

**NAEYC EARLY CHILDHOOD
ASSOCIATE DEGREE ACCREDITATION**



**2015 ANNUAL REPORT
FOR DE ANZA COLLEGE**

NAEYC 1313 L Street, Suite 500 NW, Washington D.C. 20005-4101

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A. UPDATES TO CONTACT INFORMATION

Institution/College: De Anza College

Website address / url: http://www.deanza.edu/

State: CA Date Submitted: March, 2015

Program Name as listed in college catalog, including degree type (A.A., A.A.T. etc.)

Child Development A.A. degree

Primary Contact (Faculty member representing the program):

Name Dr. Angela Buchanan

Title Child Development Instructor

Phone 408-864-5420 Fax 510-792-8856 E-mail buchananangela@fhda.edu

Signature _____

Secondary Contact (Faculty member representing the program):

Name Nellie Vargas

Title Department Chair and Child Development Instructor

Phone 408/864-8788 Fax 408-864-5627 E-mail vargasnellie@fhda.edu

Signature _____

President, Dean or other administrator representing the institution:

Name Carolyn Wilkins-Greene

Title Division Dean

Phone 408-864-5302 Fax 408-864-5309 E-mail Wilkinsgreenecarolyn@fhda.edu

Signature _____

We verify that the information contained in this report is an accurate representation of the program's characteristics.

B. UPDATES TO PROGRAM CONTEXT

1. Is there any change to the accreditation status of your institution?
 No Yes
2. Have there been any changes to the name of your institution?
 No Yes
3. Have there been any changes to the name of your degree program?
 No Yes
4. Have there been significant changes in teaching methods or field experiences?
 No Yes
5. Have any courses been removed from your program?
 No Yes
6. Have any new courses been added to your program?
 No Yes
7. Have there been any changes to your campus or physical facilities that affect delivery of your program?
 No Yes
8. 8. Have there been any significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.?
 No Yes
9. Have there been significant changes in your college service area or student characteristics?
 No Yes

Number of FTE enrollments in most recent semester available 292
Number of associate degree program graduates in past academic year 12

Please explain any "yes" answer above.

Please update your faculty information

Chart of faculty *names* and qualifications - include all full time and adjunct faculty

FT/PT	Name	Academic degrees	Professional experience
FT	Dr. Angela Buchanan	B.A. Education/Psychology M.A. Curriculum & Philosophy M.A. Developmental Psychology Ph.D. Early Education/Child Development Counseling Certificate	College Instructor for 28 years; Preschool owner, director, teacher (3 years); preschool teacher (0-5) 10 years; Researcher on government study to assess Head Start social-emotional measures (expertise: observation & assessment;; student teaching; non-verbal communication)
FT	Mayra Cruz	BA in Psychology; Minor in Special Education MA in Education (emphasis Special Education) Transdisciplinary Infant-Family & Early Childhood Mental Health Practitioner Reflective Practice Facilitator I	Board Trustee SJECCD; De Anza College Academic Senate President; Department Chair for 6 years; Services, Immigrant Rights & Education Network Board President; EDUCARE/FIRST 5 of SCC Professional Development Committee leader; Endorsed Reflective Practice Facilitator; Early Childhood Non-Profit Executive Director 12 yrs.; Organizational Development Trainer over 20 years; Worked with children and infants -11yrs.; Admin. Programs 12 yrs.; college teaching 23 years (expertise in family child care programs; early intervention and special education; supervision and administration; partnerships with parents); Fluent in Spanish.
FT	Dr. Li Wei Sun	BA English Literature MA Early Childhood Education Ed.D Educational	Taught Children 2-8 for 6 years; College teaching for 21 years; worked with NAEYC to develop early childhood program

		Administration (emphasis Early Childhood)	accreditation process in Taiwan; President of BAECE; (expertise supervision & admin; curriculum; parenting); Coordinate college's Study Abroad program; Fluent in Mandarin & Taiwanese
FT/PT	Name	Academic degrees	Professional experience
FT	Nellie E. Vargas Department Chair	M.S. Families Studies and Human Development Ed.D in Instructional Leadership-Higher Education	Worked with children and adolescents for 18 yrs; admin. programs 4 years with family child care providers; teaching experience 12 years in preschool, elementary, secondary and adult education programs; college teaching for 10 yrs; (expertise family studies; human development; parent education; bilingual education) Fluent in Spanish.
PT	LaQuisha Beckum	A.A.: Speech Communication B.A.: Psychology, minor Sociology M.A.: Experimental Psychology Ed.S.: Teacher Leadership concentration in Cultural Competency	Project Coordinator for the Institute of Community & Civic Engagement; Academic Senate Representative for PT faculty; Student Club Advisor; SLO Facilitator; Youth Voices United for Change Coordinator; African Ancestry President; Student Services Planning & Budget Team member; Early Alert Caller; Tutorial Coordinator/Creator; After School Teacher K-8; Activities Coordinator 6-12 grade
PT	Catherine Boettcher	AA Early Childhood Education BA- Sociology MA Special Education; Early Intervention	35 years of experience in early learning programs; 10 years teaching – prekindergarten; 6 years Site Supervisor (infant,

			preschool and School age) centers; 4 years Managing Director non-profit Child Development Agency; 7 years Program Director CDE CDD subsidized programs ;4 years Deputy Director (Executive Management)- CDE CDD subsidized agency; 3years Executive Director and Consultant non-profit/subsidized agency
FT/PT	Name	Academic degrees	Professional experience
PT	Linda Cochran	BA in Child Development MA in Special Education, Early Intervention	20 years of experience in a variety of programs for children 0 to 5yrs; 6 years; Santa Clara County Mental Health department; Parent Educator and Child Care Coordinator for women in recovery; 2 years Head Start Coordinator of Instructional Support (managed 10 preschool sites); 4 years Department Chair and CDC Director Child Development Dept. Mission College; 3 years as outreach and fund development manager for WestEd, E3 institute; 19 years as adjunct faculty; Coordinator, California Preschool; Instructional Network (CPIN), Region 5
PT	Nancy Ducos	B.A. liberal Arts (emphasis Spanish Studies) M.A. Mass Communication M.A. in Interdisciplinary Education (emphasis teaching), Santa Clara University	23 years of experience in the field of education working with family child care providers (recruiting, retention and capacity building); community development and literacy through Pre- k, school age and adult Education; curriculum development in the area

			of literacy engaging parents and early
PT	Phyllis DeMotta	CAA Child Development BA/MA Human Development emphasis Early Child Development, Leadership in Education, and Child Care	Childhood practitioners, Bilingual/Spanish Worked with children ages 6 weeks – 10 years as a Family Child care Provider currently for 25 years. Air Force Military Facilities CDC Director/Youth Director, FCC Coordinator 7 years. Mentor Teacher 15 yrs; College Teaching 7yrs; NAFCC validator 7 yrs. (expertise student teaching; mentoring)family child care
PT	Barbara Driscoll	BA/MA Human Development emphasis Early Child Development and Leadership in Education	Currently Site Director at a Los Altos Non-Profit Preschool. Worked with children mixed ages as Family Childcare Provider 30+ years; Director of programs for six years; Mentor teaching for 14 years; NAFCC validator 7 yrs.; College teaching 8 yrs. (expertise in Family Childcare; supervision and administration; partnerships with parents; leadership & organizational skills; working with adults/staff, mentoring, student teaching)
PT	Frederick J Ferrer	BS in Psychology MS in Psychology (emphasis Counseling) Honorary Doctorate of Public Service, Santa Clara University	Worked with children and infants -11yrs.; Administration of Programs for 19 yrs.; college teaching for 25 years (expertise in family child care programs; early

			<p>intervention and special education; supervision and administration; partnerships with parents, adolescent psychology, leadership and organizational development). Past chair of the FIRST 5 Commission. CEO of the Health Trust. Board chair of Rocketship Education.</p>
PT	<p>Dr. Martina Ebesugawa (continued next page)</p>	<p>BA Liberal Studies, Emphasis Humanities MA Early Childhood Special Education Multiple Subjects Clear Credential, Early Childhood Special Education Credential Level II, Doctorate degree in Education Ed.D. Learning and Instruction Child Development Supervisor and Director's Permits</p>	<p>Worked for 22 years with children and families from infancy (birth) to 5 years, and 3 of those years with children 6-14-years of age.</p> <p>College Instructor 2-year College 9 years experience University Instructor 4-years experience USF university-MA/Credential Instructor-Mild/Moderate Program-2 years doctoral intern. Pacific Oaks College 2-years MA and BA students Human Development with focus on child development and research courses (On-line and face to face instruction) Researcher and Presenter at various international and national conferences; Author peer reviewed articles, books, parent journals-Parenting on the Peninsula (2011) and; K-teacher 7 years and 2nd grade 1 year Regular Education; Middle School Teacher: Aim High 2 Years. Infant Development Specialist 9 years UCSF Benioff Children's Hospital Oakland worked with</p>

			<p>children birth to three with varying abilities and needs. Resource Specialists Albany Unified School District; Director Preschool-Kindergarten; Consultant: California Inclusion Behavior Network-5 years</p> <p>PITC trained Modules III and IV</p> <p>Circle of Security International Registered Parent Trainer.</p>
PT	Julie Kurtz	<p>MS Clinical Psychology</p> <p>BA Human Development Licensed Marriage and Family Therapist</p>	<p>25 years of clinical and management services to a wide range of populations from infants to adults in a variety of mental health organizations; served in managerial roles responsible for supervising clinicians, developing policies and quality systems and training; College teaching for 7 years; Endorsed Infant-Family Early Childhood Mental Health Specialist, Licensed Marriage and Family Therapist since 1996. Currently Regional Director at WestEd for the Teaching Pyramid (CA CSEFEL) promoting social and emotional development for early childhood professionals.</p>
PT	Diane Langfelder	<p>BA Elementary Education MA Early Childhood Education</p>	<p>Worked with infants, toddlers and preschooler for 30 years; Directed preschool programs; science resource teacher for 3rd</p>

			and 5 th graders; Museum educator specializing in early childhood exhibits; College teaching 13 yrs (expertise curriculum and methods classes)
PT	Ana Cristina Leal (continued on next page)	BA Psychology, M.A. in Education, ABD Psychological Studies in Education- Child and Adolescent Development	Worked with infants/toddlers in research setting 2 yrs; Therapist for children with autism 1 yr.
PT	Ana Cristina Leal (continued)		Teaching assistant Stanford 3 yrs; Variety of research projects 8 yrs. College teaching 8 yrs (expertise Adolescent development – ethnic identity, acculturation)
PT	Christina Lopez Morgan	BA in Child Development MA in Human Development (emphasis Administration of Programs)	Worked with children 3-12 yrs. for 15 yrs.; Admin. Programs in private, public and college settings 15 yrs; faculty for Program for Infant Toddler Caregivers; consultant and trainer 20 yrs; college teaching for 36 yrs. (expertise school age programs; Middle childhood/Adolescent dev.; supervision and administration; anti- bias and cultural sensitivity; student teaching practicum) Full time faculty until June 2010.
PT	Jila Maleksalehi	B.A. Liberal Studies; M.A. in Education (Emphasis in Learning & Instruction) Has entered a program to complete Ed.D.	De Anza College Assistant Women's Volleyball Coach; 13 years volleyball coach for adolescents grades 6-12; 7 years Middle School Teacher
PT	Sandra McKeithan	BA- Child Development	ECE Specialist, CA Head Start Training & Technical

		MA in Human Development (concentration in Leadership and Administration)	Assistance Network (current;) Parent Education; Supervised Visitation Center Director – 6 years; Infant/Toddler & Preschool Teacher – 6 years
PT	Rachel Talamantez	Ed.D. Counseling Psychology M.A. in Counseling Psychology (emphasis in Marriage & Family Therapy) California Endorsed Infant-Family Early Childhood Mental Health Specialist and Reflective Practice Mentor	Administrator and Director of Early Childhood Support Service Programs for over 10 years; Faculty with National Brazelton Touchpoints Team and UC Davis Extension Infant-Parent Mental Health Fellowship Program. License Marriage & Family Therapist w/ specialization in Early Childhood Mental Health
PT	Jayanti Tambe	M.A. Human Development	Executive Director, UCLA, Early Care & Education, Adjunct Instructor, Pacific Oaks College, Santa Monica College, De Anza College; Director, CORE (Community Research & Education), Pacific Oaks College, Assistant Professor, Pacific Oaks College, Peer Reviewer, ECADA (NAEYC), Executive Director, Pacific Oaks Children’s School; Director, Rainbow School, Stanford University; Child Family Resource Coordinator, Stanford University
PT	Jamel Thompson	M.A. Early Childhood Special Education	BIS Developmental Specialist
FT/PT	Name	Academic Degrees	Professional Experience

PT	Fatemeh Zarghami,	M.A. in Human Development Multicultural Education	Bilingual Children Emphasis; AMI Montessori Internationale (London); PITC Trainer
PT	Zana Wilkie	B.A. Child Development M.A. Human Development	10 years Parent Educator at Wilson Preschool, 5 years Parent Educator for Even Start Family Literacy Program, Participated in NAEYC and WASC accreditation for Wilson Preschool and Santa Clara Adult Ed., 10 years yoga instructor including 3 years prenatal yoga
PT	Ping(Vivian) Qian	AA: Multidisciplinary-Concentration in Early Childhood Education; BA: Child and Adolescence Development; MA: Educational Leadership	- 13 years of teaching and administrative experience in the field of education < Teacher/Director of Preschool (2-6 years of age); Teacher of Child Development Center (5-11 years of age); Teacher of Chinese school (15-18 years of age) > Currently working in Yew Chung International School-Silicon Valley (WASC accredited) as a Preschool Coordinator/Director Joined De Anza College Fall, 2014

Comment on any substantive changes in faculty members, full-time or part-time status, professional development or professional responsibilities.

Our Department Chair, Nellie Vargas (F/T) received her doctoral degree. Ed.D in Instructional Leadership-Higher Education

Frederick J Ferrer (P/T) Received an Honorary Doctorate of Public Service, Santa Clara University

Jila Maleksalehi (P/T) has entered a program to complete her ED.D.

Jayanti Tambe (P/T) is still affiliated with our Department and has become Executive Director, UCLA, Early Care & Education, Adjunct Instructor. She has also become Director, CORE (Community Research & Education), Pacific Oaks College, Assistant Professor, Pacific Oaks College, Peer Reviewer, ECADA (NAEYC)

Nicole Sumner did not teach this past year so has been removed from the faculty listing.

Zana Wilkie is a new P/T faculty member joining our department in 2014, . She has a B.A. Child Development and an M.A. Human Development. 10 years Parent Educator at Wilson Preschool, 5 years Parent Educator for Even Start Family Literacy Program, Participated in NAEYC and WASC accreditation for Wilson Preschool and Santa Clara Adult Ed.,10 years yoga instructor including 3 years prenatal yoga.

Ping(Vivian) Qian is also a new P/T faculty member joining our department in 2014. She has an AA: Multidisciplinary-Concentration in Early Childhood Education; BA: Child and Adolescence Development; MA: Educational Leadership. 13 years of teaching and administrative experience in the field of education < Teacher/Director of Preschool (2-6 years of age); Teacher at a Child Development Center (5-11 years of age); Teacher at Chinese school (15-18 years of age). She is currently working at Yew Chung International School-Silicon Valley (WASC accredited) as a Preschool Coordinator/Director

Please update your program of studies

Attach your current program of studies as described in your college catalog, including concentrations or other degree program options, with course lists. *Attach the actual college catalog page as a photocopy or copy and paste in pages from the college website.*

Child Development

Certificate of Achievement

This vocational training program prepares future early childhood workers and educators to work with diverse children in early childhood settings. The program includes academic instruction, job skills training, and field and community engagement experiences. Students enrolled acquire knowledge to integrate developmentally appropriate practices and their application to teaching young children along with skills in building relationships with children and families.

This certificate meets entry-level professional requirements for teachers in early childhood programs and fulfills requirements to qualify as a Teacher in a center licensed by the California Department of Social Services. Students who wish to qualify to become a Director must also take CD 59G "Supervision and Administration of Child Development Programs (Management Systems)" and CD 59H "Supervision and Administration of Child Development Programs (Leadership Skills)."

The certificate requirements also meet the Child Development course work requirements for the Child Development Associate Teacher Permit.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate developmentally appropriate practices and their application to teaching young children.
- demonstrate skills in building relationships with children and families.

1. Meet the requirements for this certificate level.
2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

CD 10G Child Development (The Early Years) 4

CD 12 Child, Family & Community

Interrelationships 4

CD 50 Principles and Practices of Teaching

Young Children 4

Complete a minimum of nine (9) units from the following: 9

CD 10H Child Development (Middle Childhood and Adolescence) (4)

- CD 52 Observation and Assessment (4)
- CD 53 Creative Arts for the Young Child (3)
- CD 54 Curriculum for Early Childhood Programs (4)
- CD 55 Literacy Development and Activities for the Young Child (3)
- CD 56 Understanding and Working with English Language Learners (3)
- CD 58 Infant/Toddler Development (4)
- CD 61 Music and Movement (Developmental Foundations) (3)
- CD 63 Math and Science Activities/Young Child (3)
- CD 64 Health, Safety and Nutrition for the Young Child (4)
- CD 68 Teaching in a Diverse Society (4)
- CD 71 Constructive Guidance and Discipline (3)
- CD 72 Partnerships with Families in Early Childhood Education (3)
- Practicum Requirement - complete one (1) course from the following: 3-5*
- CD 51A Basic Student Teaching Practicum (5)
- CD 57 Self Assessment for Teachers of Young Children (3)

Total Units Required..... 24-26

The Certificate of Achievement fulfills requirements to qualify as a Teacher in a center licensed by the Department of Social Services.

Students who wish to qualify as a Director must also take CD 59G Supervision and Administration of Child Development Programs (Management Systems) and CD 59H Supervision and Administration of Child Development Programs (Leadership Skills).

The Certificate of Achievement is designed to meet the Child Development course requirements for a Child Development Associate Teacher Permit. The Permit requires 18 quarter units (equivalent of 12 semester units).

Child Development

Certificate of Achievement-Advanced

This vocational training program prepares future early childhood workers and educators to work with diverse children in early childhood settings. The program includes academic instruction, job skills training, field experiences, and civic and community engagement skills. Students learn to integrate developmentally appropriate practices and apply them to curriculum design for teaching young children. They also learn how to build culturally responsive partnerships with children and families. The Certificate of Achievement-Advanced is designed to meet the Child Development course requirements for a Child Development Teacher Permit.

The Permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate developmentally appropriate practices and apply them to curriculum design for teaching young children.
- demonstrate skills in building culturally responsive partnerships with children and families.

1. Meet the requirements for this certificate level.
2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

CD 10G Child Development (The Early Years) 4

CD 10H Child Development (Middle Childhood and Adolescence) 4

CD 12 Child, Family and Community Interrelationships 4

CD 50 Principles and Practices of Teaching Young Children 4

CD 52 Observation and Assessment 4

CD 54 Curriculum for Early Childhood Programs 4

CD 64 Health, Safety and Nutrition for the Young Child 4

CD 68 Teaching in a Diverse Society 4

Complete a minimum of three (3) units from the following: 3

CD 53 Creative Arts for the Young Child (3)

CD 55 Literacy Development and Activities for the Young Child (3)

CD 56 Understanding and Working with English Language Learners (3)

CD 57 Self Assessment for Teachers of Young Children (3)

CD 58 Infant/Toddler Development (4)

CD 59G Supervision and Administration of Child Development Programs (Management Systems) (4)

CD 59H Supervision and Administration of Child Development Programs (Leadership Skills) (4)

CD 60 Exceptional Children (3)

CD 61 Music and Movement (Developmental Foundations) (3)

CD 63 Math and Science Activities for the Young Child (3)

CD 67 Supervision and Administration of Child Development Programs (Adult Supervision) (3)

CD 71 Constructive Guidance and Discipline (3)

EDUC 1 Introduction to Elementary Education in a Diverse Society (3)

Practicum Requirement

CD 51A Basic Student Teaching Practicum 5

Total Units Required.....40

The Certificate of Achievement-Advanced is designed to meet the Child Development course requirements for a Child Development Teacher Permit. The Permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Child Development

A.A. Degree

The Associate in Arts Degree vocational training program prepares future early childhood workers and educators to work with diverse children in early childhood settings. The program prepares students for entry-level careers or entrance into a Bachelor's degree program in Child Development studies. The degree program focuses on integrating developmentally appropriate knowledge and practice, and developing professional competencies and job skills.

Students learn how to build partnerships with local, national and international resource organizations in order to advocate effectively for the needs of children and families. The degree fulfills the Child Development course requirements to qualify for the Child Development Permit Site Supervisor on the California Child Development Matrix. Students who wish to qualify as a Site Supervisor must also take CD 59G "Supervision and Administration of Child Development Programs (Management Systems)", CD 59H "Supervision and Administration of Child Development Programs (Leadership Skills)" and CD 67 "Adult Supervision".

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Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- build partnerships with local, national and international resource organizations in order to advocate effectively for the needs of children and families.
- integrate developmentally appropriate practices and their application to teaching young children.
- demonstrate skills in building relationships with children and families.

1. Meet the AA/AS degree requirements.

2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

CD 10G Child Development (The Early Years) 4

CD 10H Child Development (Middle Childhood and Adolescence) 4

CD 12 Child, Family and Community Interrelationships 4

CD 50 Principles and Practices of Teaching Young Children 4

CD 52 Observation and Assessment 4

CD 54 Curriculum for Early Childhood Programs 4

CD 55 Literacy Development and Activities

for the Young Child 3
 CD 64 Health, Safety and Nutrition for the Young Child 4
 CD 67 Supervision and Administration of Child Development Programs (Adult Supervision) 3
 CD 68 Teaching in a Diverse Society 4
Complete a minimum of three (3) units from the following: 3
 CD 53 Creative Arts for the Young Child (3)
 CD 56 Understanding and Working with English Language Learners (3)
 CD 57 Self Assessment for Teachers of Young Children (3)
 CD 58 Infant/Toddler Development (4)
 CD 59G Supervision and Administration of Child Development Programs (Management Systems) (4)
 CD 59H Supervision and Administration of Child Development Programs (Leadership Skills) (4)
 CD 60 Exceptional Children (3)
 CD 61 Music and Movement (Developmental Foundations) (3)
 CD 63 Math and Science Activities for the Young Child (3)
 CD 71 Constructive Guidance and Discipline (3)
 CD 72 Partnerships with Families in Early Childhood Education (3)
 CD 73 Early Childhood Mental Health (3)
 CD 74 Early Childhood Mental Health Seminar and Fieldwork (3)
 CD 75 Social Emotional Development in Early Childhood (3)
 EDUC 1 Introduction to Elementary Education in a Diverse Society (3)

Practicum Requirement - complete the following two (2) courses:

CD 51A Basic Student Teaching Practicum 5
 CD 51B Advanced Student Teaching Practicum 5
Major Child Development 51 units
GE General Education (31-42 units)
Electives Elective courses required when major units plus GE units total is less than 90

Total Units Required..... 90 units

Early Childhood Mental Health

Certificate of Achievement

De Anza College's Child Development and Education Department developed the Early Childhood Mental Health Certificate to train mental health professionals at the entry and advanced-level, ECE educators at the beginning and advanced-level, and professionals working in early education, mental health and community services settings and/or programs. Certificate requirements include student

participation in field experiences with community-based, early childhood mental health programs. Students develop skills to work with both children and their families.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate early childhood mental health practices to support the development of social and emotional skills in young children.
- demonstrate skills in building relationships with children and families.

1. Meet the requirements for this certificate level.

2. Complete the following.

CD 10G Child Development (The Early Years) 4

CD 58 Infant/Toddler Development 4

CD 72 Partnerships with Families in Early Childhood Education 3

CD 73 Early Childhood Mental Health 3

CD 74 Early Childhood Mental Health Seminar and Fieldwork 3

CD 75 Social Emotional Development in Early Childhood 3

Total Units Required.....20

The Certificate of Achievement is designed to meet Child Development course requirements for a Child Development Master Teacher level as specialization units. The Child Development Master Teacher permit requires 36 quarter units (equivalent of 24 semester units) ECE/CD including 2014-2015 De Anza College Catalog 71 core courses. The permit also requires 24 GE quarter units (equivalent of 16GE semester units) plus 3 quarter units (equivalent of 2 semester units) of adult supervision.

Early Intervention/Special Education

Assistant

Certificate of Achievement-Advanced

This vocational training program prepares future early childhood workers and educators to work with children with disabilities and special needs in public and private early intervention, special education and educational settings that serve typical and atypical developing young children and their families. Students are taught practical skills in early intervention and early childhood special education from a culturally responsive perspective. Students learn to integrate early intervention/special education practices and apply them to teaching young children with special needs. Certificate requirements include student participation in field experiences with community-based, inclusive educational programs.

The Certificate prepares students for two career paths: Early Intervention Assistant and Early Childhood Teacher. It is the equivalent of the Teacher level permit on the California Child Development Matrix. The Teacher level permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate early intervention/special education practices and their application to teaching young children with special needs.
- demonstrate skills in building relationships with children and families.

1. Meet the requirements for this certificate level.

2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

CD 10G Child Development (The Early Years) 4

CD 12 Child, Family and Community

Interrelationships 4

CD 50 Principles and Practices of Teaching

Young Children 4

CD 52 Observation and Assessment 4

CD 55 Literacy Development and Activities

for the Young Child 3

CD 58 Infant/Toddler Development 4

CD 60 Exceptional Children 3

CD 64 Health, Safety and Nutrition for the

Young Child 4

CD 73 Early Childhood Mental Health 3

CD 90 Facilitating Inclusion in Early Childhood

Programs: Intervention Strategies 3

Complete a minimum of three (3) units from the following: 3

CD 10H Child Development (Middle Childhood and Adolescence) (4)

CD 53 Creative Arts for the Young Child (3)

CD 54 Curriculum for Early Childhood Programs (4)

CD 56 Understanding and Working with English Language Learners (3)

CD 57 Self Assessment for Teachers of Young Children (3)

CD 61 Music and Movement

(Developmental Foundations) (3)

CD 63 Math and Science Activities for the Young Child (3)

CD 68 Teaching in a Diverse Society (4)

CD 71 Constructive Guidance and Discipline (3)

CD 75 Social Emotional Development in

Early Childhood (3)

Practicum Requirement:

The practicum experience must be completed in an Early Intervention/Special Education Environment with an inclusion component or an Inclusion Environment.

CD 51A Basic Student Teaching Practicum 5

Total Units Required.....44

The Certificate of Achievement-Advanced is designed to meet the Early Intervention Assistant II requirements. It is the equivalent of the Teacher level permit on the California CTC Child Development Matrix. The Teacher level permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Associate in Science in Early Childhood Education for Transfer

A.S.-T. Degree

The Early Childhood Education major consists of courses appropriate for an Associate in Science in Early Childhood Education for Transfer, which provides a foundational understanding of the discipline, a breadth of coursework in the discipline, and preparation for transfer to any CSU that accepts the Transfer Model Curriculum (TMC). The degree will facilitate the student's successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists, and paraprofessionals in early special education. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category.

Student Learning Outcomes - upon completion, students will be able to:

- synthesize child development research with principles and practices for early childhood teaching to create early learning environments that are respectful, supportive, and challenging for all children, from infancy through adolescence.
- design inclusive, culturally and linguistically appropriate learning environments, based on child development, child observations, family information and knowledge of 2014-72 2015 De Anza College Catalog culturally diverse child rearing practices.
- incorporate strategies for building respectful, reciprocal family and community relationships in order to support families with their children's development and learning.
- assess children's learning through observation, documentation, and interpretation, using results to guide curriculum and teaching strategies.
- recommend developmentally appropriate and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and

families, and curriculum that support foundational skills and concepts in language, math, science, art, and social relationships.

- demonstrate practices that maintain standards of health, nutrition, and safety in group care early childhood settings.
- apply ethical standards of behavior accepted by the profession of early childhood education.

1. Meet the A.A./A.S. degree requirements for transfer.

2. Complete the following.

CD 10G Child Development (The Early Years) 4

CD 10H Child Growth and Development
(Middle Childhood and Adolescence) 4

CD 12 Child, Family and Community
Interrelationships 4

CD 50 Principles and Practices of Teaching
Young Children 4

CD 51A Basic Student Teaching Practicum 5

CD 52 Observation and Assessment of Children 4

CD 54 Curriculum for Early Childhood Programs 4

CD 64 Health, Safety and Nutrition for the
Young Child 4

CD 68 Teaching in a Diverse Society 4

Major Early Childhood Education for Transfer 37 units

Transfer GE CSU GE or IGETC for CSU pattern (47-61)

Electives CSU-transferrable elective courses required

when the major units plus transfer GE units

total is less than 90

Total Units Required..... 90 units

Describe any substantive changes in courses, field work, or in the program design.

We worked this year with the College Curriculum Office to review the program of studies. There were no significant changes. We wanted to make sure that all certificates and degrees are uniformed on the language. The changes will be reflected in the 2015-16 catalog.

There are no substantive changes in courses, field work, or in the program design for the A.A. degree in Child Development for which we have received NAEYC Accreditation. However, we have added a new option for students to attain other vocational goals: The Associate in Science in Early Childhood Education for Transfer

A.S.-T. Degree The Early Childhood Education major consists of courses appropriate for an Associate in Science in Early Childhood

Education for Transfer, which provides a foundational understanding of the discipline, a breadth of coursework in the discipline, and preparation for transfer to any CSU that accepts the Transfer Model Curriculum (TMC).The degree will facilitate the student's successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists, and paraprofessionals in early special education. We are not seeking NAEYC Accreditation for this degree at this time.

C. EVIDENCE OF A CULTURE OF CONTINUOUS PROGRAM IMPROVEMENT

Chart of Key Assessments, Aligned with Accreditation Standards and Skills
 Sample Chart of Assessments and Evidence, with student performance data
 Sample use of data for continuous program improvement and innovation

OVERVIEW CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS										
Write a short title for each of your key assessment (portfolio, interview, case study, student teaching evaluation, advocacy project, etc.) to assist your readers.										
Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.										
STD = standards 1-5, SS = Supportive Skill 1-5										
Assessment	STD 1	STD 2	STD 3	STD 4	STD 5	SS 1	SS 2	SS 3	SS 4	SS 5
1. Teaching competencies (Practicum Evaluation)	X	X	X	X	X			X		
2. Naturalistic Observation	X		X	X			X	X	X	X
3. Desired Results Developmental Profile (DRDP)/Child	X		X					X		
4. Community service learning reflection		X			X	X	X	X	X	X
5. Portfolio					X	X		X	X	X

Are there any substantive changes in the chart above? No Yes

If yes, please summarize briefly:

We have worked on a better alignment and clarity in Key Assessments 4 (Community Service Reflection) and Key Assessment 5 (Portfolio). Key Assessment 4 that focuses on student experiences in community service learning have been designed with more intentionality and are more specific in relation to things such

working with children and families. We are working closer with community partners to identify service learning experiences directly linked to the standards. There have not been major changes in Key Assessment 5 (Portfolio) but rather in how the instrument clarifies the experience and standards for students. We have also removed supportive skills 2, 4 and 5 from the data analysis of Key Assessment 3 which we are submitting with this report until we can modify the assignments in the class and the rubric to better assess them. This class does give students these opportunities for skill building, however, we need to further flush them out for assessment. We will continue to work on this during the coming year.

Select one key assessment. Complete this chart, inserting the assignment as it is given to students, the rubric or scoring guide used by faculty, and the data on student performance.

CHART OF ASSESSMENTS AND EVIDENCE									
Key Assessment 3: Desired Results Developmental Profile (DRDP)/Child Study									
<p>The Third Key Assessment assignment is the DRDP (Desired Results Developmental Profile/Child Study). Students learn and utilize a variety of observational techniques to complete the DRDP and assess overall development for a selected child (infant/toddler, preschool age or school aged.) “Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.” (NAEYC Standard Summary page 13). The DRDP/Child Study is a class assignment for the Observation and Assessment class and can be used in any class that includes child assessment.</p> <p>This assignment will be a requirement for Observation and Assessment of the Young Child (CD52) , Understanding and Working with English Language Learners (CD56), Student Teaching (CD51), Infant/Toddler Development (CD58), Supervision and Administration Of Child Development Programs, Adult Supervision (CD67) , and Facilitating Inclusion in Early Childhood Programs (CD90).</p>									
<p>Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity STD=standards 1-5, SS= Supportive Skill 1-5</p>									
STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
X		X					X		

Faculty Directions for Grading the DRDP/Child Study

“Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.” (NAEYC Standard Summary page 13). The DRDP/Child Study is a class assignment for the Observation and Assessment class and can be used in any class that includes child assessment. The grid has been divided into three columns:

Points 100-80 represent (A-B level work); Points 79-55 represent C level and Points in the last column 54-0 represent D level and below

DRDP/Child Study Class Assignment Student Directions

DRDP/Child Study 100 points

You will complete a child study report. You will use the DRDP as your assessment tool. You will need to spend time each week observing the child in different situations and complete written observations such as running records, anecdotal records and the other observational techniques covered in this class. You will interview the teacher and parents for areas that you might not see. You will take these written observations and demonstrate the ability to write objectively by linking all interpretations back to these specific observations and to developmental research and norms.

In order to write this assignment you must observe a child over the course of this quarter and in various circumstances. As just stated, you will use several observational techniques and complete a Child Health History.

Please select a child immediately and turn in the signed parent permission slip. This slip must be turned in before you can begin doing observations. All permission slips are due before the third week of class.

This is a class requirement and successful completion of this class is based on this.

The DRDP can be downloaded from the following web site: (Please select the appropriate age group that matches the child you are observing.) <http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp>

- Please download the appropriate form and become familiar with the measures
- Observe the child as much as possible using running records and anecdotal records and other observational techniques
- Observe the child to see if you can obtain information concerning the DRDP measures.
- You can also interview or ask the parents and other teachers in order to gather more information on the child concerning the DRDP measures.

You will take your observations and then follow the DRDP categories to write objective statements that are linked back to developmental norms and research. For example, "On 5/6/11, 5/8/11 and 5/20/11 Anthony demonstrated the ability to show empathy (DRDP measure 3) as he was able to use words and actions to show concern for what others are feeling.

5/6 Asks child, "Why are you crying?" When told he misses his mommy, says, "Don't worry, your mommy will come back soon."

5/8 Puts arm around a child who is standing alone and says, "I'll be your friend. Want to play with me?"

5/20 Goes to a child whose tower fell down and says, "I'll help you build it again. "According to Developmental Profile, 2010 page____. the average 4 year old can verbalize and show empathy and concern for others..." Also, Santrock 2011 states...the following...." (*Examples taken from the DRDP form.*)

Please include in your final write up in this order:

- Your parent permission slip (permission to observe the child.)
- Disclaimer/Confidentiality statement which also includes a listing of all observations completed, when and where etc.
- Your child summary which should be arranged beginning with the child physical description and biological domain followed by the cognitive and psychosocial domains and a final overall summary
- List of textbooks, developmental references
- All your raw observation notes including the DRDP measure

Grading Rubric for CD52 Assignment: DRDP (100 Points)

This observation meets NAEYC Standards 1A, 1B, 3A, 3B, 3C

Circle Appropriate Age Group

Infant/Toddler (0-36 months)

Preschool (3-5 years)

School-Age

(5-12 years) Student's Name: _____ Class Section:

_____ Date: _____

CATEGORY:				
		25 – 20 points	19 – 14 points	13 – 0 points
<p>Standard 1: Promoting Child Development and Learning</p> <p>1a. Knowing and understanding young children's characteristic s and needs</p>	<p>Demonstrates ability to complete the DRDP/ Child assessment directly based on observation and further explained and linked to developmental norm statements and outside developmental references (25 pts)</p>	<p>Behavior is explained <u>consistently</u> with direct link to a developmental norm and to a developmental theory/resource</p>	<p>Behavior is explained <u>sometimes</u> with direct link to a developmental norm and to a developmental theory/resource</p>	<p>Behavior is <u>not directly linked</u> to a developmental norm and to a developmental theory/resource</p>
		20 – 16 points	15 – 11 points	12 – 0 points

<p>b. Knowing and understanding the multiple influences on development and learning</p>	<p>Demonstrates ability to gather information and observations of the child in a variety of contexts and from a variety of sources including direct observation, other teachers and the family in order to understand the multiple influences on child development such as differing contexts, people, prior history, nature and nurture (20 pts)</p>	<p>Gathers information and observations of the child in a variety of contexts and from a variety of sources including direct observation at home, school, observations from other teachers and the family including a parent interview</p>	<p>Gathers some information and observations of the child from a few sources including direct observation,</p>	<p>Does not gather information and observations of the child in a variety of contexts and from a variety of sources or information is minimal</p>
		<p>5 – 4 points</p>	<p>3 – 2 points</p>	<p>1 – 0 points</p>
<p>Standard 3: Observing, Documenting and Assessing to Support Young Children and Families</p> <p>3a. Understanding the goals, benefits, and uses of assessment</p>	<p>Demonstrates an understanding of the goals and benefits and uses of assessment such as the value of the DRDP (5 pts)</p>	<p>Completes the DRDP and in a written statement is able to express the uses of the assessment such as how they can use this information in a parent teacher conference or to plan curriculum for the child</p>	<p>Completes the DRDP but has difficulty in a written statement expressing the uses of the assessment such as how they can use this information in a parent teacher conference or to plan curriculum for the child</p>	<p>Has difficulty or does not complete a written statement about uses of the DRDP assessment such as how they can use this information in a parent teacher conference or to plan curriculum for the child</p>
		<p>25 – 20 points</p>	<p>19 – 14 points</p>	<p>13 – 0 points</p>
<p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p>	<p>Demonstrates the ability to use and apply a variety of observational techniques to complete the child observations including, running records and anecdotal records (25 pts)</p>	<p>Appropriately uses running records, anecdotal records, child samples, interviews and other observational methods to complete the DRDP child assessment</p>	<p>Appropriately uses few running records, anecdotal records, child samples, interviews and other observational methods to complete the DRDP child assessment</p>	<p>Does not appropriately use running records, anecdotal records, child samples, interviews and other observational methods to complete the DRDP child assessment</p>
		<p>5 – 4 points</p>	<p>3 – 2 points</p>	<p>1 – 0 points</p>

3c. Knowing about assessment partnerships with families and other professionals	Demonstrates ability to partner with family and other professionals (5 pts)	Students complete a child health history inventory with the parent and gather observations from the family and the child's other teachers to complete the DRDP assessment	Students complete a child health history inventory with the parent but do not gather/or only collect a few observations from the family and the child's other teachers to complete the DRDP assessment	Students do not complete a child health history inventory with the parent and/or do not gather observations from the family and the child's other teachers to complete the DRDP assessment

		10 – 8 points	7 – 5 points	4 – 0 points
Mechanics (Excludes hand-written observation notes)	Demonstrates clear and articulate writing and communication skills (10 pts)	No grammatical, spelling and/or punctuation errors; paper shows evidence of proof reading for errors.	. A few grammatical, spelling, and/or punctuation errors; little evidence of proof reading.	Many grammatical, spelling, and/or punctuation errors; no evidence of proofreading
		5 – 4 points	3 – 2 points	1 – 0 points
REQUIRED Handwritten Notes/anecdotal records are written/ given directly on the mastery page that they refer to	Demonstrates ability to correctly complete the DRDP by putting observations/evidence on the page that they refer to (5 pts)	Correctly completes the DRDP by putting observations/evidence on the page that they refer to	Sometimes correctly completes the DRDP by putting observations/evidence on the page that they refer to	Does not correctly complete the DRDP by putting observations/evidence on the page that they refer to
		5 – 4 points	3 – 2 points	1 – 0 points
Follows directions and turns in on time	Demonstrates ability to follow directions in a timely way (5 pts)	All directions followed and assignment is turned in on time and is complete	All directions followed but assignment is at least a day late	All directions not followed and/or assignment is late

Describe how data are or will be used to improve the program.

	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations		Meets or Exceeds	
	App 1	App 2	App 1	App 2	App 1	App 2	App 1	App 2
	N=21	N=35	N=21	N=35	N=21	N=35		
<i>Standard 1</i>	5%	3%	57%	14%	38%	83%	95%	97%
Standard 1: Promoting Child Development and Learning								
1a. Knowing and understanding young children's characteristics and needs								
<i>Standard 1</i>	9%	3%	48%	9%	43%	89%	91%	98%
1b. Knowing and understanding the multiple influences on development and learning								
<i>Standard 3a</i>	14%	9%	53%	9%	33%	83%	86%	92%
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families								
3a. Understanding the goals, benefits, and uses of assessment								
<i>Standard 3 b</i>	10%	3%	66%	11%	24%	86%	90%	97%
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches								
<i>Standard 3c</i>	5%	6%	43%	6%	52%	89%	95%	95%
3c. Knowing about assessment partnerships with families and other professionals								
Supportive Skill 3	29%	3%	42%	14%	29%	83%	71%	97%

Written and verbal communications skills								
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The data indicate that during the fall and spring 2014 quarters at least 86% of the students met or exceeded the expectations regarding NAEYC Standards 1a, 1b, 3a, 3b and 3c. At least 71% of the students met or exceeded expectations for NAEYC Supportive Skill 3 (written and verbal communication skills). A correlation of the rubric with final posted grades supports this statement. The majority of students, therefore, demonstrated knowledge and skills concerning standard 1a) understanding young children’s characteristics and needs and standard 1b) understanding the multiple influences on development and learning. The majority of students also demonstrated knowledge and skills concerning standard 3a) the goals, benefits, and uses of assessment; standard 3b) using observation, documentation, and other appropriate assessment tools and approaches; and standard 3c) assessment partnerships with families and other professionals.

The majority of students (71%) also demonstrated the ability to meet or exceed supportive skill 3 (written and verbal communication skills). However, this is a lower percentage than that demonstrated with the standards and supports the observations that faculty repeatedly voice in meetings regarding the need for more supportive writing and ESL classes for students. We can use this data in our continuing efforts to support ESL Learners and students who need additional remedial skills support. Use of this data combined with our findings from our First Annual Report and Institutional Research can be very valuable for requesting additional funding for such things as our LIFT Program (Language Instruction for Teachers). This data is also useful as a guide and tool for faculty planning of how to better support students for academic and professional success.

SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Briefly describe one change or innovation that was made in your program in the past year. What evidence or data about your students' performance or your program context provided the impetus for making this change?

One change that we made this year, is that we finally revised our Conceptual Framework paper as we had indicated we would like to do during our Site Visit. This document helps to reflect and to support an important direction that we have taken this past year to focus more on student equity which is linked to student success and a "Culture of Humility". The college and our division and department have made this a priority in our efforts to support diversity and student success. We have had several division and department meetings in an effort to dialogue, brainstorm and move toward implementation of this in all of our interactions and classes with students. This "Culture of Humility"

(<http://www.deanza.edu/equityoffice/culturalhumilityworkshop.html>) is a paradigm or way of thinking that actually interfaces with the NAEYC standards and supporting student success and our field. *" Cultural humility as path to educational equity Cultural humility, unlike cultural competence, does not assume an end point but a commitment to life-long learning. It is an approach that helps us create equitable institutions through the intentional practice of meeting others where they are, addressing power differentials, institutionalizing organizational consistency, and focusing on unlearning personal biases... Cultural Humility is conceptual framework and daily practice for moving organizations more deeply into equity. Cultural humility in practice requires the ability to engage in the process skilled dialogue, conflict transformation, identity negotiation, reflective praxis, and inquiry. It is not enough to have an awareness, understanding, and appreciation of these skills; a commitment and engaged practice is critical for social transformation and justice-based organizations."*

We reported in our first annual report and reiterate it again for this second annual report that, "This data has helped to inform teaching practice and we realize several important things including the fact that the data indicates a minority of students continue to need additional support in order to gain proficiency regarding the standards. The context of our college is one of diversity in all aspects. There are many students with English as their second language. This is why we have begun to implement, for example, the LIFT program which is linked to ESL classes. " The Language Instruction for Teachers (LIFT) program is to address the language needs of Latino/ and Chinese students. The program offers ESL support to help improve language skills of Child Development students. This support includes lab activities such as research on child development topics, online ESL instruction, small group writing tutoring, and small group discussions. Our student data last year and this year indicates that we serve not only a diverse population but a percentage of low income students. We are trying to offer more support for these students which includes offering courses tailored to transfer, certificate, and degree completion. We have embraced a culture of caring. This culture of caring is reflected in a "Culture of Humility" which we have begun to adopt this year. This year's second NAEYC annual report data also reflects a continuing need to support these students. Based on this year's annual report data, we will continue to offer LIFT and additional tutorial services that are offered in collaboration with the Student Success and Tutorial Center on campus. We will also meet as a department and dialogue more on how to

better implement the support skills in a practical way into all of our rubrics, classes and student support as we move toward the 2010 standards.

Mayra Cruz one of our Fulltime Faculty members who is also our Faculty Senate President provides the following example of what she did this past year and how we as a department can implement this "Culture of Humility and Caring" that should support equity and student success especially all of the NAEYC Supportive Skills:

"I made a research request to Mallory (Institutional Research) last summer. Below is the content of the request. I received the analysis of CD12. See attached doc. I analyzed the data and confirmed what I suspected. I discovered equity gaps between our targeted groups (African-American, Latinas/os, Filipinos/Pacific Islanders) as compared to Whites and Asians. First, I cried. I thought I had been more responsive to the needs of my African American and Latinas/os students. Then, I took the questions below and began a reflection process to prepare for the fall 2014. I researched best practices to create a more inclusive environment in the classroom, strategies to build closer relationships among students, and evaluate the way in which I was communicating with students. This is what is different now.

1. Implemented the "Familias" concept and structure. Familia members work together toward shared goals in a mutually respectful and supportive environment. The experience is an opportunity to for a unique social support group that is empowering, productive and positive. I read the work of Juana Bordas on Leadership For A Multicultural Age. The students have opportunities to work together in the classroom and outside of the classroom.
2. Evaluated my green sheet and assignments (I did not use a protocol to review it but will be doing so as soon as I am able to access a protocol from the Center of Urban Education.) From the initial review of my green sheet and assignments, I discovered that the syllabus did not address the shared responsibility. At Dr. Bensimon's training in Jan, I realized that I have to do this in depth and address the way in which my syllabi incorporates content that fosters diversity, inclusivity and empowerment. The assignments will be reviewed to provide a variety of experiences that take into account diverse backgrounds and the types of opportunities provided to share cultural knowledge, engage in discussion of real world problems from diverse perspectives, and obtain feedback on the student's performance.

The review of the syllabus with equity lenses can be a great activity for our department.

3. Classroom activities are more intentional and deliberate and focused on critical thinking taking into account diverse perspectives.

The results of the Fall/Winter quarter in terms of students were different than in prior quarters.

- Students developed friendships and deepened their relationships.
- Retention improved; of 37 students enrolled, 33 stayed (my experience of students dropping or withdrawing from class was of about 8-10 students). Unfortunately the results for the winter are not as favorable as the fall. I did lose 11 students between drops and withdrawals (for various reasons and some related to life challenges)
- Decreased the number of students who failed the course. Over the last 3 years

prior to 14-15, between 5 and 7 students failed my course.

- I have created closer relationships with my students. Other than in class, we attend campus events.
- I am advising everyone who is a Child Development major in my class.
- I am providing individualized support as needed basis."

This is a great testimony to how data collection can inform practice. It also exemplifies how the NAEYC Standards and Supportive Skills are connected with academic success for Child Development students and we as a department are making an effort to connect the NAEYC standards, student success and equity and college goals.

D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Did your Accreditation Decision include Conditions? No Yes

If no, your report is complete.

If yes, copy and paste the condition statement(s) here exactly as it appears on the decision report cover page.

Describe your progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents that provide evidence of change. The first annual report must document progress. The second annual report must satisfactorily address conditions in order to maintain accreditation status.