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D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION
A. Updates to contact information

Institution/College: De Anza College

Mailing Address: De Anza College Attn: Child Development Department
21250 Stevens Creek Blvd Cupertino, CA 95014

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

State: California Date Submitted: March 29, 2016

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: buchananangel@fhda.edu

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

President, Dean or other administrator representing the institution:

Name: Carolyn Wilkins-Greene
Title: Division Dean
Phone: (408) 864-5302 Fax:

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

☐ We would like to schedule a phone consultation with NAEYC staff. (Name and email address of the person to be contacted: __________________________)
B. UPDATES TO PROGRAM CONTEXT

1. Is there any change to the accreditation status of your institution?
   _X_ No   ___ Yes

2. Have there been any changes to the name of your institution?
   _X_ No   ___ Yes

3. Have there been any changes to the name of your degree program?
   _X_ No   ___ Yes

4. Have there been significant changes in teaching methods or field experiences?
   _X_ No   ___ Yes

5. Have any courses been removed from your program?
   _X_ No   ___ Yes

6. Have any new courses been added to your program?
   _X_ No   ___ Yes

7. Have there been any changes to your campus or physical facilities that affect delivery of your program?
   _X_ No   ___ Yes

8. Have there been any significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.?
   _X_ No   ___ Yes

9. Have there been significant changes in your college service area or candidate characteristics?
   _X_ No   ___ Yes

10. Are online classes offered to students in this degree program?
    ___ No   _X_ Yes

    If yes, what percentage of courses in this program is offered online?
    X□ 25% or less   □ 50% or less   □ More than 50%   □ 100%

Headcount Enrollment in most recent semester available  1729
Number of FTE enrollments in most recent semester available  294
Number of associate degree program graduates in past academic year 20

Please explain any “yes” answer above. If changes are reported in #5 or #6, please note that key assessments need to remain in classes that are required of all students in the program. We offer an online class for our CD10G and CD10h classes to give students another option to work with their schedules and life styles.
Please update your faculty information

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), or full-time (FT).

<table>
<thead>
<tr>
<th>Name</th>
<th>Temp/PT/FT</th>
<th>Assignment (e.g. courses, field supervision)</th>
<th>Academic degrees</th>
<th>Professional experience</th>
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</thead>
<tbody>
<tr>
<td>Dr. Angela Buchanan</td>
<td>FT</td>
<td>Courses 10G/10H; CD51 Practicum; CD52 Observation; CD54 Curriculum; CD55 Language and Lit; CD12;</td>
<td>B.A. Education/ Psychology</td>
<td>College Instructor for 30 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 &amp; assessment;; student teaching; non-verbal communication)</td>
</tr>
<tr>
<td>Mayra Cruz</td>
<td>FT</td>
<td>CD10G, CD12, CD50, CD52, CD56, CD59H, CD60, CD79, CD 80, CD90, CD101-103 series</td>
<td>BA in Psychology; Minor in Special Education MA in Education emphasis Special Education Transdisciplinary Infant-Family &amp; Early Childhood Mental Health Practitioner Reflective Practice Facilitator I</td>
<td>Board Trustee SJCCD; De Anza College Academic Senate President; Department Chair for 6 years; Services, Immigrant Rights &amp; Education Network Board President; EDUCARE/FIRST 5 of SCC Professional Development Committee</td>
</tr>
<tr>
<td>Mayra Cruz continued</td>
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<td>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 24 years (expertise in family child care programs; early intervention and special education; supervision and administration; partnerships with parents); Fluent in Spanish.</td>
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<tr>
<td>Dr. Li Wei Sun</td>
<td>FT</td>
<td>: CD51 Practicum; CD10g and CD10H; CD50 CD12</td>
<td>BA English Literature MA Early Childhood Education; Ed.D Educational Administration (emphasis Early Childhood) Taught Children 2-8 for 6 years; College teaching for 22 years; worked with NAEYC to develop early childhood program accreditation process in Taiwan; President of BAECE; (expertise supervision &amp; admin; curriculum; parenting); Coordinate college’s Study</td>
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<tr>
<td>Dr. Li Wei Sun continued</td>
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<td>Abroad program; Fluent in Mandarin &amp; Taiwanese</td>
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<tr>
<td>Dr. Nellie E. Vargas Department Chair</td>
<td>FT</td>
<td>CD-50, CD-12, CD-10G (once a year), CD-64, CD-57 (once a year), CD-56 (once a year) and CD-54</td>
<td>M.S. Families Studies and Human Development ED.D. in Instructional Leadership-Higher Education</td>
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<td>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 11 yrs; (expertise family studies; human development; parent education; bilingual education) Fluent in Spanish.</td>
<td></td>
</tr>
<tr>
<td>Linda Cochran</td>
<td>PT</td>
<td>CD75</td>
<td>MA in Special Education, Early Intervention</td>
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<td>20 years of experience in a variety of programs for children 0 to 5 yrs; 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; 20 years as adjunct faculty; Coordinator, California Preschool; Instructional Network (CPIN), Region 5</td>
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<tr>
<td>Name</td>
<td>Designation</td>
<td>CD Numbers</td>
<td>Human Development Emphasis</td>
<td>Other Experience</td>
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<tr>
<td>Barbara Driscoll</td>
<td>PT</td>
<td>CD50, CD53, CD54, CD55, CD57, CD61, CD63 &amp; CD80</td>
<td>BA/MA Human Development emphasis Early Child Development and Leadership in Education</td>
<td>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 9 yrs. (expertise in Family Childcare; supervision and administration; partnerships with parents; leadership &amp; organizational skills; working with adults/staff, mentoring, student teaching)</td>
</tr>
<tr>
<td>Phyllis DeMotta</td>
<td>PT</td>
<td>CD50, CD51 Practicum CD53, CD54, CD55, CD57, CD61, CD63 &amp; CD80</td>
<td>AA Child Development BA/MA Human Development emphasis Early Child Development, Leadership in Education, and Child Care</td>
<td>Childhood practitioner, Bilingual/Spanish. Worked with children ages 6 weeks – 10 years as a Family Childcare Provider currently for 26 years. Air Force Military Facilities CDC Director/Youth Director, FCC Coordinator 7 years. Mentor Teacher 16 yrs; College Teaching 8yrs; NAFCC validator 7 yrs. (expertise in Family Childcare; supervision and administration; partnerships with parents; leadership &amp; organizational skills; working with adults/staff, mentoring, student teaching)</td>
</tr>
<tr>
<td>Phyllis DeMotta continued</td>
<td>PT</td>
<td>CD 10G, CD 52, CD 60, and CD 10 G and H</td>
<td>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</td>
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<tr>
<td>Dr. Martina Ebisugawa</td>
<td>PT</td>
<td>CD 10G, CD 52, CD 60, and CD 10 G and H</td>
<td>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</td>
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</tbody>
</table>

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. College Instructor 2-year College 10 years and University Instructor 4-years at 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
| Dr. Martina Ebesugawa  
Continued |
|--------------------------------------------------|
| and 2<sup>nd</sup> 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 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  
PITC trained Modules III and IV  
Circle of Security International Registered Parent Trainer. |
| Frederick J Ferrer | PT | CD 59h and CD 64 | 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 26 years (expertise in family child care programs; early 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>| Julie Kurtz | PT | 101 series of special topics | MS Clinical Psychology BA Human Development Licensed Marriage and Family Therapist | 26 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 8 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>
<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Course Details</th>
<th>Degree Details</th>
<th>Experience Details</th>
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</thead>
<tbody>
<tr>
<td>Diane Langfelder</td>
<td>PT</td>
<td>CD51: Practicum, CD54, CD10G and CD10h</td>
<td>BA Elementary Education</td>
<td>Worked with infants, toddlers and preschooler for 30 years; Directed preschool programs; science resource teacher for 3rd and 5th graders; Museum educator specializing in early childhood exhibits; College teaching 14 yrs (expertise curriculum and methods classes)</td>
</tr>
<tr>
<td>Ana Cristina Leal</td>
<td>PT</td>
<td>CD10G online and CD10H online</td>
<td>BA Psychology, M.A. in Education, ABD Psychological Studies in Education-Child and Adolescent Development</td>
<td>Worked with infants/toddlers in research setting 2 yrs; Therapist for children with autism 1 yr. Teaching assistant Stanford 3 yrs; Variety of research projects 8 yrs. College teaching 9 yrs (expertise Adolescent development – ethnic identity, acculturation)</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Program</td>
<td>Education</td>
<td>Experience</td>
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<tr>
<td>Christina Lopez-Morgan</td>
<td>PT</td>
<td>CD67</td>
<td>BA in Child Development MA in Human Development (emphasis Administration of Programs)</td>
<td>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 37 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.</td>
</tr>
<tr>
<td>Jila Maleksalehi</td>
<td>PT</td>
<td>CD10G</td>
<td>B.A. Liberal Studies; M.A. in Education (Emphasis in Learning &amp; Instruction) Has entered a program to complete Ed.D.</td>
<td>De Anza College Assistant Women’s Volleyball Coach; 13 years volleyball coach for adolescents grades 6-12; 7 years Middle School Teacher</td>
</tr>
<tr>
<td>Sandy McKeithan</td>
<td>PT</td>
<td>CD12</td>
<td>BA- Child Development MA in Human Development (concentration in Leadership and Administration)</td>
<td>ECE Specialist, CA Head Start Training &amp; Technical Assistance Network (current; Parent)</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Course</td>
<td>Education/Role</td>
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<tr>
<td>Sandy Mckeithan</td>
<td>PT</td>
<td></td>
<td>Education; Supervised Visitation Center Director – 6 years; Infant/Toddler &amp; Preschool Teacher – 6 years</td>
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<tr>
<td>Jayanti Tambe</td>
<td>PT</td>
<td>CD90, CD61</td>
<td>M.A. Human Development</td>
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<td>Executive Director, UCLA, Early Care &amp; Education, Adjunct Instructor, Pacific Oaks College, Santa Monica College, De Anza College; Director, CORE (Community Research &amp; 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</td>
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<tr>
<td>Name</td>
<td>PT</td>
<td>CD</td>
<td>Degree</td>
<td>Role</td>
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<tr>
<td>Jamel Thompson</td>
<td>PT</td>
<td>CD64, CD53</td>
<td>M.A. Early Childhood Special Education</td>
<td>BIS Developmental Specialist</td>
</tr>
<tr>
<td>Fatemeh Zarghami</td>
<td>PT</td>
<td>CD12, CD10g CD10H</td>
<td>M.A. in Human Development Multicultural Education</td>
<td>Bilingual Children Emphasis; AMI Montessori Internationale (London); PITC Trainer</td>
</tr>
<tr>
<td>Zana Wilkie</td>
<td>PT</td>
<td>CD50 and CD10G (PSY10G)</td>
<td>B.A. Child Development M.A. Human Development</td>
<td>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</td>
</tr>
<tr>
<td>Ping(Vivian) Qian</td>
<td>PT</td>
<td>CD10G CD10H</td>
<td>AA: Multidisciplinary-Concentration in Early Childhood Education; BA: Child and Adolescence Development; MA: Educational Leadership</td>
<td>- 14 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);</td>
</tr>
<tr>
<td>Ping(Vivian) Qian continued</td>
<td>Teacher of Chinese school (15-18 years of age) &gt; Currently working in Yew Chung International School-Silicon Valley (WASC accredited) as a Preschool Coordinator/Director</td>
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</tbody>
</table>

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

*Catherine Boettcher, LaQuisha Beckum, and Nancy Ducos did not teach this past year and were removed from the chart.*
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. Describe any substantive changes in courses, fieldwork, or the program design.

There were no substantive changes.

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 of Achievement 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 C D 59G “Supervision and Administration of Child Development Programs (Management Systems)” and C D 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 to 12 semester units).

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.
C D 10G Child Development (The Early Years) 4
also listed as PSYC 10G
C D 12 Child, Family and Community Interrelationships 4
C D 50 Principles and Practices of Teaching Young Children 4

Complete a minimum of nine (9) units from the following: 9
C D 10H Child Growth and Development
(Middle Childhood and Adolescence) (4)
also listed as PSYC 10H
C D 52 Observation and Assessment of Children (4)
C D 53 Creative Art for the Young Child (3)
C D 54 Curriculum for Early Childhood Programs (4)
C D 55 Literacy Development and Activities
for the Young Child (3)
C D 56 Understanding and Working with English
Language Learners (3)
also listed as EDUC 56
C D 58 Infant/Toddler Development (4)
C D 61 Music and Movement (Developmental
Foundations) (3)
2015-2016 De Anza College Catalog 69
C D 63 Math and Science Activities for the
Young Child (3)
C D 64 Health, Safety, and Nutrition for the
Young Child (4)
C D 68 Teaching in a Diverse Society (4)
C D 71 Constructive Guidance and Positive
Discipline in Early Childhood (3)
C D 72 Partnerships with Families in Early
Childhood Education (3)
Practicum Requirement - complete one (1) course from the
following: 3-5
C D 51A Basic Student Teaching Practicum (5)
C D 57 Self-Assessment for Teachers of
Young Children: Field Experience (3)

Total Units Required..............................24-26

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.
C D 10G Child Development (The Early Years) 4
also listed as PSYC 10G
C D 10H Child Growth and Development
(Middle Childhood and Adolescence) 4
also listed as PSYC 10H
C D 12 Child, Family and Community
Interrelationships 4
C D 50 Principles and Practices of Teaching
Young Children 4
C D 52 Observation and Assessment of Children 4
C D 54 Curriculum for Early Childhood Programs 4
C D 64 Health, Safety, and Nutrition for the Young Child 4
C D 68 Teaching in a Diverse Society 4
Complete a minimum of three (3) units from the following: 3
C D 53 Creative Art for the Young Child (3)
C D 55 Literacy Development and Activities for the Young Child (3)
C D 56 Understanding and Working with English Language Learners (3)
also listed as EDUC 56
C D 57 Self-Assessment for Teachers of Young Children: Field Experience (3)
C D 58 Infant/Toddler Development (4)
C D 59G Supervision and Administration of Child Development Programs
(Management Systems) (4)
C D 59H Supervision and Administration of Child Development Programs
(Leadership Skills) (4)
C D 60 Exceptional Children (3)
C D 61 Music and Movement
(Developmental Foundations) (3)
C D 63 Math and Science Activities for the Young Child (3)
C D 67 Supervision and Administration of Child Development Programs
(Adult Supervision) (3)
C D 71 Constructive Guidance and Positive Discipline in Early Childhood (3)
EDUC 1 Introduction to Elementary Education in a Diverse Society (3)
Practicum Requirement 5
C D 51A Basic Student Teaching Practicum 5
Total Units Required...................................40
Child Development
A.A. Degree
The A.A. 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 C D 59G “Supervision and Administration of Child Development Programs (Management Systems)”, C D 59H “Supervision and Administration of Child Development Programs (Leadership Skills)” and C D 67 “Supervision and Administration of Child Development Programs (Adult Supervision)”. 2015-70 2016 De Anza College Catalog
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 A.A./A.S. degree requirements.
2. Complete the following.
Current Infant and Child CPR/First Aid Certificate required.
C D 10G Child Development (The Early Years) 4
also listed as PSYC 10G
C D 10H Child Growth and Development (Middle Childhood and Adolescence) 4
also listed as PSYC 10H
C D 12 Child, Family and Community Interrelationships 4
C D 50 Principles and Practices of Teaching Young Children 4
C D 52 Observation and Assessment of Children 4
C D 54 Curriculum for Early Childhood Programs 4
C D 55 Literacy Development and Activities for the Young Child 3
C D 64 Health, Safety, and Nutrition for the Young Child 4
C D 67 Supervision and Administration of
Child Development Programs
(Adult Supervision) 3
C D 68 Teaching in a Diverse Society 4
**Complete a minimum of three (3) units from the following:** 3
C D 53 Creative Art for the Young Child (3)
C D 56 Understanding and Working with English
Language Learners (3)
*also listed as EDUC 56*
C D 57 Self-Assessment for Teachers of Young Children: Field Experience (3)
C D 58 Infant/Toddler Development (4)
C D 59G Supervision and Administration of Child Development Programs (Management Systems) (4)
C D 59H Supervision and Administration of Child Development Programs (Leadership Skills) (4)
C D 60 Exceptional Children (3)
C D 61 Music and Movement (Developmental Foundations) (3)
C D 63 Math and Science Activities for the Young Child (3)
C D 71 Constructive Guidance and Positive Discipline in Early Childhood (3)
C D 72 Partnerships with Families in Early Childhood Education (3)
C D 73 Early Childhood Mental Health (3)
*also listed as EDUC 73*
C D 74 Early Childhood Mental Health Seminar and Fieldwork (3)
*also listed as EDUC 74*
C D 75 Social Emotional Development in Early Childhood (3)
EDUC 1 Introduction to Elementary Education in a Diverse Society (3)

**Practicum Requirement - complete the following:** 10
C D 51A Basic Student Teaching Practicum 5
C D 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 of Achievement 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. 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 to 24 semester units) ECE/C D including core courses. The permit also requires 24 quarter units (equivalent to 16 semester units) of General Education courses plus 3 quarter units (equivalent to 2 semester units) of adult supervision.

**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.

   C D 10G Child Development (The Early Years) 4
   also listed as PSYC 10G
   C D 58 Infant/Toddler Development 4
   C D 72 Partnerships with Families in Early Childhood Education 3
   C D 73 Early Childhood Mental Health 3
   also listed as EDUC 73
   2015-2016 De Anza College Catalog 71
   C D 74 Early Childhood Mental Health Seminar and Fieldwork 3
   also listed as EDUC 74
   C D 75 Social Emotional Development in Early Childhood 3

**Total Units Required...................................20**

**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 of Achievement-Advancement 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.

C  D 10G Child Development (The Early Years) 4
also listed as PSYC 10G
C  D 12 Child, Family and Community Interrelationships 4
C  D 50 Principles and Practices of Teaching Young Children 4
C  D 52 Observation and Assessment of Children 4
C  D 55 Literacy Development and Activities for the Young Child 3
C  D 58 Infant/Toddler Development 4
C  D 60 Exceptional Children 3
C  D 64 Health, Safety, and Nutrition for the Young Child 4
C  D 73 Early Childhood Mental Health 3
also listed as EDUC 73
C  D 90 Facilitating Inclusion in Early Childhood Programs: Intervention Strategies 3
Complete a minimum of three (3) units from the following: 3
C  D 10H Child Growth and Development (Middle Childhood and Adolescence) (4)
also listed as PSYC 10H
C  D 53 Creative Art for the Young Child (3)
C  D 54 Curriculum for Early Childhood Programs (4)
C  D 56 Understanding and Working with English Language Learners (3)
also listed as EDUC 56
C  D 57 Self-Assessment for Teachers of
Young Children: Field Experience (3)
C D 61 Music and Movement
(Developmental Foundations) (3)
C D 63 Math and Science Activities for
the Young Child (3)
C D 68 Teaching in a Diverse Society (4)
C D 71 Constructive Guidance and Positive
Discipline in Early Childhood (3)
C D 75 Social Emotional Development in
Early Childhood (3)

Practicum Requirement: 5
The practicum experience must be completed in an Early
Intervention/Special Education Environment with an inclusion
component or an inclusion environment.
C D 51A Basic Student Teaching Practicum 5

Total Units Required...................................44

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 candidate performance data
Sample use of data for continuous program improvement and innovation

<table>
<thead>
<tr>
<th>Assessment</th>
<th>STD 1</th>
<th>STD 2</th>
<th>STD 3</th>
<th>STD 4</th>
<th>STD 5</th>
<th>STD 6</th>
<th>SS 1</th>
<th>SS 2</th>
<th>SS 3</th>
<th>SS 4</th>
<th>SS 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching competencies (Practicum Evaluation)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Naturalistic Observation</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Desired Results Developmental Profile (DRDP)/Child</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Community service learning reflection</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Portfolio</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Are there any substantive changes in the chart above?  __ No __X Yes
If yes, please summarize briefly. We have begun to move toward using the 2010 Standards from the 2003 standards. We are submitting for the first time a Key assessment with Standard 6 data. We have done some editing on all our key assessments but anticipate more changes as we move toward reaccreditation and with continual reflection. We also know that our students are having the experiences that are represented in the NEYC standards but need to revise the key assessments to better evaluate them. We have begun this endeavor and have begun to revise the rubrics and aligned assignments so that these standards are better assessed.

<table>
<thead>
<tr>
<th>Chart of Key Elements Aligned With Key Assessments(#1 CD51: Practicum teaching competencies;#2 10g/h etc Nat. Observation; #3 CD52 DRDP; #4 CD12: CSL; #5 CD50: Portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Promoting Child Development and Learning</strong></td>
</tr>
<tr>
<td><strong>Key Elements</strong></td>
</tr>
<tr>
<td>1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.</td>
</tr>
<tr>
<td>1b. Knowing and understanding the multiple influences on development and learning.</td>
</tr>
<tr>
<td>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</td>
</tr>
<tr>
<td><strong>Standard 2: Building Family and Community Relationships</strong></td>
</tr>
<tr>
<td><strong>Key Elements</strong></td>
</tr>
<tr>
<td>2a. Knowing about and understanding diverse family and community characteristics.</td>
</tr>
<tr>
<td>2b. Supporting and engaging families and communities through respectful, reciprocal relationships.</td>
</tr>
<tr>
<td>2c. Involving families and communities in young children’s development and learning.</td>
</tr>
<tr>
<td><strong>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</strong></td>
</tr>
<tr>
<td><strong>Key Elements</strong></td>
</tr>
<tr>
<td>3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</td>
</tr>
<tr>
<td>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.</td>
</tr>
<tr>
<td>3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of</td>
</tr>
</tbody>
</table>
assistive technology for children with disabilities.

3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

<table>
<thead>
<tr>
<th>Standard 4: Using Developmentally Effective Approaches</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Elements</strong></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.</td>
<td>X</td>
</tr>
<tr>
<td>4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</td>
<td>X</td>
</tr>
<tr>
<td>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</td>
<td>X</td>
</tr>
<tr>
<td>4d. Reflecting on own practice to promote positive outcomes for each child.</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Elements</strong></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</td>
<td>X X</td>
</tr>
<tr>
<td>5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
<td>X X</td>
</tr>
<tr>
<td>5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.</td>
<td>X X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6: Becoming a Professional</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Elements</strong></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>6a. Identifying and involving oneself with the early childhood field.</td>
<td>X X X</td>
</tr>
</tbody>
</table>
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines. | X | X | X | X | X |
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. | X | X | X |
6d. Integrating knowledgeable, reflective, and critical perspectives on early education. | X | X | X |
6e. Engaging in informed advocacy for young children and the early childhood profession. | X |

<table>
<thead>
<tr>
<th>Supportive Skills</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS1. Self-assessment and self-advocacy.</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SS2. Mastering and applying foundational concepts from general education.</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SS3. Written and verbal skills.</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SS4. Making connections between prior knowledge/experience and new learning.</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SS5. Identifying and using professional resources.</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

Select one key assessment. Complete this chart, attaching the assignment as it is given to candidates (including candidate instructions), the rubric or scoring guide used by faculty, and the data on candidate performance.

d.1) EVIDENCE CHART

**Key Assessment # 4**

Briefly describe the assignment and list the courses that use this assignment.

Key Assessment # 4 is the **Community Service Learning Project** and is used in our CD12 (Child, Home and Community class. CD12 is not only a GE class but a Child Development major requirement and requirement for the teaching permits and all teachers. Students are required to complete 12 hours of service in the community with children and families. One example of this service has been [http://www.10booksahome.org/](http://www.10booksahome.org/) Students are able to work with children and parents from a disadvantaged community and support literacy development in that community.. Students then write a reflection on their community service project and also complete an oral presentation in class. Students are required to self-reflect and express their beliefs and demonstrate, for example, knowledge about and understanding of diverse family and community characteristics, and how to support and engage diverse families through respectful and reciprocal relationships. (Please see the rubric for further examples and explanation.)
Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-6, SS = Supportive Skill 1-5

<table>
<thead>
<tr>
<th>STD1</th>
<th>STD 2</th>
<th>STD 3</th>
<th>STD4</th>
<th>STD5</th>
<th>STD6</th>
<th>SS1</th>
<th>SS2</th>
<th>SS3</th>
<th>SS4</th>
<th>SS5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>e</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Briefly summarize candidate performance data from this key assessment. Overall students exceeded and met the standards in both quarters. Opportunities to engage with families became more purposeful. Students worked with Somos Mayfair, ethnic focused organizations and other local non-profit organizations in their parent development program as well as direct experiences with children. A more detailed explanation follows below.

Briefly describe how supportive skills are developed within this key assessment. SS1. As part of the assignment, students are given an opportunity both in writing and orally to self-reflect and assess about their community service learning project. SS2. The class is actually a general education class and they learn foundational GE concepts in the class which they can then apply and relate to their service learning project. An example of this is information on the basic principles of socialization and importance of the family unit for society. SS3. Students are required to develop their written and verbal skills with feedback from the instructor on assignments. SS4. Students have class activities and assignments that help them make connections with prior experience and knowledge and new learning. For example, they complete cultural biographies. They are able to reflect on and discuss their cultural experience and connect this from a new perspective as they have opportunities to share their cultural experience with others in the class and hear about other people and the cultural experiences of others. SS5 Students identify professional resources and gain understanding of how to use them in many ways including, developing resource binders. Visiting a community resource and sharing this information with the class. And, learning about different social issues and the professional resources available for families and children who are facing those issues. Examples of this include children with special needs and children who are being abused. Students learn about professional resources and how to help families depending on the circumstances.

Describe how data from this key assessment are being used to improve teaching and learning related to the standards. The standards have helped us to reflect on what students are learning and what skills and knowledge they need to develop as professionals. We are using data to help us determine what we can do to support this student learning. Examples of this directly follow in the data analysis reflection below.
Attach or insert:

- The directions or guidelines for the Key Assessment as they are given to candidates

Community Service Learning Project

Assignment and Evaluation

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces the other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. This quarter, you will be required to complete 12 hrs of service. The focus of this quarter service learning experience will be working with children and/or families. Students will have an opportunity to develop skills and knowledge related to Standard 2, Standard 6 and Supportive Skills (SS) of the NAEYC 2010 accreditation standards for professional development of teachers, as follows:

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.
Key elements of Standard 2
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children’s development and learning

STANDARD 6: BECOMING A PROFESSIONAL
Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education

SUPPORTIVE SKILLS
SS 2: Mastering and applying foundational concepts from general education
SS 3: Written and verbal skills
SS 4: Making connections between prior knowledge/experience and new learning
SS 5: Identifying and using professional resources
3 easy steps:

1. **Complete the Project Contract**
   Make sure to submit the service learning agreement by the 3rd week of school.

2. **Required Hours and Record of Attendance /12 hours minimum**
   Maintain a record of attendance. Sign in and out, and obtain a verification of hours completed from a supervisor or person in charge. You must complete 12 hours of community service learning (CSL) in order to achieve the full credit.

3. **Reflection Essay and Assessment/Evaluation**
   Write a reflection essay about your service learning experience. It is suggested that you keep a journal while completing your hours of service. Your journal entries will help you prepare a well-organized and thoughtful 3-4 page essay.

   Your reflection essay should include the following.
   1. The name of the organization, mission, service, programs and the data about the community need (as applicable).
   2. A description of the setting, activities, as well as duties and responsibilities
   3. Your service learning goal and objectives
   4. A discussion of the social problem (community need) faced by the group/community you served (data, demographics)
   5. A deeper discussion that demonstrate with detail examples and thoughtful reflection how you achieved the NAEYC Standards and the Community Service learning evaluation criteria (See rubric)

Below you will find the rubric to be used to evaluate the student learning outcomes. The student learning outcomes should be reflected on throughout your reflection paper and should be tied back to your service project with the organization. The rubric can help you to do this so be sure to look at the rubric as you write your reflection paper.

4. **Presentation**
   Prepare a 5 minute presentation of your service learning experience. The presentation will be conducted during the last 2 classes of the quarter or throughout the quarter depending on the instructor and the class schedule. Please see your class green sheet for the schedule of presentations. Use visuals like a power point presentation, presentation board or other. Your presentation should include the following.
   - Name of organization
   - Mission of organization
   - Brief description of the community
   - Brief description of your duties and responsibilities with families and children
   - Brief description of the social issue of the community and how the organization is helping the family and children to solve this issue
   - Brief discussion of the tools, resources and course concepts that you used to help with the issues related with the families and children of that community and how you used this tools, resources and course knowledge to understand the diversity of the families and children of that community.
   - Discuss or share one example of how do you support and engage families and community in a respectful reciprocal relationship?
     - Discuss or share one example of cultural competence and effective collaboration between families and communities in children’s development and learning.
The rubric or scoring guide for the Key Assessment that is used by faculty or field supervisors to evaluate candidate work on each key assessment

Service Learning Reflection Evaluation

Submit with your reflection

___Apprentice

(For the purpose of this class you should be at least at the apprentice level once you finish your service learning experience.)

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>0-3 pts.</th>
<th>4-6 pts.</th>
<th>7-8 pts.</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness of Purpose of Service</strong> (civic engagement)</td>
<td>Does not meet the standards</td>
<td>Meets standards</td>
<td>Exceeds the standards</td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>Student expresses no empathy and awareness regarding children and family issues.</td>
<td>Student expresses some empathy and awareness regarding children and family issues.</td>
<td>Student expresses an authentic empathy and awareness regarding children and family issues.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility to the community (civic engagement)</th>
<th><strong>2b. Supporting and engaging diverse families and through respectful, reciprocal relationships</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students possess the knowledge and skill needed to support and engage diverse families through respectful, reciprocal relationships; understand how to build positive relationships, taking families’ preferences and goals into account and incorporating knowledge of families’ languages and cultures; demonstrate respect for variations across cultures in family strengths, expectations, values, and child-rearing practices; consider family members to be resources for insight into their children, as well as resources for curriculum and program development; know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children’s work and to communicate with families.</td>
<td></td>
</tr>
<tr>
<td>Student expresses no insight into children and family issues pertinent to the service experience and demonstrates awareness of a personal sense of responsibility in serving children and families.</td>
<td>Student engages a few times children and family and demonstrates moderate awareness of a personal sense of responsibility in serving children and families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS5. Supportive skill: Skills in identifying using professional resources</th>
<th><strong>2a. Knowing about and understanding diverse family and community characteristics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-prepared students possess knowledge a understanding of diverse family and community characteristics, and of the many influences on families and communities. Family theory and research provide a knowledge base.</td>
<td></td>
</tr>
<tr>
<td>Student expresses no understanding of family and community characteristics.</td>
<td>Student expresses a moderate understanding of family and community characteristics.</td>
</tr>
</tbody>
</table>

---
Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children’s lives.

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>0-3 pts.</th>
<th>4-6 pts.</th>
<th>7-8 pts.</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application of course concepts to service learning (academics)</strong></td>
<td>Student does not express an understanding of the relationship and collaboration between families and the organization in understanding children’s development and learning</td>
<td>Student expresses with some detail the relationship and collaboration between families and the organization in understanding children’s development and learning</td>
<td>Student expresses with detail the relationship and collaboration between families and the organization in understanding children’s development and learning</td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning</td>
<td>Students develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional; also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children’s positive development and learning.</td>
<td>Student expresses in some way on the experience and makes connections between prior knowledge/experience and new learning.</td>
<td>Student expresses in a meaningful way on the experience and makes connections between prior knowledge/experience and new learning.</td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>SS2 Supportive Skill: Mastering and applying foundational concepts from general education.</td>
<td>Student does not reflect on the experience and does not make connections between prior knowledge/experience and new learning.</td>
<td>Student reflects in some ways on the experience and makes connections between prior knowledge/experience and new learning.</td>
<td>Student reflects in a meaningful way on the experience and makes connections between prior knowledge/experience and new learning.</td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>SS4, Supportive Skill: Making connections between prior knowledge/experience and new learning</td>
<td></td>
<td></td>
<td></td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>6d. Integrating knowledgeable, reflective, and critical perspectives on early education</td>
<td></td>
<td></td>
<td></td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>Impact on student’s personal life (personal growth)</td>
<td>Student expresses no connection between service to children, family and self, and demonstrates no change in attitudes perspectives, beliefs, understanding that promote respectful reciprocal relationships and of own skill.</td>
<td>Student engages a few times children and families, and expresses some connection between service to children, family and self, and demonstrates some change in attitudes perspectives, beliefs, understanding that promote respectful reciprocal relationships and of own skill.</td>
<td>Student frequently seen engaging with children and family, and expresses a great deal of connection between service to children, family and self, and demonstrates change in attitudes, perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.</td>
<td><strong>Max Points</strong></td>
</tr>
<tr>
<td>2b. Supporting and engaging families and communities through respectful, reciprocal relationships</td>
<td>Students possess the knowledge and skills needed to support and engage diverse families through respectful, reciprocal relationships; understand how to build positive relationships taking families’ preferences and goals into account and incorporating knowledge of families’ languages and cultures; demonstrates respect for variations across cultures in family</td>
<td></td>
<td></td>
<td><strong>Max Points</strong></td>
</tr>
</tbody>
</table>
strengths, expectations, values, and childrearing practices; consider family members to be resources for insight into their children, as well as resources for curriculum and program development; know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children’s work and to communicate with families.

**Critical thinking (Academics) Overall essay**

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>0-3 pts.</th>
<th>4-6 pts.</th>
<th>7-8 pts.</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Identifying and involving oneself with the early childhood field</td>
<td>Does not meet the standard</td>
<td>Meets standards</td>
<td>Exceeds the standards</td>
<td></td>
</tr>
<tr>
<td>6b. Knowing about and upholding ethical standards and other professional guidelines</td>
<td>Student provides some description of her/his involvement with the project focused on serving children and families in an early childhood program.</td>
<td>Student gives concrete examples on the use of the code of ethics to describe responsibilities and challenges.</td>
<td>Student articulates accurately her/his involvement with the project focused on serving children and families in an early childhood program.</td>
<td></td>
</tr>
<tr>
<td>6c. Engaging in continuous, collaborative learning to inform practice</td>
<td>Student provides some description of her/his involvement with the project focused on serving children and families in an early childhood program.</td>
<td>Student gives concrete examples on the use of the code of ethics to describe responsibilities and challenges.</td>
<td>Student articulates accurately her/his involvement with the project focused on serving children and families in an early childhood program.</td>
<td></td>
</tr>
</tbody>
</table>

**Supportive Skills: Written and verbal communication (adequate expression)**

<table>
<thead>
<tr>
<th>Service Learning Project Presentation (4pts.)</th>
<th>Written Reflection (4pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates no skill written and verbal communication.</td>
<td></td>
</tr>
<tr>
<td>Student demonstrates some level skills in written and verbal communication.</td>
<td></td>
</tr>
<tr>
<td>Student demonstrates strong skill written and verbal communication.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Aligned with 2010 NAEYC Standards Update

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>0-9</th>
<th>10-14</th>
<th>15-17</th>
<th>18- 21</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Hours completed</td>
<td>Completed 4 hrs or under</td>
<td>Completed 5-8 hrs</td>
<td>Completed 9-10 hrs</td>
<td>Completed 11-12 hrs</td>
<td></td>
</tr>
</tbody>
</table>

FormRevJune2015
- Data table for this assessment showing two applications of the assessment. This information must be disaggregated by standard. If you are submitting multiple programs in one Annual Report, you must also disaggregate the data by degree program.

<table>
<thead>
<tr>
<th>Key Assessment # 4</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Meets or Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Project</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATA FALL 2015 25 STUDENTS; SPRING 2015 24 STUDENTS</th>
<th>App 1</th>
<th>App 2</th>
<th>App 1</th>
<th>App 2</th>
<th>App 1</th>
<th>App 2</th>
<th>App 1</th>
<th>App 2</th>
</tr>
</thead>
</table>

### Standard 2

**Standard 2: Building family and community relationships**

<table>
<thead>
<tr>
<th>2a. Knowing about and understanding diverse family and community characteristics</th>
<th>4%</th>
<th>%</th>
<th>48%</th>
<th>58%</th>
<th>48%</th>
<th>42%</th>
<th>96%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA FALL 2015 25 STUDENTS; SPRING 2015 24 STUDENTS</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>N=25</td>
<td></td>
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</tbody>
</table>

### Standard 2

**2b. Supporting and engaging families and communities through respectful, reciprocal relationships**

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>24%</th>
<th>42%</th>
<th>76%</th>
<th>48%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>19</td>
<td>14</td>
<td>25</td>
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</tbody>
</table>

### Standard 2

**2c. Involving families and communities in young children’s development and learning**

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>40%</th>
<th>83%</th>
<th>60%</th>
<th>17%</th>
<th>100%</th>
<th>100%</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>15</td>
<td>4</td>
<td>25</td>
<td>24</td>
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</tbody>
</table>

### Standard 6

**Standard 6:Becoming a professional**

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>4%</th>
<th>8%</th>
<th>96%</th>
<th>92%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>24</td>
<td>22</td>
<td>25</td>
<td>24</td>
</tr>
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### Standard 6

**6a. Identifying and involving oneself with the early childhood field**

<p>| | | | | | | | | |</p>
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</tbody>
</table>
### 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

| | % | 0 | 46% | 11 | 36% | 9 | 38% | 9 | 64% | 16 | 17% | 4 | 100% | 25 | 55% | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Standard 6** | | | | | | | | | | | | | | | |
| 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. | | | | | | | | | | | | | | | |

<table>
<thead>
<tr>
<th>Key Assessment # 4 Community Service Learning Project</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Meets or Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA FALL 2015 25 STUDENTS; SPRING 2015 24 STUDENTS</td>
<td>App 1</td>
<td>App 2</td>
<td>App 1</td>
<td>App 2</td>
</tr>
<tr>
<td><strong>Standard 6:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 6d Integrating knowledgeable, reflective and critical perspectives on early education</strong></td>
<td>0</td>
<td>0</td>
<td>36%</td>
<td>32%</td>
</tr>
</tbody>
</table>

| Supportive Skill 2: Mastering and applying foundational concepts from general education | 4% | 1 | *No data | 28% | 7 | No data | 68% | 17 | No data | 96% | 24 | No data | |

| Supportive Skill: 3 Written and verbal skills | 4% | 1 | % | 20% | 5 | 17% | 4 | 76% | 19 | 83% | 20 | 96% | 24 | 100% | 24 |

| Supportive Skill 4 Making connections between prior knowledge/experience and new learning | % | 8% | 2 | 36% | 9 | 25% | 6 | 64% | 16 | 67% | 16 | 100% | 25 | 92% | 22 |

| Supportive Skill 5 Identifying and using professional resources | 4% | 1 | 4% | 1 | 40% | 10 | 54% | 13 | 56% | 14 | 42% | 10 | 96% | 24 | 96% | 23 |

*Note: We are transitioning from the 2003 to 2010 standards and a mistake was made with SS2 and no data no collected for Spring 2015. We are collecting it now and will have ample data by the time we apply.*
for reaccreditation.

SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Tell us how you used data to inform teaching and learning. The standards have helped us to reflect on what students are learning and what skills and knowledge they need to develop as professionals. We are using data to help us determine what we can do to support this student learning. Examples of this directly follow in the data analysis reflection below.

Describe how you are collecting data from key assessments. We have begun to transition to the 2010 standards from the 2003. Most of our key assessment data is based on the 2003 standards but we are working toward all key assessments using the 2010 templates this coming Fall 2010. Strategically the data collection has also helped us to more clearly give feedback to students regarding grading and how they are developing and performing. We have students make two copies of the key assessment grid for the course they are enrolled in and give them one copy back and keep one copy.

Note: The annual report is a sampling of your assessment system. All programs will be expected to submit candidate performance data from two applications of each key assessment at renewal of accreditation.

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

Fall 2015
The number of students enrolled was 25.
In Standard 2a, Knowing and understanding diverse family and community characteristics, 12 students exceeded the standard, 12 students met the standard, and 1 student did not meet the standard.
In Standard 2b, Supporting and engaging families and communities through respectful, reciprocal relationships 19 students exceeded the standard, and 6 students met the standard.
In Standard 2c, Involving families and communities in the young children’s development and learning 15 students exceeded the standard, 10 students met the standard.

Reflection:
Child, Family and Community Interrelationships was revised in the summer of 2015 to incorporate cultural humility as the course framework. Cultural humility is defined as a lifelong process to increase our self-awareness of our own biases and perceptions and engage in a life-long self-reflection process about how to put these aside and learn from the children and families we serve (Tervalon & Murray-Garcia, 1998). Through the course, students have the opportunity to learn from others, understand where they are and embrace learning about each other with a reflective lens. The course addresses real-world problems faced by our surrounding communities, and the challenges of inequities along the lines of race, gender, class and other. The framework aligns and integrates well with the bio-ecological model, a model that is part of our conceptual framework as a department.
The Fall of 2015 class was a very reflective group. During the quarter there were a number of conversations related to equity in early education. Students and and ECE students in training understood that the pursuit of equity is critical to understanding how best to provide experiences for young children and their families. The commitment to ensure that every child receives what she or he needs to succeed and well as how to best meet the needs and dreams of families became a theme for the quarter. Students analyzed children and family data and the conditions of families today, particularly those who are poor and low to moderate income. In addition, we held great discussions on how we change the paradigm especially when it involves changing attitudes about race and resources. To provide for children and their families students realized that we must develop a sense of empathy and compassion toward children and families who need greater supports.

It is worth noting and according to Noguera & Blankstein 2015 (Excellence through Equity), “The new paradigm we are offering for achieving excellence through equity is grounded in knowledge derived from three important areas of research: (1) child development, (2)neuroscience, and (3)environmental influences on child development and learning. “

Overall students exceeded and met the standards. Opportunities to engage with families were more purposeful this quarter. Students worked with Somos Mayfair, ethnic focused organizations and other local non-profit organizations in their parent development program as well as direct experiences with children. They also worked at schools and early childhood programs serving mostly young children and elementary school children. English learners were part of the population of children students worked with, particularly in Language Schools. Many had opportunities to interact with family members.

It is worth noting that there were a number of students enrolled not pursuing child development as their major but other majors.

Spring 2015

The total number of students enrolled was 24.

In Standard 2a, Knowing and understanding diverse family and community characteristics 10 students exceeded the standard, 14 students met the standard.
In Standard 2b, Supporting and engaging families and communities though respectful, reciprocal relationships, 14 students exceeded the standard and 10 met the standard.
In Standard 2c, Involving families and communities in the young children’s development and learning, 4 students exceeded the standard, and 20 students met the standard.
In Standard 6a, Identifying and involving oneself with the early childhood field, 22 students exceeded the standard and 2 students met the standard.
In Standard 6b, Knowing about and upholding ethical standards and other childhood professional guidelines, 4 students exceeded the standard, 9 students met the standard, and 11 students did not meet the standard.
In Standard 6c, Engaging continuous collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource, 20 students exceeded the standard, and 4 students met the standard.
In Supportive Skill 3, Written and verbal skills, 16 students exceeded the standard, 6 students met the standard, and 2 students did not meet the standard.
In Supportive Skill 4, Making connections between prior knowledge and experiences with new learning, 15 students exceeded the standard, and 9 students met the standard.
In Supportive Skill 5, Identifying and using professional resources, 10 students exceeded the standard, 13 students met the standard, and 1 student did not meet the standard.

In Standard 6c, Engaging continuous collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource, 20 students exceeded the standard, and 4 students met the standard.
In Supportive Skill 3, Written and verbal skills, 20 students exceeded the standard, and 4 students met the standard.
In Supportive Skill 4, Making connections between prior knowledge and experiences with new learning, 16 students exceeded the standard, 6 students met the standard, and 2 students did not meet the standard.
In Supportive Skill 5, Identifying and using professional resources, 10 students exceeded the standard, 13 students met the standard, and 1 did not meet the standard.

Note: 2b and 2c show higher numbers of success, both relate to the college evaluation criteria - responsibility to the community and impact on personal life; application to course content of service learning and critical thinking.

Reflection:
 Culturally relevant teaching and learning strategies (Gloria Ladson Billings) were incorporated in the various ecologies studied. It is a pedagogy that “empowers students in all developmental domains and politically by using cultural referents to impart knowledge, skills and attitudes.” The use of culturally relevant concepts and ideas help students develop cultural understanding and empathy, and critical consciousness. An example in the study of the ecology of family, we explored roots and culture of various cultural groups including their experiences with bias and discrimination.

Overall students exceed or met the standards. Within the service learning experience, it was found that students need additional opportunities to relate to families. Community partners were informed of the need for students to not only work with children but have communication with families. Community partners were provided with examples such as conversations with family members to gather information about the child, share information on the child’s progress and identified needs, and celebrate with families children’s successes. Lead teachers are expected to be present to mentor or coach the interactions.

One area of curriculum identified to further develop is the students’ understanding of ethics. On the ecology of teaching, we examined the ethical code and conducted an activity designed to further students’ understanding of ethics. Service learning situations were discussed from the perspective of ethics. This focus allowed students to reflect on ethical situations and dilemmas.

Student Support and Department Work
During the spring and fall of 2015, we reevaluated our direction to support our Department’s English Learners. In collaboration with the ESL Department, we are developing ESL linked courses to offer in 2016-17. The needs will be evaluated with our students via focus groups this winter and spring.

In addition, we examined developing a dual enrollment program for high school district. We have realized that too many talented students are not accessing the opportunities that are necessary,
particularly Latinos, African-American and Filipino students. The current approach to educating
students of color has left many not ready for college, work and what we expect of them as we evolve in
this 21st century. Dual enrollment is an opportunity to provide
1. an introduction and preparation for college life, expectations and requirements;
2. an opportunity to complete high school and college units at the same time;
3. a supported transition from high school to college;
4. an opportunity to build early childhood education practical skills, improve study
   skills and academic knowledge;
5. motivation to persistent from term to term, completing a sequence of courses which
   lead to a child development permit;
6. increase student confidence and abilities to engage in postsecondary education and
   the education and career ladder.
This effort will be an “equity tide which will lift all boats”. There are many logistical issues that must
be ironed out to make this a plan in action.

To further respond to our equity direction, our faculty will be engaged in discussions related to textbook
adoptions particularly for course offering with more than one section. The review of textbooks will be
focused on determining how well our selections are aligned to the Department’s Conceptual Framework.

D. Response to Conditions in Accreditation Decision

Did your most recent Accreditation Decision include Conditions?  ____X 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.