

# Instruction – Child Development

## Section 1: Program Information

### Catalog Description

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

The department offers four degrees: The Early Childhood Education Associate of Science for Transfer Degree (ECE AS-T), the Child and Adolescent Development Associate of Arts for Transfer Degree (AA-T), the Elementary Teacher Education Associate of Arts for Transfer Degree (AA-T), and the Associate of Science Child Development Degree. Departmental degrees focus on theoretical and applied knowledge of Child Development and Developmentally Appropriate Practice in education. Students who complete the appropriate coursework to earn the Early Childhood Education Associate in Science for Transfer degree (ECE AS-T), the Elementary Teacher Education Associate of Arts for Transfer Degree (AA-T) or the Child and Adolescent Development Associate of Arts for Transfer degree (AA-T) will achieve junior status to the California State University system, and will be given priority admission to our local CSU campus.

Students completing appropriate coursework may earn the following certificates of achievement: Child Development Teacher, Child Development Master Teacher, or Child Development Master Teacher-Early Intervention. Students completing the appropriate courses may earn the following skill awards: Child Development Associate Teacher or Infant and Child Development Associate Teacher Skill Award.

<b>Full Time</b>	<b>Adjunct</b>	<b>Support Staff</b>
Bokowski, La’Kisha	Bartelt, John	Allen, Gayle
Hahn, Shelley	Bartelt, Linda	
	Castro, Wendy	
	Gallo, Michelle	
	Mitchell, Michelle	
	Pecoraro, Susan	
	West-Hill, Jamie	
	Ye, Michelle	

## Section 2: Mission

### Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

**How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?**

The Child Development Program explores the theories and concepts necessary for the healthy growth and development of children from conception through adolescence. Child development courses provide both the theoretical and practical skills and experiences necessary to obtain a transfer degree or gain employment in the field of early childhood education. The Department offers four degrees; The Early Childhood Education Associate of Science for Transfer Degree (ECE AS-T), the Associate of Science Child Development Degree and the Associate in Arts in Child and Adolescent Development for Transfer Degree (AD-T). Departmental degrees focus on theoretical and applied knowledge of Child Development and Developmentally Appropriate Practice in education. Students who complete the appropriate Coursework to earn the Early Childhood Education Associate in Science for Transfer degree (ECE AS-T) will achieve junior status to the California State University system and will be given priority admission to our local CSU campus. The intention of the Associate in Arts in Child and Adolescent Development for Transfer Degree is to provide lower-division preparation for students planning to transfer to a CSU and complete Degrees and professional programs in the fields of K-12 teaching, clinical social work, clinical psychology, school counseling, public policy, and developmental research.

Students completing appropriate Coursework may earn the following certificates of achievement: Child Development Teacher, Child Development Master Teacher, or Child Development Master Teacher-Early Intervention. Students completing the appropriate courses may earn the following Skill Awards: Child Development Associate Teacher or Infant and Child Development Associate Teacher Skill Award. Departmental Skill Awards, Certificates of achievement and Degrees offered through the Department assist students in meeting educational requirements necessary to obtain Child Development permits issued through the California Commission on Teacher Credentialing.

The Child Development Department remains deeply committed to equity and culturally responsive teaching. As a department, we have been discussing anti-bias and inclusive education in our classes for decades. We are actively implementing instructions that meet the needs of diverse learners from various backgrounds. Additionally, our classes help students recognize and

respond to systemic barriers that affect children and their families. By exploring diverse perspectives and examining how race, culture, language, ability, and socioeconomic status shape early learning experiences, students are empowered to become advocates for justice and equity in their classrooms and communities. The department commitment has been expanded as stated in our 2024-2025 goal, which involves integrating culturally responsive teaching methods. These methods aim to provide personalized educational experiences, enabling students to have control over their learning in ways that align with their cultural identities, unique experiences, interests, and goals.

### **Section 3: Course Curriculum**

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

**Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?**

All child development courses have been reviewed for course currency and approved by the curriculum committee within the last six years. All prerequisites have been reviewed by the department and adequately prepare students for course entry.

**Alignment with California General Education Transfer Curriculum (CalGETC) if associated.**

Core courses in the major include CHLD 110, PSY 206, CHLD 112, CHLD 114, CHLD 116, CHLD 144, CHLD 154, CHLD 156 and CHLD 156L have been reviewed and continue to align with General Education Transfer Curriculum.

**Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?**

Child development course offerings continue to meet industry requirements and to prepare adequately prepare students for employment in the field of child development and education.

**Formats (modality type, course length, evening/weekend, noncredit, etc.)**

Courses continue to be offered in both the online and in-person formats which provides greater accessibility and flexibility for students to reach their academic goals. Both day and evening on-campus courses continue to be regularly offered.

**Are there any limitations preventing timely progress toward educational goal attainment?**

Limitations preventing timely progress toward educational goal attainment include students experiencing limited financial resources and/or economic insecurity, family and work obligations, mental and emotional health needs, food insecurity, homelessness and/or housing insecurity, lack of campus-based childcare (for student parents), unreliable transportation, among other challenges.

## Section 4: Student Success Data

Power BI Dashboard (linked, noneditable)

<https://app.powerbi.com/view?r=eyJrIjojNWM1NmRkOGQtOThiMC00NzZiLThmNjctNWM1YTE4ZTA1MzM3IiwidCI6jEzNDNjNTk0LTBmNzYtNGY1ZS04NWEwLTdhYTcxNTlyMGZkYyIsImMiOjZ9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

### **How does your program compare with college-wide data?**

Comparison of college-wide enrollment rates to Child Development department rates between summer 2019 to spring 2024 reveals an overall decline in enrollment, which the department attributes to the impact and challenges experienced by students during the global pandemic and recovery period. Comparison of college-wide retention rates to Child Development department rates between summer 2019 and spring 2024 are consistent with or significantly higher for all terms (summer, fall, winter, spring) during this period. Child Development departmental success rates between summer 2019 and spring 2024 for all four terms (summer, fall, winter, spring) are consistent with, but for most terms during this five-year period are significantly higher than, college-wide success rates.

### **Compare performances within your program to those of the collegewide data.**

Comparison analysis of program data to college-wide data in performance indicates a similar overall decline in total degrees awarded (AA-T, AS, AS-T) within the program during the five-year review period between summer 2019 and pending awards in spring 2024. Analysis of performance data indicates that both the Child Development department and college-wide programs have experienced a decline in certificates and skill awards during the five-year review period. While analysis of college wide data reveal that significantly more females to males have been achieving degrees, certificates and skill awards during the five-year period, analysis of Child Development departmental comparisons reveal a large disparity between genders, the majority being female. These statistical differences by gender are consistent with the vocational and professional field of child development and elementary education, which have been primarily female dominated.

Departmental age comparison data of awarded degrees of all types during summer 2019 and spring 2024 is consistent with college-wide data; most students are between the ages of 20 and 49 years of age, followed by a small minority of students 19 or younger, or 50 and older. Departmental data patterns for ethnicity by degrees awarded during the five-year period is consistent with general college-wide data; the majority of students are "Hispanic/Latino," followed by a smaller majority identifying as "white," which also follows college-wide enrollment ethnicity data. Similar findings are revealed when comparing enrollment patterns for child development students and college-wide, whereby smaller percentages of "African American," "American Indian," "Asian," "Two or More Races" or "Unknown" are enrolled in the college and fewer degrees are awarded.

**Write about any notable equity gaps in performance.**

Data analyzed by the department does not reveal notable equity gaps in performance.

**What potential obstacles or barriers do students face?**

Students of child development face a variety of obstacles and/or barriers including limited financial resources and/or economic insecurity, family and work obligations, mental and emotional health needs, food insecurity, homelessness and/or housing insecurity, lack of campus-based childcare (for student parents), problems with technology and unreliable transportation.

Child Development students also experience challenges that result from the absence of an on-campus child development center laboratory. As child development coursework requires direct observation of and practicum experience with children, students are burdened with finding placement in childcare and education programs off campus. This poses challenges to students as they must carve out additional time in their already busy schedules to travel off campus. Many students also have trouble accessing reliable transportation required to complete off-campus observation and practicum assignments. The continued absence of an on campus childcare center laboratory also presents challenges to student-parents needing childcare to successfully complete college coursework.

**What opportunities are available to address these barriers?**

The college offers a variety of support services to students such as Financial Aide and Scholarships, EOP&S, CARE, technological help, the Student Wellness Center, and additional campus resources for students in need including food assistance, campus showers, homelessness assistance and access to the campus Basic Needs Coordinator.

## Section 5: Program-Level Student Learning Outcome Assessment

Based on review of program, degree and certificate SLO reflections, current SLOs are appropriate, and minimal modifications need to be made. Degree SLOs continue to be relevant and meaningful for preparing students for employment in the field of Child Care and Early Childhood Education as well as for transfer to University. Child Development certificate SLOs are appropriate in facilitating students pursuing completion of education requirements necessary to obtain Child Development Permits through the California Commission on Teacher Credentialing at the Assistant, Associate, Teacher and Master Teacher levels, as well as meeting educational requirements for employment in preschool Child Care and Early Childhood Education facilities.

A review of Child Development course level SLOs reveals strong support for obtainment of Program, Degree and Certificate SLOs. There is continuity among all aspects of the as the program, degrees and certificates are designed to develop knowledge, skills and sensitivity necessary to prepare future Early Childhood Education professionals to effectively work with diverse children and their families in Child Care and Early Childhood programs.

## Section 6: Assessment and Planning

### Overall Strengths:

In the child development program, theoretical applications are supported through study of major physical, psychosocial, and cognitive developmental milestones. The program teaches students to apply developmental theories in observing and assessing children. These courses cover developmental perspectives and theoretical frameworks that inform early childhood education practice. Students also learn appropriate child guidance and interaction based on developmental and relationship-based approaches. In addition, global consciousness is addressed through our courses, which focus on families within historically marginalized communities, including multilingual, multiethnic, refugee, and immigrant families. A notable example is the Teaching in a Diverse Society course, which explores an anti-bias curriculum and fosters a culturally relevant environment. Curriculum courses include inclusive curricula that address equity related to race, gender, language, disability, and socioeconomic class. Many child development courses cover professional ethics, career pathways, and developmentally appropriate practices. Students enrolled in practicum courses assume increasing responsibility for classroom management, preparing the environment, and implementing the curriculum. Student teaching and fieldwork experiences link theory and practice while developing a comprehensive understanding of children and families. Professional standards are studied including laws, regulations, policies, and procedures in early childhood education. Administration courses covering legal issues, regulatory requirements, and professional management practices. These courses create a comprehensive foundation where theoretical knowledge is consistently applied through hands-on fieldwork, practicum experiences, and real-world classroom applications, ensuring graduates can effectively translate their learning into professional practice. Students who complete this program are well-equipped for transfer to a university or to secure employment.

### Overall Weaknesses:

As repeatedly stated in previous program reviews, the continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees and to support student-parents in need of childcare in achieving their academic goals.

### **How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?**

The child development department has been and will continue to commit to equity and inclusion. We are actively implementing instructions that meet the needs of diverse learners from various

backgrounds. The department commitment has been expanded as stated in our 2024-2025 goal, which involves enhancing our current integration of culturally responsive teaching methods using an equity lens. These methods aim to provide personalized educational experiences, enabling students to have control over their learning in ways that align with their cultural identities, unique experiences, interests, and goals. Additionally, the department will work towards adopting Open Educational Resources (OER) with zero textbook costs (ZTCs) for core courses in the major to ensure equitable access to classroom materials.

A major institutional resource that would aid students and close equity gaps would be a child development center/ Child Care Center laboratory. By offering these childcare services we as an institution would be removing barriers and supporting an equitable learning environment for our students. It should be noted that Citrus College is the only community college in this area that does not provide this service for students. Citrus College is one of few Community Colleges in the State of California that does not provide support in the form of a child care facility for its student parents. Citrus College is one of few Community Colleges in the State that does not provide support to students through an on-campus childcare laboratory school to facilitate student success and completion. This is a major weakness that cannot be corrected from a departmental level.

## **Program Goals: 2024-2025**

### **Progress on Last Year's Goals (2023-2024)**

#### **Child Care Center Laboratory**

The continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees and to support student-parents in need of childcare in achieving their academic goals.

**No progress has been made on last year's goal.**

### **Goals for 2024-2025**

#### **Child Care Center Laboratory**

The department is hopeful that with the massive demolition of the Liberal Arts & Business (LB) building (Spring 2025), plans to allocate space in the replacement building will include a childcare center/departmental laboratory. The continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees

and to support child development student success, including student-parents in need of childcare in achieving their academic goals.

### **Using An Equity Lens to Improve Academic Success**

The department will place a more intentional focus on using an equity lens to improve academic success for all child development students. The department will begin integrating culturally responsive teaching pedagogies including personalized educational experiences that empower students to have agency over their learning that not only works toward aligning with their cultural identity, but unique experiences, interests, and goals. The department will work toward the adoption of Open Educational Resources (OER) with zero textbook costs (ZTCs) for “core” courses in the major to ensure equitable access to classroom resources.

### **Resource Requests:**

#### **Outcome: Child Care Center Laboratory**

The continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees and to support student-parents in need of childcare in achieving their academic goals.

#### **Action: Child Development Center Laboratory Director, Teachers, and Staff**

#### **Position Title and College Impact:**

One Director, One Secretary, Two teachers, Four student aides

#### **Certificated or Classified:**

Director and Teachers-Certificated; Secretary and Student Aides-Classified

#### **Full-time or Percentage:**

One Director 100% One Secretary 100% Two teachers 100% Four student aides 50%

#### **Cost:**

One Director \$100,000 per year

One Secretary \$40,000 per year

Two teachers \$55,000 each teacher per year

Four student aides 50% Hourly minimum wage

#### **Priority: High**

## **FACILITIES RESOURCES REQUESTED:**

### **Outcome: Child Care Center Laboratory**

The continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees and to support student-parents in need of childcare in achieving their academic goals.

### **Action: Child Development Center Laboratory Facilities**

#### **Facilities; impact on the college:**

College to provide two child development center classrooms, three office spaces for director, education staff and secretary, one kitchen, and storage space for supplies. Estimated cost \$750,000; actual cost to be determined by the college.

**Budget request amount:** \$750,000.00

**Priority: High**

## **EQUIPMENT RESOURCES REQUESTED:**

### **Outcome: Child Care Center Laboratory**

The continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees and to support student-parents in need of childcare in achieving their academic goals.

**Action:** Child Development Center Laboratory Equipment, Furniture and Classroom

#### **Supplies Equipment; impact on the college:**

Indoor and outdoor equipment for two preschool classes.

Examples needed include the following: furniture, desks, tables, chairs, curriculum materials, and playground equipment.

**Budget request amount:** \$100,000.00

**Priority: High**

**Outcome: Instructional Materials**

The department also needs to purchase materials and supplies for effective classroom instruction.

**Action:** Classroom Disposable Supplies and Instructional Materials

**Equipment; impact on the college:** Ongoing materials and supplies needed for classroom instruction in curriculum based and specialty classes.

**Budget request amount:** \$1,500.00

**Priority: High**

**COMPUTERS AND SOFTWARE RESOURCES REQUESTED**

**Outcome: Child Care Center Laboratory**

The continued absence of a childcare center/departmental laboratory is a disservice to Citrus College students which contributes to ongoing inequities in educational opportunities and additional challenges to special populations such as low-income students and single parents. A campus Child Care Center laboratory is essential to student success and completion of departmental skill awards, certificates and degrees and to support student-parents in need of childcare in achieving their academic goals.

**Action:** Child Development Center Laboratory Computers and Printers

Computers and/or Software, impact on the college:

1 Computer and Printer/Copier for Center Director

1 Computer and Printer/Copier for Secretary

1 Computer and Printer/Copier for Educational Staff

**Budget request amount:** \$9,000.00

**Priority: High**