculum courses which has a storage closet for housing instructional materials. The Child Development Department also uses this classroom to provide informational packets about Citrus College Certificates, Skill Awards and

Degrees in Child Development. In addition, through the use of this one central classroom faculty are able to post program updates, campus resource information including the Child Development Advisor contact information, job postings, grant and stipend opportunities and applications as well as other relevant documents necessary for supporting Child Development student success.

b. Relocate Child Development faculty offices to a central location to facilitate program planning, coordination, and communication.
-- Response: Child Development faculty offices are now located along the same hallway on the second floor of the Center for Innovation building. Thus, faculty are able to more readily communicate regarding program planning.

c. Remodel space in preschool area of Orfalea Family Children's Center to increase observation opportunities without interfering with programming for children.
-- Response: Since the last program review, the Orfalea Family Children's Center remodeled to "closed classrooms" which enhanced Child Development student observation opportunities as they were able to view children within the context of same age groupings.

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.
-- Response: Since the last program review, The Orfalea Family Children's Center remodeled to "closed classrooms" which has promoted smaller classrooms and served as a model for students of ideal practices.

COMPLIANCE:
a. Develop/identify course work that will lead to completion of K-12 teacher requirements and lead to successful transfer to universities.
-- Response: Child Development faculty have worked to develop course work and the Early Childhood Education Associate for Science Transfer Degree which allows for smoother transfer and priority admissions to California State Universities where students can obtain degrees that meet the requirements for K-12 teachers. Currently, faculty are working on development of an Elementary Education Associate for Science Transfer Degree to eliminate the need for students pursuing a career in K-12 education to duplicate coursework upon entering into the University system.

b. Work with Counseling Department to develop group orientation or counseling/information sessions for students wishing to pursue Child Development and Education majors.
-- Response: The Child Development department has had ongoing and successful collaboration with both the Counseling department and the Center for Teacher Excellence to provide current and accurate information for both Child Development and Education majors.

c. Articulate current coursework for transfer to 4-year colleges and universities for child development, education, and related majors.
-- Response: The Child Development Department has developed coursework and received approval for the Associate in Science in Early Childhood Education for Transfer degree to California State Universities. Department faculty members are currently working with the Center for Teacher Excellence to develop an AS-T in Elementary Education.

d. Hire additional qualified full-time tenure track faculty to replace two former faculty positions (now retired.)
-- Response: For many years since the last program review, the Child Development Department has continued to apply with FNIC for the hiring of additional qualified full-time tenure track faculty to replace two former faculty position (now retired) but unfortunately, our requests have not been prioritized high enough for hire.

e. Evaluate courses and certificates periodically to reflect the requirements set forth by the State of California and trends in educational research.
-- Response: The Child Development Department has continued to review courses, skill awards and certificates offered through the program to reflect requirement set forth by the State of California, Commission on Teacher Credentialing, Title XXII licensing requirements, and the National Association for the Education of Young Children. The department has revised and developed coursework and the Associate in Science in Early Childhood Education for Transfer degree to reflect changing requirements by these agencies.

f. Revise course outlines to include student learning outcome statements within three years.
-- Response: The Child Development Department has revised and updated all active course outlines to include Student Learning Outcomes and assessments.

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.
-- Response: The Child Development Department has been instrumental in supporting high quality practices and accreditation standards through National Association for the Education of Young Children at our laboratory school, the Orfalea Family Children's Center. This has helped to facilitate high quality observation experiences on the part of Child Development students and has promoted excellence in the training of students for careers in teaching.

11. Evaluation Criteria – Mission

Current status
The Child Development Program provides instruction that meets the District's core competencies. The Program also supports the focus of the State of California's Chancellors' Office by providing transfer courses and courses and certificates that meet

job training requirements. The Associate in Science in Early Childhood Education for Transfer Degree serves the academic needs of students who wish to transfer and complete their baccaulrate degree. Students may earn certificates and skill awards to qualify for employment or advance in job training and skills.

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

The students in this program perform well showing strong retention and success rates over the past six years. Retention has remained high with the six year average of 95.6%. Course success rate is also high with a six year average of 80. 2%. Retention and Success rates in winter and summer terms appear to be higher than traditional terms. Winter 2010 term was notable due to the 100% retention rate and a 92% success rate. During the three winter sessions and all summer terms course retention rate is over 97%. Success rates for summer (85%) and winter (89.7%) terms are notably higher than either the traditional Fall (73.1%) or Spring (74.8%) semesters.

The Program varies from the demographic profile of the general campus in the following ways. Over the six years, there is a greater number of women than men (86-93% women) when compared to the District (52-53% women) enrolled in our program. This is not surprising due to the cultural bias for women to seek careers that focus on children. The Program's enrollment follows the trends of the District with individuals who identify with the Hispanic/Latino ethnic category being the largest ethic group followed by white category. The number of Hispanic/Latinos varies from 38-53 % over 6 years. The department noted that a significant number of individuals did not identify any ethnic group. (37% in year 09-10)
Detailed information is available in Attachment A.

Commendations
  a. The Child Development Program conforms to the mission of the District by offering Early Childhood Education Degree that follows the SB-1440 AS-T model for transfer to four-year colleges and universities.
  b. The Child Development Program theory courses offer instruction in the most current theories and best practices in teaching.
  c. The Child Development Program conforms to the mission of the California Community College system and District by offering certificate courses that prepare students to enter the job market.
  d. The Child Development Program includes coursework that reflects the culturally relevant issues based on the diversity of the student population and the communities served by the District
  e. The Child Development Program collaborates with local, county, and state agencies to advocate for students. Program faculty administer 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

f. Child Development Faculty administered the SB-70 Career Pathways Grant from 2006-6008. The monies were used to create career pathways from high schools to Citrus in the field of child development. CHLD 109, Introduction to Early Childhood Education, was articulated with Monrovia High School. In addition, the grant supported campus wide student outreach efforts. High school students came to visit Citrus and view the campus and various programs. Supportive relationships with area agencies and schools, faculty training, math summer camps were also supported by this grant. (Summary of grant activities and budget is available upon request)

Recommendations
a. The Child Development Program will create a plan to systematically assess SLO's, review/revise course work and certificate requirements to stay current with requirements of the State Commission on Teacher Credentialing for Early Childhood Education, the C-ID curriculum recommendations and to monitor student success. (Recommendation # 2)
b. The Child Development Program will work with the Center for Teacher Excellence and Curriculum Committee to create a transfer degree for Elementary Education by Spring 2013. (Recommendation # 5)

12. Evaluation Criteria – Need

Current status
Labor Market Information and Analysis (CTE only)

Child Development is a unique program which offers students both transfer and career path training. Information related to the child development career path is readily available and offers a variety of jobs and career options. Child development students seek future employment in careers as child care workers, but others may desire to transfer and pursue careers in elementary education, social work, family counselors, and program administration. Child development students who transfer and complete a bachelor's degree find fulfillment and increased wages.

 Job availability and labor market information are available through Occupational Employment Projections from the Employment Development Department (http://www.labormarketinfo.edd.ca.gov) and indicates a growth trend in this career through 2018. State and regional labor market and job availability projections for this career path indicate growth in a variety of careers to this field.

SEE ATTACHMENT B for labor market data.

Commendations

    a. The Child Development courses reached cap and accepted some students over our cap in all courses we offer each semester. Perseverance and completion statistics are good as well: Over the six-year cycle there is an average semester/term retention rate of 93.8 % and a 73.1% course success rate.

    b. We have had the availability of an on-campus child development center and have used it as a lab school for our students to observe best practice in the field and to try out their practice teaching assignments under the guidance of master or Mentor Teachers.

    c. The Associate of Science in Child Development degree was developed in 2009 and adopted by the Chancellor's office in 2010. More recently the Department developed the Associate in Early Childhood Education for Transfer degree that will allow students to transfer, pursue a bachelor's degree and qualify for better-paying jobs.

    d. The Program has served as a "gateway" to education for many students. Over the years many students have entered the program as part of a career ladder or to qualify for TANF. Through participation and support from faculty these students have discovered their academic abilities and have changed their educational goal from certificate to degree.

Recommendations

    a. As the California budget regains strength, faculty will work with other campus parties to create a plan for opening a new lab school (IC Infant Center Bldg.)   A lab school in child development provides opportunities for observation and practicum experiences, an essential part of foundational teaching and capstone experience for teachers in this field.   Having a supervised teaching experience is a requirement for the AS-T degree and we would like that to be experienced here in our own lab school where staff and faculty can keep each other appraised of students' progress in assignments they have jointly created. Until such time that this is possible, we will utilize the large pool of Mentor Teachers in our San Gabriel (Foothill) region. (Recommendation # 4)

    b. The faculty will develop an effective model schedule of desired courses so that our students are viable candidates for the jobs at all permit levels and meet the workforce demand for academically qualified personnel and continuing "professional development" required to maintain valid teaching permits. (Recommendation # 3)

    c. As the California budget regains strength, faculty will develop an effective model for additional sections (including Summer, Winter, weekend and evening courses) to satisfy student demand which is now unmet. (Recommendation # 3)

13. Evaluation Criteria – Quality

Current status

Our faculty, full time and part time have hands on experience with children and their parents having worked in preschool, elementary schools and in specialized settings like

speech therapy, kinesiology, and special needs education. All faculty will be engaged in doing SLO assessments in each of the courses that they teach.

The lecture format classes are appropriate for teacher foundational knowledge and skills development. Prerequisites and the required succession of courses taken have been carefully updated, scheduled so that students can complete the coursework in a two-year period and have recently been reviewed for SLO and scheduled for an Assessment Cycle. We required much critical thinking and problem-solving in oral and written form. Students not only analyze concepts and practices taught in child development and education, but also must practice real-life interactions with parents, staff and the children they teach through case studies we present in class.

The only lab we offer is Practicum 156L which entails the student's creation and presentation of various appropriate activities for preschool children that will be evaluated by the preschool master teacher/Mentor Teacher, the faculty person who instructs CHLD 156 and the students participating in that class. There are 54 contact hours required of students within the preschool setting.

Faculty members have actively participated in the development and implementation of SLO's in courses and certificates. Faculty have developed an assessment process for courses and will systematically assess SLO's as courses are offered. Analysis of Student Learning Outcome Assessment (SLOA) data will ensure that the strength of the academic program continues to benefit students and address areas of weakness. The current model of assessment tracks the percentage of students who exceed/meet/need improvement in the area(s) covered by the SLOA.

Commendations
   a. Our students are succeeding as per the statistics in attachment A from our institutional research records. We do not have data on how many have been employed since leaving Citrus College.
   b. Students in Child Development will be able to pursue a BA or BS without having to repeat coursework thay received from our department as they transfer to a Cal State. Example: Citrus College students may transfer to the Child and Adolescent Studies program at California State Fullerton.
   c. Students are also successful in transfering to private institutions such as University of La Verne where they may complete a BS in Child Development.

Recommendations
   a. It is of high priority to maintain the standard of excellent teaching and ongoing strength of our program when Judy Gregg and Carolyn Perry retire in two to three years. The Program recommends developing a plan for seeking, hiring and then a period of training and transition of qualified candidate(s). (Recommendation # 1)
   b. We want to consider opening a new lab school, using the current facility, after a year or so hiatus. A lab school in child development is just as critical to the foundational teaching and capstone experience for teachers as it is in any other field. We owe it to the future educators and the children they will serve. Our program is in demand and we have not been able to offer as many courses and/or

sections in the annual scheduling as we could fill to accommodate the need. (Recommendation # 4)

   c. In the absence of the Orfalea Family Children's Center, the Department will develop alternate means of supporting SLO's. Examples include: 1) Equipment, software, PC's, and audio visual support and consumable supplies will be essential to the success of curriculum and courses. 2) Visual examples and information via internet will be critical for observation in multiple courses. Computers in the LB rooms we use should be maintained/replaced as they are often not functional which is inconvenient and interrupts the timely and effective flow of instruction and delivery of information to our students. (Recommendation # 6)

14. Evaluation Criteria – Feasibility

Current status
The Child Development Department has established a good line of communication with and support from the counseling department. It is important to maintain at least one representative contact from the Counseling Department to advise Child Development students.

Facilities, equipment and library resources are all utilized by the department to better support instruction and student success in the program. The library report indicated that the collection relevant to Child Development contains 45% of its materials that date prior to 2000. This is not a negative per se but research and proposed treatment for special needs, brain related research, and particularly Autistic Spectrum Disorder, is ongoing and evolving. We want our students to have access to the most current information and some e-journals appear to have been stopped in 2010.

Currently, due to budget constraints experienced by the college, full-time prepared students find it difficult to complete the program in just two years due to the elimination of course offerings and larger class sizes. Anecdotal reports from students say they find it difficult to "add" courses thus necessitating an average completion time of 2 1/2 -3 years. The projected schedule of courses with reduction of sections may also make it difficult for working adults to attend advanced courses that are normally offered only once each year. Child Development department faculty are highly qualified to adminster the responsiblities of the program. However, as a result of the approaching retirement of two full time tenure track faculty members, the growing and changing needs of this highly specialized program require that additional responsiblities must be taken on by the one remaining faculty. These responsibilities include; 1) Coordination of both the Child Development Training Consortium Grant program and the 2) Mentor Teacher program. Additional full time tenure track faculty are needed to effectively maintain the quality of service provided to Child Development students. Adjunct faculty are necessary to maintain adequate course offerings to students. Adjunct faculty who are professionals in their own fields are especially suited to teach some of the highly specialized courses in the department such as The Child with Special Needs (CHLD 164) and Speech and Language Disorders (CHLD 166).

Program resources are adequate to meet most of the needs of faculty teaching in the Child Development depatment and to support students pursuing vocational and career goals in Early Childhood Education. Courses are offered at both day and evening times and a few courses have been offered through distance eduation. In order to prepare for the future of the Child Development Program, we need to have a concise, accurate report of student accomplishments in degrees, certificates, and skill awards. Accurate and timely information about the numbers of degrees and certificates supports the planning and scheduling efforts of the department. The efforts ofy other College departments has been greatly appreciated. Support from the College is vital to facilitating program success and assisting students in obtaining accurate, appropriate information, guidance (i.e. Student Education Plans) and referrals to campus support services (i.e. tutor, Early Alert, etc.)

Commendations
a. The Child Development Department has continued to maintain consistent communication with the counseling department to facilitate informational exchanges necessary to support students. Faculty have presented changing and current program and vocational information to Counselors and Advisors to facilitate the transmission of accurate information given to students. The Child Development department has been able to secure one representative advisor from the counseling department to refer students to for guidance and information regarding the program as well as requirements set forth by the State University system, California Commission on Teacher Credentialing and Title 22 licensing. Through this relationship, students are given a wealth of information and support in reaching their career and vocational goals in Early Childhood Education.
b. Child Development Department faculty have worked in conjunction with the Dean of Behavioral Sciences to carefully and appropriately consider semester and yearly course offerings, to support student completion of program requirements in the most timely manner possible. This has been particularly challenging given the economic constraints experienced by the college and the elimination of course offering to our department. However, the department feels that it has been able to make appropriate decisions within this economic climate with regards to course offerings for students of Early Childhood Education at Citrus. Currently, our course offerings facilitate prepared students to complete the program within a 2-3 year period of time.
c. The Child Development Department continues to advocate and apply for full time faculty hires through FNIC. The Child Development Department has maintained highly knoweldgeable, specialized and experienced adjunct faculty to teach courses in the department.
d. Child Development faculty have been able to secure one classroom to facilitate teaching, storage of curriclum supplies and materials and an exchange of information to students about the Early Childhood Education profession. Faculty continue to take inventory of curriculum supplies and materials and request the purchase of supplies to replace and expand the repetoire of materials available for instructional use by Child Development faculty. This has facilitated appropriate, effective and current modeling of resources available to teachers for use in Early Childhood Education classrooms by Child Development faculty.

e. Despite course cuts, the Child Development department has been instrumental in planning course offerings in both day, evening and through distance education to most appropriately meet the needs of the diverse students in the program.

f. Library resources offer strong supporting resources for both theory based and career development courses

Recommendations

a. The Child Department will analyze data received from the Chancellor's Office, Institutional Research, MIS, and Admission and Records to assess student success and in degrees, certificates, and courses. As revisions occur the Department will maintain at least one representative contact from the Counseling Department to advise Child Development and Education students. (Recommendation # 3)

b. The Child Development department must maintain the ability to meet the unique needs of diverse students and professionals of Early Childhood Education. We must continue to strive to offer both core and specialized courses in Child Development and in General Education to facilitate student completion of the Child Development program within 2 years period of time. We must also continue to make available a wide variety of courses that support professionals required to take additional Child Development coursework as part of Professional Development requirements set forth by the California Commission on Teacher Credentialing, Title 22 licensing requirements and NAEYC. (Recommendation # 3)

c. Hire additional qualified Child Development full time, tenure track faculty to plan, implement and maintain a high quality Child Development program for students. (Recommendation # 1)

d. The facilitation of an appropriate classroom environment supports SLO's and the interactive teaching methodology used by Child Development faculty. The Department recommends maintaining LB107 as the primary classroom for Child Development courses for storing supplies and materials for curriculum courses, displaying examples of effective teaching strategies and materials and to continue facilitating the exchange of information between the Child Development Department and students. Example: Change out current desks for round tables and chairs that seat approximately six students, per table in the LB107 classroom. (Recommendation # 6)

e. When the budget crisis is resolved the faculty will provide a plan for additional sections of course offerings during both day, evening and revive Saturday offerings to facilitate the diverse needs of students trying to complete courses and programs offered by the Child Development Department. (Recommendation #3)

f. Faculty will explore options for identifying courses that would lend themselves to utilizing library research orientation services (as the report indicates we have done zero) to better prepare students for academic skills necessary for success in the A.S. degree program. (Recommendation #6)

g. Faculty will periodically review library resources (including the "children's' collection") to ensure the collection is appropriate and supports coursework and best practices in early childhood education. (Recommendation #6)

h. New updated video resources will be needed to support student learning during the "suspension" of the Campus Lab School. (Recommendation #6)

15. Evaluation Criteria – Compliance

Current status

Child Development course requisites currently meet federal, state and district requirements. Course outlines of record meet state, district and federal regulations for content. The Child Development Department holds two Advisory Council meetings per year (Fall and Spring) and is composed of members from the college community and professionals representing diverse programs within Early Childhood Education. Currently, facilities meet ADA and industry standards. The Child Development department has actively participated in evaluating and completing all annual program reviews.

Commendations
a. The Child Development Department has reviewed and modified all Child Development course outlines for content and to meet federal, state and district regulations including updating title page information, course descriptions, course content, student learning outcomes and objectives, methods of instruction, methods of evaluation/assessment and required texts and materials.
b. The Child Development Department has actively recruited and maintained Advisory Council membership composed of professionals from the Early Childhood Education community that represent diverse Child Care programs including Title V, Title 22, Before and After School Care, Family Day Care, Early Intervention and other relevant programs. The input we receive from the Council is vital to the success and quality of our Child Development Department program. The Child Development Department holds Advisory Council meetings twice per academic year (Fall and Spring) to facilitiate continuity of information and effective communication with members. In addition, Child Development faculty communicate on an ongoing basis with Advisory Council members via meetings, phone, and through email correspondance.

Recommendations
a. Child Development faculty continue to regularly review and modify as necessary course content and requisites to comply with current federal, state and district requirements.(Recommendation #2)
b. The Department will continue to hold Advisory Council meetings and to consider the input from members for course relevance and program planning. Child Development faculty continue to maintain regular communication with Advisory Council members and other professionals working in the field of Early Childhood Education to maintain diverse and appropriate representation. (Recommendation #2)

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	The Program recommends developing a plan for seeking, hiring new faculty member(s) in a manner that allows a period of training and transition of qualified candidate(s).	Gregg, Hahn, Perry FNIC	Fall 13	☒	☐	☐	☐
2	Child Development Program will create a plan to integrate statistical data regarding student achievement, review/revise course work, and certificates requirements to accurately assess SLO's and stay current with requirements of the State Commission on Teacher Credentialing for Early Childhood Education and C-ID curriculum recommendations.	Faculty: Gregg, Hahn, Perry, Dept. Dean MIS A&R	Spring 2013	☒	☒	☒	☒
3	Faculty will develop an effective model schedule of desired courses needed for degrees and certificates to meet the student and workforce demand for academically qualified personnel	Gregg SBS Dean	Spring 2013	☐	☐	☐	☒
4	Faculty will be involved in advance planning for such a time that a smaller, high quality LAB school may once again be part of our campus. Recommend that space (Infant Center -IC) be reserved for future consideration.	Faculty Facilities, Dean Others	Fall 2014	☒	☒	☒	☒
5	Program faculty will work with the Center for Teacher Excellence and Curriculum Committee to create a transfer degree for Elementary Education	Perry CFTE M. Plug	Winter 2013	☐	☐	☐	☐
6	Without the CDC, the Department will develop alternate means of supporting SLO's through audio visual representation, library resources and the use of internet and/or other appropriate models.			☐	☐	☐	☒
7				☐	☐	☐	☐

Comments
1. Over the last few years, two full-time tenure and additional full-time positions once part of the Child Development Program have "disappeared."   The aging faculty will soon

retire and what was once a faculty of five members will be reduced to ONE. We consider the hiring of a NEW full-time faculty member to be our highest priority. We wish to have time to train the new faculty member so they will be fully capable of replacing the faculty that will be retiring in next 2-3 years.

2.The Department acknowledges that "extreme times call for extreme measures." We consider the closure of the Child Development Center after many years of successful operation a result of the State budget crisis. We recommend that space (Infant Center - IC) be reserved and faculty be involved in advance planning for such a time that a smaller, high quality LAB school may once again be part of our campus. We acknowledge this is a long range goal and may extend beyond the five-year scope of this current review.

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Full-time Tenure position	Current full-time member(s) anticipate retirement in 2-3 years. Previous positions have not been replaced. Currently students must wait 1-2 semesters to enroll in capstone courses which are offered infrequently. Many students are currently turned away from existing courses; the loss of retiring faculty will further reduce the sections of courses. In addition, there is a legislated increased educational requirement (BS or BA by 2013) for employment in State funded programs.	N and C	A

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Staffing for LAB school	Provide highly qualified staffing for model LAB school	N and Q	A, B, C

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◊	Priority ‡
Explore options to remodel/restore Infant Toddler building for smaller Child Development LAB school.	(The Department is looking forward to a time when State budget limitations no longer create a hardship on the District) A campus LAB school would be a great asset to the program and allow students to be on campus for observation or practice teaching. Benefits: Community College students with limited transportation and resources benefited from campus childcare. CHLD students take courses requiring observation of children .	IC	Q, C and F	B & C
Ongoing cleaning and maintenance of classrooms and replace carpeting in LB 107 with appropriate hard surface flooring.	High traffic in classrooms requires frequent cleaning. CHLD curriculum courses activities require equipment that instructors cannot access (vacuum, mop etc,)	LB 107	F	C

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡

Routine maintainance of all audio/visual and smartpanel equipment in classrooms	Observation of developmental stages will no longer be available at the CDC so adequate examples through AV and intranet will be part of reaching SLO' in various courses. Delivery of instruction is impeded by computer connections that do not work consistently.		F	B & C

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Desks should be changed out for sturdy washable tables and chairs	This room is used 90% of the time by CHLD courses. Curriculum projects are necessarily ongoing and require more surface room to complete.		F	C

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Consumables required for the teaching of curriculum courses (art, music, literacy, science, math, etc.)	State requires teachers to be trained in curriculum development for young children.	$1000/yr	F and C	B & C
Video resource budget	Instruction in teaching benefits from observational experiences. With the closing of the CDC, videos will provide opportunities to view behaviors that no longer available on campus.			B & C

Additional information:

◊ **Impact:**
M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?
N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?
F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority: (Note: When discussing priority, consider the following and address in Column 2)**
A. Is this goal mandated by law, rule, or district policy?
B. Is this goal essential to program success?
C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

CHLD Program Review

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	30.0	24.0	20.0	21.0	20.0	14.0
4	Sections Offered	46.0	39.0	30.0	30.0	27.0	22.0
5	Morning Sections	11.0	9.0	7.0	12.0	12.0	11.0
6	Afternoon Sections	12.0	12.0	11.0	3.0	2.0	4.0
7	Evening Sections	14.0	12.0	9.0	9.0	9.0	6.0
8	Arranged Sections	5.0	2.0		2.0	1.0	
9	Weekend Sections	4.0	4.0	2.0	3.0	2.0	
10	Short Term Sections	7.0	8.0	6.0	4.0	3.0	2.0
11	DistanceEd Full-Term Sections	0.0	0.0	1.0	1.0	1.0	1.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	1163	1073	800	917	854	995
14	Weekly Student Contact hours (WSCH)	3158.8	2862.4	1943.4	2307.7	2593.2	2973.4
15	Full-Time Equivalent Students (FTES)	108.3	98.1	66.6	71.2	80.0	91.8
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	5.9	5.7	4.7	4.5	5.0	4.4
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	534.5	501.3	410.0	509.4	521.8	677.3
19	FTES/FTEF	18.3	17.2	14.1	15.7	16.1	20.9
20	Fill Rate at Census	85.5	84.0	74.6	64.7	68.5	100.5
	Program Success						
21	Course Retention	90.6	93.8	94.3	94.1	94.1	95.7
22	Course Success	71.3	72.6	77.0	73.4	68.9	75.4

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered				6.0	3.0	1.0
4	Sections Offered				6.0	3.0	1.0
5	Morning Sections				1.0	2.0	1.0
6	Afternoon Sections				1.0		
7	Evening Sections				4.0	1.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				6.0	3.0	1.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections				0.0	0.0	0.0
13	Enrollment				146	94	52
14	Weekly Student Contact hours (WSCH)				365.6	244.4	173.4
15	Full-Time Equivalent Students (FTES)				11.3	7.5	5.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)				1.0	0.5	0.2
17	Credit Reimbursement Rate				**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF				351.5	469.9	788.1
19	FTES/FTEF				10.8	14.5	24.3
20	Fill Rate at Census				70.2	66.7	115.6
	Program Success						
21	Course Retention				97.3	95.7	100.0
22	Course Success				89.7	87.2	92.3

CHLD Program Review

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	27.0	24.0	23.0	18.0	21.0	19.0
4	Sections Offered	41.0	35.0	31.0	24.0	25.0	23.0
5	Morning Sections	12.0	8.0	7.0	12.0	13.0	13.0
6	Afternoon Sections	11.0	12.0	10.0	2.0	4.0	3.0
7	Evening Sections	16.0	12.0	10.0	9.0	7.0	6.0
8	Arranged Sections	2.0	3.0	4.0	1.0	1.0	1.0
9	Weekend Sections						
10	Short Term Sections	8.0	6.0	6.0	2.0	2.0	2.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	1133	919	806	767	955	1048
14	Weekly Student Contact hours (WSCH)	2876.4	2289.9	2280.3	2177.8	2807.8	3009.7
15	Full-Time Equivalent Students (FTES)	98.6	78.5	78.2	67.2	86.6	92.9
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	5.8	5.0	4.3	4.2	4.7	3.7
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	492.5	458.9	525.4	518.5	601.2	817.8
19	FTES/FTEF	16.9	15.7	18.0	16.0	18.6	25.2
20	Fill Rate at Census	79.3	77.1	76.7	70.1	89.2	106.7
	Program Success						
21	Course Retention	92.1	93.1	94.0	93.2	95.6	94.7
22	Course Success	74.3	77.5	75.6	72.8	72.7	76.1

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	5.0	5.0	6.0	5.0	2.0	1.0
4	Sections Offered	5.0	5.0	6.0	5.0	2.0	1.0
5	Morning Sections	2.0	2.0	1.0	1.0		
6	Afternoon Sections	2.0	1.0	1.0	1.0		
7	Evening Sections	1.0	2.0	4.0	3.0	2.0	1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	5.0	5.0	6.0	5.0	2.0	1.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	170	128	141	134	53	42
14	Weekly Student Contact hours (WSCH)	218.8	264.5	286.7	258.7	166.9	143.2
15	Full-Time Equivalent Students (FTES)	7.5	9.1	9.8	8.9	5.2	4.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.5	0.7	0.8	0.7	0.4	0.2
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	486.1	372.6	341.3	380.5	397.4	651.1
19	FTES/FTEF	16.7	12.8	11.7	13.0	12.3	20.1
20	Fill Rate at Census	101.0	79.9	56.6	56.9	88.6	120.0
	Program Success						
21	Course Retention	97.1	96.1	94.3	95.5	100.0	100.0
22	Course Success	84.1	85.9	78.0	86.6	92.5	83.3

		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	1017	91.7%	944	93.6%	864	93.5%	920	89.9%	961	87.6%	1069	86.3%
	Male	92	8.3%	65	6.4%	60	6.5%	98	9.6%	117	10.7%	155	12.5%
	Missing							5	0.5%	19	1.7%	15	1.2%
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%
Age													
	19 or younger	228	20.6%	224	22.2%	212	22.9%	243	23.8%	311	28.4%	428	34.5%
	20-24	381	34.4%	346	34.3%	299	32.4%	376	36.8%	416	37.9%	478	38.6%
	25-29	141	12.7%	124	12.3%	112	12.1%	129	12.6%	112	10.2%	130	10.5%
	30-34	90	8.1%	80	7.9%	70	7.6%	68	6.6%	68	6.2%	63	5.1%
	35-39	70	6.3%	72	7.1%	67	7.3%	63	6.2%	51	4.6%	35	2.8%
	40-49	129	11.6%	93	9.2%	103	11.1%	82	8.0%	76	6.9%	62	5.0%
	50 and above	68	6.1%	69	6.8%	60	6.5%	62	6.1%	63	5.7%	43	3.5%
	Missing	2	0.2%	1	0.1%	1	0.1%						
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%
Ethnicity													
	Asian	77	6.9%	69	6.8%	54	5.8%	57	5.6%	55	5.0%	31	2.5%
	Black or African American	80	7.2%	67	6.6%	61	6.6%	70	6.8%	58	5.3%	52	4.2%
	Hispanic/Latino	570	51.4%	544	53.9%	500	54.1%	525	51.3%	557	50.8%	472	38.1%
	American Indian or Alaska Native	8	0.7%	5	0.5%	4	0.4%	6	0.6%	9	0.8%	7	0.6%
	Native Hawaiian or Other Pacific Islander							5	0.5%	7	0.6%	5	0.4%
	White	311	28.0%	265	26.3%	248	26.8%	270	26.4%	236	21.5%	206	16.6%
	Two or More Races											8	0.6%
	Unknown/Non-Respondent	63	5.7%	59	5.8%	57	6.2%	90	8.8%	175	16.0%	458	37.0%
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%
Educational Goal													
	Degree & Transfer	400	36.1%	407	40.3%	379	41.0%	109	10.7%	233	21.2%	428	34.5%
	Transfer	166	15.0%	155	15.4%	154	16.7%	23	2.2%	37	3.4%	96	7.7%
	AA/AS	86	7.8%	75	7.4%	76	8.2%	124	12.1%	230	21.0%	189	15.3%
	License	74	6.7%	59	5.8%	62	6.7%	8	0.8%	10	0.9%	17	1.4%
	Certificate	159	14.3%	127	12.6%	101	10.9%	19	1.9%	31	2.8%	36	2.9%
	Job Skills	115	10.4%	110	10.9%	74	8.0%	81	7.9%	106	9.7%	94	7.6%
	Basic Skills							35	3.4%	58	5.3%	53	4.3%
	Personal											9	0.7%
	Undecided							51	5.0%	98	8.9%	165	13.3%
	Not Reported	109	9.8%	76	7.5%	78	8.4%	573	56.0%	294	26.8%	152	12.3%
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%

		Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
			Year1	Year2	Year3	Year4	Year5	Year6
		Program Resources						
23		Revenue: FTES*Reimbursement Rate	$542,474.93	$553,237.98	$498,333.34	$581,642.48	$676,245.37	$740,587.60
24		Total District Adopted Program Budget	392,880	971,502	426,423	393,398	396,308	429,347
25		Support Personnel (wage without benefit, 2200 and 2400 in budget)	1,722	0	0	0	0	0
26		Supplies (4300 in budget)	644	1,146	3,214	1,729	4.045	3843
27		Cost	360,755	245,140	300,739	339,604	376,920	
28		Total FTES for the year	185.76	169.72	143.35	158.56	176.36	193.14
29		Cost per FTES	$1,942.05	$1,444.38	$2,097.94	$2,141.80	$2,137.22	
		Degrees and Certificates						
30		Degree: Social and Behavioral Sciences	283	269	257	249	325	311
31		Certificates: Child Development Master Teacher	0	0	1	1	3	0
		Certificates: Child Development Teacher	1	5	8	9	13	47
32		Skill Awards	0	0	0	0	16	41
33		Licenses (reported by department)						
		Career Technical Education Programs						
34		VTEA Grant						
35		Industry Contributions to Program Resources						
36		Available Jobs						
37		Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38		Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39		Labor market data						

PERKINS IV Core Indicators of Performance by Vocational TOP Code   Summary by College for: CITRUS

Indicators for 2009-2010 Fiscal Year Planning

			Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
13	**FAMILY AND CONSUMER SCIENCES**		94.67	54.10	82.59	77.19	1.78	0.00
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION		94.67	54.10	82.59	77.19	1.78	0.00
	130500	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	94.64	55.00	82.96	76.79	1.79	0.00
	130590	INFANTS AND TODDLERS	*100.00*	*0.00*	*0.00*	*100.00*	*0.00*	

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Indicators for 2010-2011 Fiscal Year Planning

13	**FAMILY AND CONSUMER SCIENCES**		90.78	51.47	80.98	73.33	3.40	0.00
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION		90.78	51.47	80.98	73.33	3.40	0.00
	130500	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	90.73	51.47	80.88	73.33	3.41	0.00
	130590	INFANTS AND TODDLERS	*100.00*		*100.00*		*0.00*	

Indicators for 2011-2012 Fiscal Year Planning

13	**FAMILY AND CONSUMER SCIENCES**		86.56	85.71	90.86	80.95	2.69	5.48
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION		86.56	85.71	90.86	80.95	2.69	5.48
	130500	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	86.56	85.71	90.86	80.95	2.69	5.48

Attachment B: Labor Market Data

Information related to the child development career path is readily available and offers a variety of jobs and career options. Job availability and labor market information is available through Occupational Employment Projections from the Employment Development Department (*http://www.labormarketinfo.edd.ca.gov*) and indicates a growth trend in this career through 2018. Below are the state and region labor market and job availability projections for this career path.

Area	*Occupation*	2008 *Employment*	2018 Employment	# Change	% Change	Total Annual Openings
California	Education Administrators, Preschool and Child Care Center	8,400	8,900	500	6.0	**300**
	Preschool Teachers (not special edu.)	55,300	61,900	6,600	11.9	**1,770**
	Elementary School Teachers	197,500	233,400	35,900	18.2	**21,193**
	Child Care Workers	99,700	108,100	8,400	8.4	**3,760**
	Child, Family and School Social Workers	24,200	26,000	1800	7.4	**790**

	Occupation	2008 Employment	2018 Employment	# Change	% Change	Total Annual Openings
Los Angeles County	Education Administrators, Preschool and Child Care Center	2,250	2,240	290	12.9	**96**
	Special Education Teachers, Preschool, Kindergarten, and Elementary School	6,690	7,910	1,420	21.9	**310**
	Preschool Teachers (Except special edu.)	15,210	18,360	6,600	11.9	**1,770**
	Child, Family and School Social Workers	8,180	9,140	960	11.7	**301**
	Kindergarten teacher (not special educ)	6,9910	8,200	1,210	17.3	**261**
	Child Care Workers	26,180	30,510	4,330	16.5	**1200**
	Elementary School Teachers	53,310	36,120	9,810	18.4	**2,193**

2011 Wages for California

			Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Child, Family, &School Social Workers			$25.29	$18.60	**$24.39**	$30.91
Child care administrators			$28.42	$17.26	**$24.12**	$34.98
Child Care worker			$11.64	$9.35	**$10.91**	$13.23
Preschool Teachers			$15.26	$12.20	**$14.20**	$17.55
Aid School Teacher	GUSD	Hourly rate		14.17		17.86
Elementary School Teacher				$48,422.88	**$63,896.54**	$76,634.96

http://www.labormarketinfo.edd.ca.gov/

US Dept of Labor   Teacher Salary (with credential)

Elementary Grades	$54,650
Special Educ.	$64,320

Attachment C: AS-T Approval

03/28/2012

Irene Malmgren
Vice President, Academic Affairs
Citrus College
1000 W. Foothill Blvd.
Glendora, CA 91741

Dear Irene Malmgren:

The Chancellor's Office hereby approves Citrus College's **AS-T Degree (transfer)** in **Early Childhood Education** as listed below. It has been entered into the Curriculum Inventory under T.O.P. code **130500** with **TRANSFER** status.

- **AS-T Degree (transfer)** in **Early Childhood Education** with program control number **31179**.

The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. This program is not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with this program.

Sincerely,
Sally J. Montemayor Lenz
Interim Dean
Academic Affairs Division

Cc: Kathleen Bueno

Attachment D: Child Development Permit Matrix

	Child Development Permit Matrix - *with Alternative Qualification Options Indicated*				
Permit Title	**Education Requirement** (Option 1 for all permits)	**Experience Requirement** (Applies to Option 1 Only)	**Alternative Qualifications** (with option numbers indicated)	**Authorization**	**Five Year Renewal**
Assistant (Optional)	*Option 1:* 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	*Option 2:* Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth*****
Associate Teacher	*Option 1:* 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	*Option 2:* Child Development Associate (CDA) Credential.	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	*Option 1:* 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	*Option 2:* AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth*****
Master Teacher	*Option 1:* 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	*Option 2:* BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 hours of professional growth*****
Site Supervisor	*Option 1:* AA (or 60 units) which includes: • 24 ECE/CD units with core courses** • 16 GE units* plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	*Option 2:* BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or *Option 3:* Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or *Option 4:* Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	*Option 1:* BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	*Option 2:* Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or *Option 3:* Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or *Option 4:* Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

9/08

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

Permit Matrix 9-08 CL

CHILD DEVELOPMENT PERMIT MATRIX-*WITH A SCHOOL-AGE EMPHASIS*

PERMIT TITLE	SCHOOL-AGE EMPHASIS EDUCATION REQUIREMENT	EXPERIENCE REQUIREMENT	SCHOOL-AGE EMPHASIS ALTERNATIVE QUALIFICATION	AUTHORIZATION	FIVE YEAR RENEWAL
Assistant (Optional)	6 units Early Childhood Education (ECE) or Child Development (CD) **3 units of the 6 must be in School-Age**	None	None	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth****
Associate Teacher	12 units ECE/CD including core units** **6 units of the 12 must be in School-Age**	50 days of 3+ hours per day within 2 years	None	May provide service in the care, development and instruction of children in a child care and development program and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	24 units ECE/CD including core units** plus 16 General Education (GE) units* **12 units of the 24 must be in School-Age**	175 days of 3+ hours per day within 4 years	AA or higher in Early Childhood Education (ECE) or School-Age (SA)*** with 3 semester units of supervised field experience in ECE or SA setting.	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth****
Master Teacher	24 units ECE/CD including core units** plus 16 General Education (GE) units* plus 6 specialization units plus 2 adult supervision units **12 units of the 24 must be in School-Age**	350 days of 3+ hours per day within 4 years	BA or higher with 12 units of ECE or SA, plus 3 units of supervised field experience in ECE or SA setting. **Minimum of 6 units must be in School-Age**	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care and development program.	105 hours of professional growth****
Site Supervisor	AA (or 60 units) including: • 24 ECE/CD units with core courses** • 16 GE units* plus 6 administration units plus 2 adult supervision units **12 units of the 24 must be in School-Age**	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	Teaching or Administrative Credential with 12 units of ECE or SA plus 3 units of supervised field experience in either ECE or SA setting. **Minimum of 6 units must be in School-Age**	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth****
Program Director	BA or higher including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units **12 units of the 24 must be in School-Age**	Site supervisor status and one program year of site supervisor experience.	Teaching or Administrative Credential with 12 units of ECE or SA plus 3 units of supervised field experience in either ECE or SA setting. 6 units administration with teaching credential only. **Minimum of 6 units must be in School-Age**	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth****

NOTE: All unit requirements listed above are <u>semester</u> units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translations are available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences: Humanities and/or Fine Arts.
**Core courses include child/human growth & development; child/family/community or child family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.
***AA or AS degree in School-Age only. Associates degree in Liberal Arts is not acceptable.
****Professional growth hours must be completed under the guidance of a qualified Professional Growth Advisor. Call (209) 341-1662 for assistance in locating an advisor.

9/08

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdeveloopment.org or call (209) 572-6080.

School-Age Matrix 9-08 CL

Attachment E: Citrus College Child Development Matrix

Child Development Permit Matrix – Guide for Citrus College Students

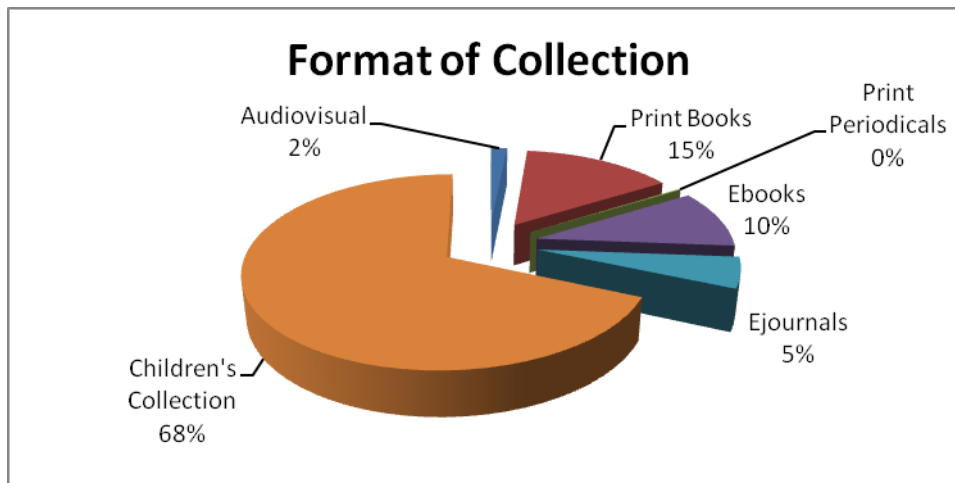| CLASSES TO COMPLETE AT CITRUS COLLEGE +	EXPERIENCE REQUIREMENT =	STATE PERMIT
CITRUS COLLEGE SKILL AWARD • CHLD 110* or PSY 206* • CHLD 112 • CHLD 114* • Plus 3 units of electives: CHLD 109, CHLD 116, CHLD 120, CHLD 121, CHLD 122, CHLD 123, CHLD 124, CHLD 144 or CHLD 150.	50 days of 3+ hours per day within 2 years	**Associate Teacher** 12 units Early Childhood Education (ECE) or Child Development (CD) including core courses*
CITRUS COLLEGE INFANT TODDLER SKILL AWARD • CHLD 110* or PSY 206* • CHLD 112 • CHLD 114* • CHLD 130	50 days of 3+ hours per day within 2 years. Experience must be directly with infants and toddlers	**Associate Teacher** 12 units Early Childhood Education (ECE) or Child Development (CD) including core courses*
CITRUS COLLEGE TEACHER CERTIFICATE • CHLD 110* or PSY 206* • CHLD 112 • CHLD 114* • CHLD 154 • CHLD 156 and CHLD 156L • Plus 9 units of electives: CHLD 109, CHLD 116, CHLD 120, CHLD 121, CHLD 122, CHLD 123, CHLD 124, CHLD 134, CHLD 144, CHLD 150, CHLD 160 or CHLD 164. • Plus 16 units of general education. One course in each of the 4 graduation level GE categories: English, Social Science, Math or Science, Humanities or Fine Arts. (No physical Education courses.)	175 days of 3+ hours per day within 4 years	**Teacher** 24 units ECE/CD including core courses* plus 16 General Education (GE) units**
MASTER TEACHER CERTIFICATE • Completion of the Child Development Teacher Certificate. • Adult Supervision Courses: CHLD 194 or CHLD 220 • Plus 6 units in an area of specialization, such as infant/toddler, anti-bias, bilingual/multi-culture, teacher/family relationships, music, literacy/language, special needs. Administration and core areas are not acceptable specializations.	350 days of 3+ hours per day within 4 years	**Master Teacher** 24 units ECE/CD including core courses* plus 16 GE units** plus 6 specialization units plus 2 adult supervision units
MASTER TEACHER - EARLY INTERVENTION CERTIFICATE • CHLD 110* or PSY 206* • CHLD 160 • CHLD 112 • CHLD 164 • CHLD 114* • CHLD 166 • CHLD 120 • CHLD 168 • CHLD 169 • CHLD 150 • CHLD 194 • CHLD 154 • CHLD 156 and CHLD 156L • Plus 16 units of general education. One course in each of the 4 graduation level GE categories: English, Social Science, Math or Science, Humanities or Fine Arts. (No physical Education courses.)	350 days of 3+ per day within 4 years including at least 100 days in a special education setting.	**Master Teacher Early. Intervention Specialization** 24 units ECE/CD including core courses* plus 16 GE units** plus 6 specialization units plus 2 adult supervision units
*Core courses. Note: All course work must be completed with the grade C or better **One Course in each of the 4 general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Science; Humanities and/or Fine Arts		

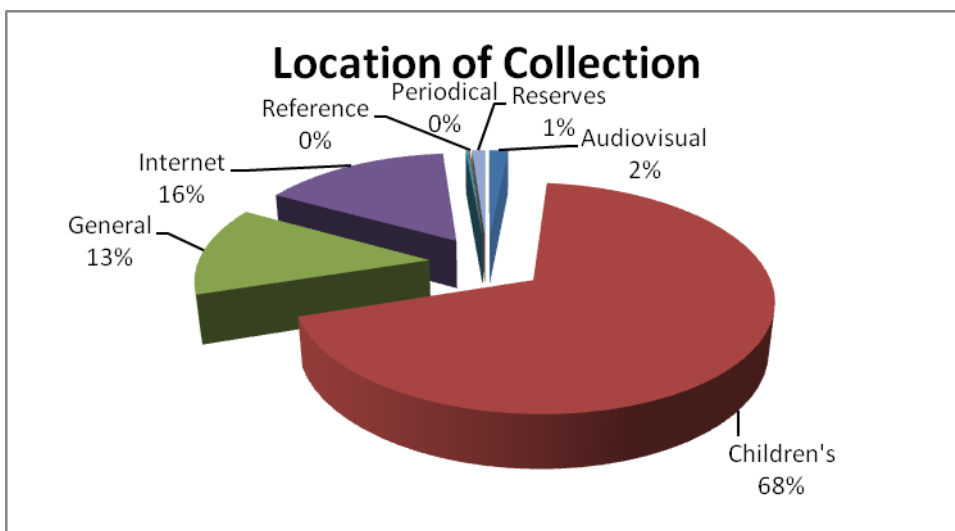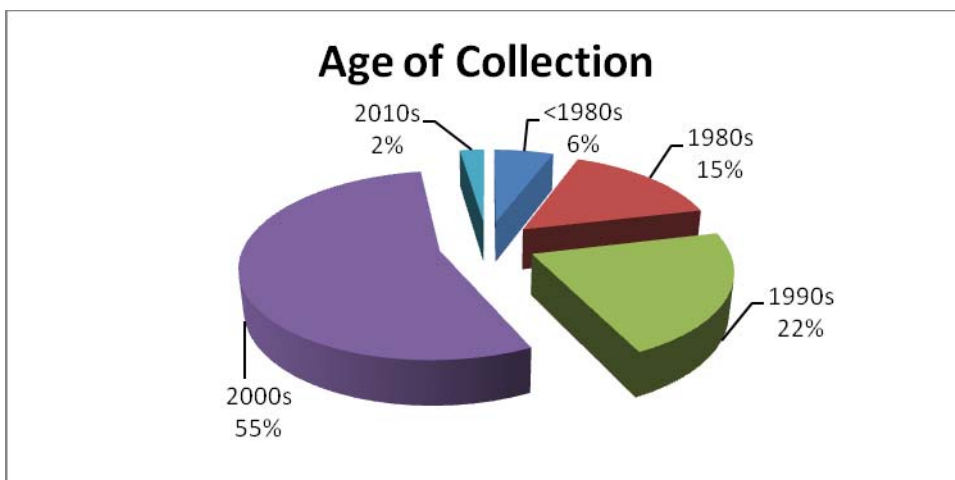**Attachment F:** Library Resources Report

Activity:

Library Research Orientations   0
     (during prior year)

Circulation of materials in subject area
     % of total circulation in Dewey   1.3%
     % of total circulation in children's collection   9.4%

Resources:

Dewey arranged materials   403
     155.4-5,
     305.231-234, 362.7-712, 372.21-22,
     649-649.1

Children's collection   1,056
Ejournals   81

Format of Collection

Audiovisual 2%, Print Books 15%, Print Periodicals 0%, Ebooks 10%, Ejournals 5%, Children's Collection 68%

Age of Collection

- 2010s 2%
- <1980s 6%
- 1980s 15%
- 1990s 22%
- 2000s 55%

Location of Collection

- Reference 0%
- Periodical 0%
- Reserves 1%
- Audiovisual 2%
- Internet 16%
- General 13%
- Children's 68%

Databases:

EBSCO:	
Academic Search Premier (1975-) Multi-displinary database for academic publications including peer-reviewed journals, & images.	**MAS Ultra – School Edition** (1975-) Magazines, reference books, biographies, primary documents, & images.
Alt HealthWatch(1990-) Complementary, holistic & integrated approaches to health care & wellness journals.	**Professional Development** (1965-) education journals including peer-reviewed titles, & reports. Includes *Booklist, Curriculum Administrator, Education Digest, Educational Leadership, Journal of Education, Journal of Educational Research & Journal of Learning Disabilities.*
Health Source: Consumer ed. behaviorial health, childcare, food sciences & nutrition, medical sciences, sports medicine & general health. Includes Merriam-	**Psychology & Behavioral Sciences** (1965-) mostly peer-reviewed journals also covering anthropology, emotional characteristics, mental processes, & observational & experimental methods.

Webster's Medical Desk Dictionary	
MasterFILE Premier (1975-) Magazines, reference books, biographies, primary documents, & images. Updated daily.	**Vocational & Career** (1985-) Trade and industry-related journals including *Pediatric Nursing, Wireless Week, Restaurant Business, and Advertising Age.*

Ejournals:

81 journals found in Social Sciences: Social Welfare & Social Work: Child & Youth Development

Adolescence (0001-8449)

    from 03/01/1990 to 12/31/2009 in Academic Search Premier, Health Source: Consumer Edition, Health Source: Nursing/Academic Edition, MasterFILE Premier, Professional Development Collection and Psychology & Behavioral Sciences Collection

Adolescent psychiatry (0065-2008)

    from 01/01/2000 to present in MEDLINE Select
    from 01/01/2000 to 01/31/2007 in Academic Search Premier, Psychology & Behavioral Sciences Collection and Vocational & Career Collection

Adultspan journal (1524-6817)

    from 03/01/1999 to 1 year ago in Academic Search Premier and Psychology & Behavioral Sciences Collection

Australasian journal of early childhood (1836-9391)

    from 03/01/2009 to present in Academic Search Premier

Baby talk (2000) (1529-5389)

    from 12/01/1997 to present in Health Source: Consumer Edition and MasterFILE Premier

Brown University child and adolescent behavior letter (1058-1073)

    from 01/01/1994 to 6 months ago in Academic Search Premier, Health Source: Nursing/Academic Edition and Professional Development Collection

Child & adolescent social work journal (0738-0151)

    from 02/01/1996 to 1 year ago in Academic Search Premier

Child & family social work (1356-7500)

    from 01/01/1998 to 1 year ago in Academic Search Premier and Health Source: Nursing/Academic Edition

Child & youth care forum (1053-1890)

    from 08/01/1998 to 1 year ago in Academic Search Premier

Child : care, health & development (0305-1862)

    from 01/01/1998 to 1 year ago in Academic Search Premier, Health Source: Nursing/Academic Edition, Professional Development Collection and Psychology & Behavioral Sciences Collection

Child care in practice : Northern Ireland journal of multi-disciplinary child care practice (1357-5279)

    from 01/01/2002 to 1 year ago in Academic Search Premier

Child development (0009-3920)

    from 03/01/1930 to 1 year ago in Academic Search Premier, Professional Development Collection and Psychology & Behavioral Sciences Collection
    from 02/01/1998 to 03/31/2012 in EBSCOhost EJS
    from 1999;2001 to present in Citrus College Print Holdings
    in E-journals

Child neuropsychology (0929-7049)

from 04/01/1997 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)

Child welfare (0009-4021)

from 01/01/1990 to present in [Academic Search Premier](#), [Health Source: Nursing/Academic Edition](#), [MasterFILE Premier](#), [MEDLINE Select](#), [Professional Development Collection](#), [Psychology & Behavioral Sciences Collection](#) and [Vocational & Career Collection](#)

Children & society (0951-0605)

from 03/01/1996 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)

Children's geographies (1473-3285)

from 02/01/2003 to 1 year ago in [Academic Search Premier](#)

Children's health care (0273-9615)

from 06/01/1981 to 1 year ago in [Academic Search Premier](#), [Health Source: Nursing/Academic Edition](#), [MEDLINE Select](#) and [Psychology & Behavioral Sciences Collection](#)

Children's literature in education (0045-6713)

from 09/01/1993 to 1 year ago in [Academic Search Premier](#) and [Professional Development Collection](#)

Communication disorders quarterly (1525-7401)

from 09/01/1999 to 02/29/2008 in [Communication & Mass Media Complete](#)

Early child development and care (0300-4430)

from 02/01/2002 to 1 year ago in [Academic Search Premier](#)

Early childhood education journal (1082-3301)

from 03/01/1997 to 1 year ago in [Academic Search Premier](#) and [Professional Development Collection](#)

Exceptional children (0014-4029)

from 01/01/2001 to present in [Academic Search Premier](#), [Professional Development Collection](#) and [Psychology & Behavioral Sciences Collection](#)

Focus on exceptional children (0015-511X)

from 01/01/1994 to present in [Academic Search Premier](#), [MasterFILE Premier](#) and [Professional Development Collection](#)

Gifted child today magazine (1076-2175)

from 07/01/1996 to 07/27/2009 in [MasterFILE Premier](#) and [Professional Development Collection](#)
from 01/01/2000 to present in [MasterFILE Premier](#) and [Professional Development Collection](#)

Girls' life (Baltimore, Md.) (1078-3326)

from 10/01/2001 to present in [MAS Ultra - School Edition](#), [MasterFILE Premier](#) and [Primary Search](#)

Horn book magazine (1945) (0018-5078)

from 07/01/1990 to present in [Academic Search Premier](#), [Library, Information Science & Technology Abstracts (LISTA) with Full Text](#), [MasterFILE Premier](#) and [Professional Development Collection](#)
from 01/01/1993 to present in [Literature Resource Center](#)

Infancy (1525-0008)

from 03/01/2000 to 1 year ago in [Academic Search Premier](#)

Infant and child development (1522-7227)

from 03/01/1999 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)

International journal of children's rights (0927-5568)

from 01/01/1997 to 1 year ago in Academic Search Premier
International journal of children's spirituality (1364-436X)

from 06/01/1999 to 1 year ago in Academic Search Premier and Religion & Philosophy Collection
Journal of adult development (1068-0667)

from 01/01/1998 to 1 year ago in Academic Search Premier and Psychology & Behavioral Sciences Collection
Journal of child and family studies (1062-1024)

from 03/01/1997 to present in Academic Search Premier and Psychology & Behavioral Sciences Collection
Journal of children & poverty (1079-6126)

from 09/01/1998 to 1 year ago in Academic Search Premier
Journal of clinical child and adolescent psychology (1537-4416)

from 02/01/2002 to 1 year ago in Academic Search Premier and Psychology & Behavioral Sciences Collection
Journal of research on adolescence (1050-8392)

from 01/01/1991 to 1 year ago in Academic Search Premier and Professional Development Collection
from 01/01/1991 to 10/31/2000 in Psychology & Behavioral Sciences Collection
from 01/01/1999 to 1 year ago in Psychology & Behavioral Sciences Collection
Journal of social work practice (0265-0533)

from 05/01/1999 to 1 year ago in Academic Search Premier and Psychology & Behavioral Sciences Collection
Journal of youth studies (1367-6261)

from 02/01/1998 to 1 year ago in Academic Search Premier
Learning disabilities research and practice (0938-8982)

from 01/01/1999 to 1 year ago in Academic Search Premier, Professional Development Collection and Psychology & Behavioral Sciences Collection
Merrill-Palmer quarterly (1960) (0272-930X)

from 01/01/2001 to present in Academic Search Premier
Mothering (0733-3013)

from 03/01/1990 to 03/31/2011 in Health Source: Consumer Edition and MasterFILE Premier
New beginnings (Franklin Park, Ill.) (8756-9981)

from 01/01/1990 to present in Alt-HealthWatch
New directions for child and adolescent development (1520-3247)

from 12/01/1998 to 1 year ago in Academic Search Premier and Professional Development Collection
Parenting (San Francisco, Calif.) (0890-247X)

from 12/01/1997 to 01/31/2009 in Health Source: Consumer Edition and MasterFILE Premier
Parenting. Early years (1947-9883)

from 02/01/2009 to present in Health Source: Consumer Edition and MasterFILE Premier
Parenting. School years (1947-1149)

from 02/01/2009 to present in Health Source: Consumer Edition and MasterFILE Premier
from 10/01/2010 to present in Access World News Research Collection
Parenting, science and practice (1529-5192)

from 01/01/2001 to 1 year ago in Academic Search Premier

Parents (1993) (1083-6373)

from 3 years plus current year to present in [Citrus College Print Holdings](#)
Pediatrics for parents (0730-6725)

from 07/01/1993 to present in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
Reclaiming children and youth (1089-5701)

from 02/01/2003 to present in [Academic Search Premier](#) and [Professional Development Collection](#)
Scholastic parent & child (1070-0552)

from 09/01/2000 to present in [Academic Search Premier](#), [MasterFILE Premier](#) and [Professional Development Collection](#)
Social development (Oxford, England) (0961-205X)

from 03/01/1998 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Topics in early childhood special education (0271-1214)

from 03/01/1990 to 03/31/2008 in [Academic Search Premier](#), [Health Source: Consumer Edition](#), [Health Source: Nursing/Academic Edition](#), [MasterFILE Premier](#), [Professional Development Collection](#), [Psychology & Behavioral Sciences Collection](#) and [Vocational & Career Collection](#)
Youth studies Australia (1038-2569)

from 03/01/1992 to present in [Academic Search Premier](#) and [MasterFILE Premier](#)

Subject Headings:

Dewey Numbers	Library of Congress Subject Headings
155.4	Success in children
	Worry in children
305.231	Child development
	Toddlers -- Development
362.712	Day care centers
372.21	Early childhood education
	Education, Preschool
	Readiness for school
	Kindergarten
649.1	Child rearing
	Gifted children
Children's collection	People with disabilities – Juvenile fiction.
	Counting – Juvenile literature.