

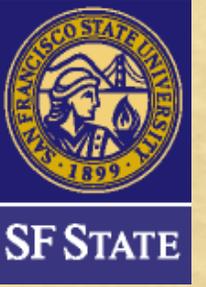
Redesigning Our Majors Symposium

August 19, 2017



Focus on Competencies and Skills:
Dept. of Child and Adolescent Development

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Departmental Background and Considerations

- Major began in 1998 with approximately 30 majors
- Core and concentrations were interdisciplinary (by design)
- Began with four concentrations: 1. Early Childhood; 2. School Age Child; 3. Youth Work and Out of School Time; and 4. Policy, Advocacy, and Systems
- Over 600 majors by 2008; projected at 152% capacity by Fall 2009 and 159% capacity by Fall 2010
- Impacted major since 2011 with approximately 400 majors

Departmental Background and Considerations, cont'd



- 5 FTEF and .60 lecturer allocation
- Major curriculum changes resulted in core courses created and offered by CAD Department and concentrations remained interdisciplinary
- Major reduced to 45 units to comply with BA degree requirements
- Recent change effective after Fall 2017: Policy, Advocacy, and Systems concentration discontinued
- Anticipated change effective Fall 2018: Loss of impaction status



Upper Division CAD Core Courses

- CAD 410 Applied Child and Youth Development
- CAD 450 Understanding and Working with Diverse Families or
CAD 460 Globalization and Family Relations
- CAD 500GW Action Research Methods in CAD
- CAD 625 Children, Youth, and Public Policy or
CAD 650 Child Advocacy

Competencies



- Orientation to the CAD field and profession
- Theories of learning and development
- Communication: Oral and written
- Scientific reasoning and research
- Information literacy
- Equity-based practice and social justice

Competencies Defined

- **Orientation to the CAD Field and Profession(s)**
- **Theories of Learning and Development**
- **Communication – Oral and Written**
- To perform as a CAD professional, with an understanding of the roles, responsibilities, and work settings of CAD
- To apply predominant theories that CAD uses in the context of the field
- To speak and write clearly, respectfully, persuasively, coherently, and powerfully in the context of CAD including but not limited working with children, families and colleagues; advocacy, policy, and research.

Competencies Defined, cont'd

- **Scientific Reasoning and Research**
 - **Information Literacy**
 - **Equity-based Practice and Social Justice**
- To conduct research in the context of CAD with an understanding of action research, methods, assessment, evaluation, data collection, data analysis, and data reporting.
 - To access and use current information technology in the context of CAD in a way that is appropriate and relevant
 - To apply concepts of social justice and cultural competence in the context of CAD

Levels of Learning

1. Introduce: Students' first exposure to to a competency on a basic level—"knowing"
2. Reinforce: Students' second or continued exposure to a competency—addt'l "knowing"
3. Apply: Students' opportunity to deepen their grasp of a competency by applying it in a more complex way—"analysis and synthesis"
4. Practice: Students' actual hands on practice of a skill-- "doing"



Creating the Upper Division Curriculum Matrix

Core Courses	CAD 410	CAD 450 or CAD 460	CAD 500GW	CAD 625 or CAD 650	Student Outcomes
Course Sequence	Semester 1 FALL CAD 410: Applied Child and Youth Development	Semester 2 SPRING CAD 450: Understanding working with Diverse Families OR CAD 460: Globalization and Family Relations	Semester 3 FALL CAD 500 GWAR: Action Research Methods in CAD	Semester 4 SPRING CAD 625: Child and Youth Policy OR CAD 650: Child Advocacy	OUTCOME By the end of the upper division sequence, CAD graduates should be able to:

Creating the Upper Division Curriculum Matrix: Example of a Competency



Core Courses	CAD 410	CAD 450 or CAD 460	CAD 500GW	CAD 625 or CAD 650	Student Outcomes
Competency 2: Theories of Learning and Development	<u>Introduce</u> students to the major CAD theories that promote healthy development from 0 to 8 years: <ul style="list-style-type: none"> • History of discipline • Behaviorist- Skinner • Constructivist 	<u>Reinforce</u> major CAD theories that promote healthy development from 0 to 8 years: <ul style="list-style-type: none"> • History of discipline • Behaviorist- Skinner • Constructivist -Piaget 	<u>Reinforce</u> major CAD theories by requiring students to analyze the role of theory when conducting research or planning programs.	<u>Introduce</u> theories, frameworks, or models about policy development.	OUTCOME By the end of the upper division sequence, CAD graduates should be able to: Apply predominant theories of learning and development that CAD uses in the context of the field.

Creating the Upper Division Curriculum Matrix, cont'd



Core Courses	CAD 410	CAD 450 or CAD 460	CAD 500GW	CAD 625 or CAD 650	Student Outcomes
<p>Competency 2: Theories of Learning and Development</p>	<ul style="list-style-type: none"> Sociocultural theories (Vygotsky, Rogoff) Ecological-Bronfenbrenner <p><u>Introduce</u> theory-based best practices and strategies relevant to concentrations</p>	<p><u>Reinforce</u> how major theories are used in the CAD field to address issues involving diverse families and individuals.</p>	<ul style="list-style-type: none"> Provide opportunities for students to <u>apply</u> specific theories relevant to their proposals. <p><u>Apply</u> theory to intervention development as a result of action research.</p>	<p><u>Reinforce</u> major CAD theories by requiring students to apply concepts when analyzing or developing child and youth policy.</p>	<p>OUTCOME</p> <p>By the end of the upper division sequence, CAD graduates should be able to:</p> <p>Apply predominant theories of learning and development that CAD uses in the context of the field.</p>

Revised Mission Statement – Oct. 2016



The Department of Child and Adolescent Development (CAD) prepares students to be competent professionals in their work as advocates for children, youth, and families. Using a social justice lens, CAD values teaching and experiential learning that incorporates diversity of background and experiences, current and relevant research, and high quality instruction. To this end, students are prepared to:



Revised Mission Statement, cont'd

Student Learning Objectives:

- Understand the professional roles and responsibilities in the field of CAD in a variety of work settings.
- Apply developmental, learning, and cultural theories used in the context of the field.
- Communicate clearly, respectfully, persuasively, coherently, and powerfully in the context of CAD including but not limited to working with children and youth, families, and colleagues.