

Program Performance Review (PPR)

Self-Study

for the Period of AY 07/08-AY13/14

Department of Child and Adolescent Studies

College of Health and Human Development

Submitted March 6, 2014

I. Department/Program Mission, Goals and Environment

- A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

The Department of Child and Adolescent Studies (CAS) is dedicated to promoting the well-being of children, adolescents, and families through teaching, research, and reflective practice. The Department’s mission is threefold: (1) to prepare students with the knowledge and skills necessary to be effective working with diverse populations in school, service, and community settings; (2) to conduct developmentally informed research with implications for practice; and (3) to make significant contributions to the community through fieldwork and service. As outlined below, the core goals of the Department are closely aligned with the goals of the University’s Strategic Plan.

CAS Department Goals	Aligned University Goals and Objectives
Enhance student learning through ongoing program assessment and implementation of program improvement strategies.	<p>Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p> <p>Objective: Implement a sustainable University-wide assessment process that includes curricular and co-curricular components.</p>
Promote student success through effective advisement and support.	<p>Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p> <p>Objective: Ensure that at least 75% of CSUF students participate in an advising system that integrates academic, career, and personal development components.</p> <p>Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.</p> <p>Objectives: Increase the overall 6-year graduation rate, such that the Fall 2012 cohort of first-time full-time freshman is at least 10 percentage points higher than that of the Fall 2006 cohort; Increase the 4-year transfer graduation rate such that the Fall 2014 cohort is at least 10 percentage points higher than that of the Fall 2008 cohort; and Reduce by at least half the current 12% achievement gap between</p>

	<p>underrepresented and non-underrepresented students.</p>
<p>Expand access to courses and programs that meet student demand and community needs.</p>	<p>Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p> <p>Objective: Increase by 25% the number of CSUF students participating in international, service learning, internship, community engagement or other innovative instructional experiences that prepare students in professional endeavors in a global society.</p>
<p>Increase student engagement through participation in high impact practices.</p>	<p>Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p> <p>Objective: Increase by 25% the number of CSUF students participating in international, service learning, internship, community engagement or other innovative instructional experiences that prepare students in professional endeavors in a global society.</p> <p>Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.</p> <p>Objective: Increase participation in High-Impact Practices (HIPs) and ensure that 75% of CSUF students participate in at least two HIPs by graduation.</p>
<p>Support research and scholarly activities that advance our understanding of developmental processes.</p>	<p>Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.</p> <p>Objective: Increase by 25% the number of CSUF students participating in international, service learning, internship, community engagement or other innovative instructional experiences that prepare students in professional endeavors in a global society.</p> <p>Goal 3: Recruit and retain high-quality and diverse</p>

	<p>faculty and staff.</p> <p>Objectives: Assess the campus climate and utilize results to identify and implement retention and engagement strategies; Provide additional training programs and increase opportunities for professional development available to post-tenure faculty and staff to promote career advancement.</p>
Enhance our visibility to and connectedness with alumni and the community.	<p>Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.</p> <p>Objective: Increase communications and stakeholder engagement by 50% over the 2011-2012 baseline.</p>

The CAS Mission and Goals was updated in Academic Year (AY) 12/13. The CSUF Strategic Plan was approved in April 2013.

- B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).

During the period of review, the field of child development and the CAS Department have been increasingly focused on diversity in development, including understanding cultural diversity and individual differences in developmental processes. This emphasis is reflected in the Department’s revision of the CAS Mission and Goals and in its Student Learning Outcomes. In addition, the Department has offered increased opportunities for students to participate in international practicum experiences and has re-aligned its hiring priorities to reflect these trends.

During the period of review, the Department implemented an Early Childhood Development option within the Child and Adolescent Development (CHAD) major in response to state-wide initiatives calling for the development of bachelor’s degree completion programs for early childhood education professionals.

University factors have also shaped and impacted the Department’s program. For example, the University has provided increased support for the scholarly activity of new faculty. As a result, the Department received funding to develop a state-of-the-art research lab. Both the University and the CSU system have also encouraged the development of online courses and programs. Over the past seven years, the Department has increased the number of courses and sections available in fully online or hybrid formats. Currently, all of the core CAS classes have been approved by the University to be delivered in an online format. In addition, several CAS faculty members have participated in training opportunities to learn how to deliver high quality online instruction. The Department continues to discuss ways to ensure that online classes are of high quality.

Lastly, a decrease in the availability of K-12 teaching jobs is an external factor that impacts the Department. As a result, the number of students completing the option in Elementary School

Settings has declined Fortunately, students who are committed to working with children and families have other options to pursue besides teaching, and during the period of review, the Department developed several resources, including a career manual, to inform students about employment opportunities for graduates with a CHAD degree.

C. Identify the unit's priorities for the future.

The CAS Department has several priorities for the future. CAS faculty will continue to monitor changes in the discipline and incorporate those changes into the Department's curriculum. The Department will support student engagement, learning, and retention by increasing and improving student opportunities for high-quality, high-impact practices, by continuing rigorous program assessment and program improvement, and by providing students with high quality advisement. Department-level strategies identified for achieving the University's goals as outlined in the Strategic Plan are outlined in the CAS long-term plan.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).

Not applicable.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

In AY 08/09, four options in the CHAD major (Early Childhood Development, Elementary School Settings, Adolescent/Youth Development, and Family and Community Contexts) were approved, and since then, students have completed coursework aligned with one of these four major options. Previously, students completed a degree in CHAD with multiple advisement tracks.

Early Childhood Development (ECD)

The option in Early Childhood Development is designed for students pursuing careers working with young children and their families. In keeping with the National Association for the Education of Young Children's professional standards for bachelor's programs and the education requirements of the California Child Development Permit Matrix, the coursework emphasizes children's early development and learning; strategies to engage in developmentally appropriate practices; creation of early childhood environments rich in language, literacy, and other foundational skills; observation and assessment of young children and their environments; and effective work with diverse populations.

Elementary School Settings (ESS)

The option in Elementary School Settings is designed for students interested in teaching at the elementary school level and emphasizes an understanding of cognitive, physical, and socio-emotional development; subject-matter knowledge; and consideration of pedagogical

strategies and programs that promote academic achievement as well as other positive developmental outcomes for elementary school children.

Adolescent/Youth Development (AYD)

The option in Adolescent/Youth Development provides advanced understanding of cognitive, physical, and socio-emotional development during the adolescent age period. It is designed for students who intend to work with youth in community-based settings and/or to pursue graduate studies related to adolescent development.

Family and Community Contexts (FCC)

The option in Family and Community Contexts is designed for students planning to work with children, adolescents, and their families in community-based settings and/or preparing for graduate studies in human/child development, counseling, social work, or related fields.

- B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals.

The Bachelor of Science in CHAD is designed to provide students with empirically-derived knowledge about physical, socio-emotional, and cognitive developmental milestones from conception through adolescence; individual and cultural differences; and common variations in development. Students develop critical thinking, writing, and oral presentation skills in preparation to be professionals working with children and families. The curriculum provides broad undergraduate preparation for students interested in early care and education, elementary education, special education, and a variety of youth-related social service careers, as well as graduate study in disciplines such as child development, counseling, developmental psychology, and social work.

The CHAD major requires the successful completion of 51 units, including a basic core of 9 units shared across all options. This basic core includes a) CAS 101 Introduction to Child Development, b) CAS 201 Introduction to Child, Family, and Community, and c) SPED 371 Exceptional Individual, and is consistent with the statewide and local Lower Division Transfer Pattern (LDTP) agreements between the community colleges and the CSU system.

Curriculum in the major is hierarchically structured. Option-specific core and fieldwork courses are displayed in the table below. In addition to these courses, students are required to complete 18 units of topical development courses.

Option	Semester 1	Semester 2	Semester 3	Semester 4
ECD	CAS 215	CAS 305**	CAS 305	CAS 490T or CAS 491
	CAS 300	CAS 321	CAS 322	
	CAS 140/L or CAS 394/L		CAS 464/L or CAS 494/L	
ESS	CAS 300	CAS 325A	CAS 325B	CAS 490T
	CAS 301	CAS 310	CAS 310**	
		CAS 394/L		

			CAS 474/L	
AYD	CAS 300	CAS 325A	CAS 325B	CAS 490T
	CAS 301	CAS 310	CAS 310**	
		CAS 394/L		
		CAS 494/L		
FCC	CAS 300	CAS 325A	CAS 325B	CAS 490T
	CAS 301	CAS 310	CAS 310**	
		CAS 394/L		
		CAS 494/L		

**Recommended Semester

- CAS 300: Elements of Effective Professional Communication
- CAS 301: Inquiry and Methodology in Development
- CAS 310: Assessing and Observing Development
- CAS 325A: Conception through Age 8
- CAS 325B: Age 9 through Adolescence
- CAS 394L: Practicum Seminar/Practicum in Child and Adolescent Development
- CAS 464L/474L/494L: Practicum Seminar/Practicum in Option-Specific Setting
- CAS 490T: Topical Senior Seminar in Child and Adolescent Development

See Appendix VIII for complete list of required class by option.

The relationship between specific courses and student learning outcomes is displayed in the matrix in Appendix IX.

- C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments), retention, (native and transfer) graduation rates for majors, and time to degree (See instructions, Appendix I)

During AY 05/06, 514 people applied to be CHAD majors as first-time freshman. Of those, 42% were admitted, and of those admitted, 39% (84 students) enrolled in the University. During the same academic year, 521 people applied as upper-division transfers. Of those, 53% were admitted, and of those admitted, 63%, (172 students) enrolled.

Since AY 05/06, there has been an increase in the number of first-time freshmen and upper division transfer students applying to be CHAD majors, with the exception of the 09/10 academic year, during which the University faced significant budget cuts and constraints on enrollment. However, there has also been a decrease over time in the percent of applicants accepted into the program. This decrease is likely due to higher standards for acceptance established by the University during the last several years. The number of enrolled students has remained fairly stable during the last seven years with slight decreases in upper-division transfer students during the 11/12 and 12/13 years.

The CAS Department has had a noteworthy improvement in graduation rates for first-time freshmen over the period of review. Among the students who entered as first-time, full-time freshman CHAD majors in Fall 2000, 50% (46 students) graduated within six years. In comparison, our most recently available 6-year graduation rate data indicate that among the students who began as first-time, full-time freshman CHAD majors in Fall 2006, 75% (65 students) graduated within six years, with 68% of those students obtaining a degree in CHAD. These rates exceed the University's aggregate graduation rate of 51%, as well as the University's five-year strategic plan objective of achieving a first-time, full-time graduation rate of 61% within 6 years.

Graduation rates for upper-division transfer students have remained consistently high over the period of review. Among the transfer students who entered as CHAD majors in Fall 2000, 84% graduated within 4 years, with 78% of those students obtaining a degree in CHAD. Among the transfer students who entered as CHAD majors in Fall 2008, 83% graduated within 4 years or less, with 77% of those students obtaining a degree in CHAD. These rates exceed the University's aggregate graduation rate for transfer students, as well as the University's five-year strategic plan objective of achieving a transfer student graduation rate of 78% within 4 years.

Although the graduation rates for first-time, full-time freshman who entered as CHAD majors in 2006 was relatively high, a gap between the graduation rates of under-represented minority students (URMs) and non-URMs must be noted. The graduation rates were 68% and 77%, respectively, representing an achievement gap of 9 percentage points. An achievement gap is also seen among transfer students. Of the transfer students who entered as CHAD majors in 2008, the graduation rates for URMs and non-URMs were 78% and 90%, respectively, representing an achievement gap of 12 percentage points. Although the graduation rates for CHAD URM students still meet or exceed the University's target graduation rates as outlined in the five-year Strategic Plan, the department will make dedicated efforts to reduce these gaps in future years.

- D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation (FTEF), and student faculty ratios (SFR). For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See instructions, Appendix II)

From 2006-2013, total CAS AY FTES remained relatively stable, ranging from 490.0 to 569.3. There was a notable shift in the proportion of FTES generated by lower-division courses over the period of review. Lower-division FTES increased while upper division FTES slightly decreased due, in part, to the Department's attention to LDTP agreements, as previously discussed. AY FTES generated by CHAD majors is nearly double that which is generated by the department. These numbers reflect the many courses CHAD majors complete outside of the department.

CAS FTES targets were relatively stable from AY 06/07 through AY 12/13 with the exception of AY 09/10. This exception was associated with decreased state support for CSU enrollment and necessary budget reductions. Actual FTES has been closely aligned with target FTES during the period of review. The Department expects stability or modest increases in FTES in subsequent

years. The relative stability of FTES over the period review was accompanied by similar trends in SFR and FTEF.

- E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

The Department's short and long term plans include ongoing program review and submission of course and program changes as needed based on student outcomes. The Department will continue to attend to currency and relevancy issues in the discipline and in the professional opportunities it provides CHAD majors across the four major options and anticipates future program changes and updates to reflect these issues. The Department will also address interest in and employment opportunities for individuals with expertise in adolescent and youth development. Currently, the Adolescent/Youth Development option has great potential for further development and support.

- F. Include information on any Special Sessions self-support programs offered by the department/program.

Not applicable

III. *Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes*

The CAS Department utilizes a systematic process for assessing the quality of student learning. The Department's Assessment Committee gathers evidence demonstrating the extent to which the program is meeting its educational outcome goals. The Committee aggregates, evaluates, and discusses the evidence with all faculty to determine the strengths and weaknesses of the program. The Department is committed to a process that is collaborative and rigorous, yet manageable and sustainable. This collaboration includes not only part- and full-time faculty, but also students. The process is intended to provide meaningful information to the Department but not to demand an inordinate amount of time from the various stakeholders.

- A. How well are students learning what the program is designed to teach them?

A comprehensive framework of student learning outcomes was developed based on the CAS Mission and Goals. Four major learning goals describe the knowledge, skills and professional behavior that the Department expects its graduates to possess. These goals are further delineated into ten student learning outcomes.

1. *Comprehension of theories, concepts, and research outcomes*
 - a. Describe and/or explain relevant theories, concepts, and related research findings
 - b. Describe normative development
 - c. Describe individual, cultural, and environmental differences
 - d. Identify the purpose and structure of community and government systems
2. *Information literacy and research analysis skills*
 - a. Identify, access, analyze, and synthesize relevant sources
 - b. Critically analyze research studies

3. *Communication skills*
 - a. Write effectively in APA style, taking purpose and audience into account
 - b. Make effective oral presentations, taking purpose and audience into account
4. *Professional, ethical, and reflective practice with diverse populations*
 - a. Apply theories, concepts, and research findings to promote child well-being
 - b. Identify relevant ethical and legal issues and the impact of possible actions in real-world situations

The Department Assessment Committee comprises a chair and three additional faculty members. The Committee is responsible for implementing the assessment plan as created by the entire faculty. The Committee also oversees the administration of the assessment measures, the scoring and evaluation, and the presentation of the results to the faculty each semester at a faculty retreat.

The Department's systematic assessment plan covers a five year cycle, which has just been completed. The final report will present the results, the assessment measures, and information on how the Department has used the data to improve the program, change the curriculum, and/or enhance pedagogical practices.

The summary of how well CHAD students are learning is presented in Table 1.

- B. What direct strategies or systematic methods are utilized to measure student learning?

Each year the Department assesses two learning goals. The Assessment Committee administers a pilot measure in the fall semester and a final assessment in the spring. These measures are either common assignments in designated courses or stand-alone assignments created by the assessment committee in conjunction with faculty input. All measures are described in Table 1.

- C. Are the assessment strategies/measures of the program changing over time?

In line with best practices, the Assessment Committee pilots all of the measures during the fall semester and administers the final, revised measures in the spring. Thus, the measures are revised as needed. In addition, throughout the assessment cycle, because the assessment is driven by the learning goals, the measures are occasionally revised to reflect changes in the learning goals. Any changes in the measures are adopted after full faculty review.

- D. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)

As a result of the assessment, the Department has made changes to course content, increased faculty support, increased student support, changed some assessment measures, and modified some student learning outcomes. The Department has been successful in creating an engaged faculty learning community.

- E. How have assessment findings/results led to improvement or changes in teaching, learning and/or overall departmental effectiveness? Cite examples.

The Department has “closed the loop” (i.e., made improvements and changes to the curriculum and practices to address student learning gaps) each year in a variety of ways. For example, the Assessment Committee, in collaboration with CAS faculty members, has provided faculty with relevant resources, created additional resources for students, and added some required student assignments in designated courses. Each semester at a faculty retreat, the Committee presents assessment results and moderates a discussion on ways in which the Department can “close the loop.” At these retreats, workshops are presented that address issues that are particularly challenging for the students. One specific example was a workshop on integrating and synthesizing research findings in written work. At a faculty retreat, a writing expert presented the workshop, which was video recorded and made available to all faculty on Titanium.

Another example of how assessment findings have led to improvement in departmental effectiveness is the creation of a course coordinator system to help standardize implementation of the learning goals across sections of a particular course. The course coordinator system also helps full- and part-time faculty with pedagogical approaches to learning theories, ethical guidelines, research, and communication skills. The Department will determine in the next five year cycle how much these changes have improved student learning.

- F. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning e.g. number of students who pursue graduate or professional education programs in the field, job placement rates, graduation rates, student-faculty research/creative collaborations, etc. (See also Appendix VI)

Over the past five years the Department has focused on direct measures of student learning outcomes. In addition, in Fall 2013 an alumni survey was administered in coordination with the Social Science Research Center (SSRC) to provide an indirect measure of student learning outcomes. The Department asked alumni to reflect on their perceptions of how well they achieved CAS student learning outcomes and how helpful these outcomes have been in their professional/personal lives.

Between October 1 and October 31, 2013, a web-based survey was completed by 367 CAS alumni. The sample was drawn from 4,035 eligible alumni who graduated with a CHAD Bachelor’s Degree between 2000-2013. The SSRC registered 363 cases for analysis with a response rate approaching 10% after removal of bounce-back emails. Because the identified program goals were implemented in Fall 2008, responses from just the 140 respondents who graduated between 2009-2013 were analyzed for the PPR self-study. (Response rates by graduation year are presented in Appendix X.)

Figure 1. Mean Rating for Questions Regarding Achievement of CAS Student Learning Goals



Results are displayed in Figure 1 with key findings discussed here. One question asked CAS alumni to reflect on how much they learned in the program using a scale from 1 to 5 (1 = *not at all*, 2 = *a little*, 3 = *a moderate amount*, 4 = *quite a bit*, and 5 = *a great deal*). On average, CAS alumni reported learning “a great deal” to “quite a bit” in areas including writing effectively in APA style); describing and explaining relevant theories, concepts, and related research findings; and applying theories, concepts, and research findings to promote child well-being. Alumni also reported learning on average “quite a bit” in respect to making effective oral presentations, taking purpose and audience into account; and describing individual, cultural, and environmental differences. Alumni’s average rating approached “quite a bit” in respect to their abilities to identify, access, analyze, and synthesize relevant sources; describe normative development; and identify relevant ethical and legal issues and the impact of possible actions in real-world situations. Alumni reported learning “a moderate amount” to “quite a bit” in regard to their abilities to identify the purpose and structure of community and government systems. These indirect assessment measures via alumni reports are relatively consistent with direct measures of student learning outcomes.

A second question asked CAS alumni to rate how helpful they found their abilities in each area to be to their professional/personal lives using a scale from 1 to 5 (1 = *not at all helpful*, 2 = *a little helpful*, 3 = *somewhat helpful*, 4 = *very helpful*, and 5 = *extremely helpful*). Alumni reported their abilities to apply theories, concepts, and research findings to promote child well-being ($M = 3.96$); describe individual, cultural, and environmental differences ($M = 3.96$); and

make effective oral presentations, taking purpose and audience into account ($M = 3.95$) as “very helpful.” Similar ratings were reported for their abilities to identify relevant ethical and legal issues and the impact of possible actions in real-world situations ($M = 3.79$); describe normative development ($M = 3.68$); describe and explain relevant theories, concepts, and related research findings ($M = 3.64$); and identify, access, analyze, and synthesize relevant sources ($M = 3.60$). Means for goals including identify the purpose and structure of community and government systems ($M = 3.49$) and write effectively in APA style, taking purpose and audience into account ($M = 3.28$) were slightly lower than those for other previously referenced learning goals.

Further analysis examined perceived helpfulness of CAS student learning goals specifically for those respondents who indicated they learned “quite a bit” or “a great deal” in respect to each learning goal. In response to most learning goals, CAS alumni reported this learning was “very” or “extremely helpful” in their personal/professional lives. A slightly smaller percentage rated their abilities to describe and explain relevant theories, concepts, and related research findings or write effectively in APA style, taking purpose and audience into account as “very” or “extremely helpful” (65% and 53.8%, respectively).

In summary, alumni ratings of their achievement in terms of the learning goals were generally positive and high. Moreover, their perceptions are aligned with direct measures of student learning goals. CAS faculty note that alumni rate their abilities to *apply* their understanding of theory, concepts, and research findings to promote child well-being as very important. They also rate their abilities to describe individual, cultural, and environmental differences as very helpful. The Department’s commitment to ongoing curricular and program development within these areas is indicated in our 7-year plan. In future program assessment discussions, CAS faculty will also consider revision of the program goal focused on written communication to more effectively highlight the relevance of this skill to future personal and professional contexts. For example, the department may rephrase the learning goal to eliminate the reference to APA style so that students and alumni understand that the department is focused on their ability to write effectively, not on the formatting of citations. In addition, CAS faculty will further consider the relative significance of learning about government and community systems within the program.

- G. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

The Department does not offer a program online. Its online courses, as well as courses offered at the Irvine Campus, are included in the regular program assessment. The Department does not disaggregate the data by classes in its program assessment.

Find attached *Plan for Documentation of Academic Achievement (Assessment of Student Learning)* Please complete. This document/template will guide the department/program’s response in documenting academic achievement. Student learning goals, student learning outcomes and assessment

strategies/measures should be discussed in self-study narrative. (See instructions, Appendix III)

IV. Faculty

- A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See instructions, Appendix IV) (Attach faculty vitae see Appendix VII).

CAS FTEF was stable during the period of review, typically ranging from 22 to 24. On average, 58% of FTEF was aligned with tenured/tenure-track faculty lines. An additional 16% of CAS FTEF was aligned with full-time, non-tenure-track faculty lines.

From AY 05/06 through AY 12/13, the number of tenured/tenure-track faculty remained fairly stable (range=11-15). The Department successfully hired five tenure-track faculty during this period, and several faculty members were tenured and/or promoted. In the spring of 2013, an additional tenure-track faculty member was hired and joined the Department, bringing the current total to 14 tenured/tenure-track faculty. This number includes five assistant professors, four associate professors, and five full professors. The CAS program has been enriched by new faculty expertise and successful promotions.

During the period of review, three tenured/tenure-track faculty members retired, two resigned to assume administrative positions at other CSU campuses, and one resigned due to family health concerns. The Department's academic offerings were not significantly affected by retirements and resignations.

- B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

CAS was approved for two additional tenure-track searches over AY 13/14 and AY 14/15. The Department's search goals are aligned with support needs identified through program review processes. For example, in contexts of program review, strategic planning, and analysis of the relationship between CAS student learning goals and recently approved CSUF Learning Outcomes, the Department identified a need for increased attention to diversity in development within the curriculum. Two successful searches will result in 67% of FTEF aligned with tenured/tenure-track faculty lines. In subsequent years, hiring will likely occur for replacement purposes and/or in response to programmatic growth. Such hires will be aligned with the strategic plans of the University and College and with the Department's long-term goals.

- C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number

and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Since AY 05/06, part-time faculty members have regularly taught slightly more than 50% of CAS course sections. Exceptions were noted in AY 09/10, a year of significant budget and enrollment constraints, and most recently in AY 11/12 when the Department added two additional tenure-track faculty members. In AY 9/10, part-time faculty taught 39% of CAS course sections, and in AY 11/12 part-time faculty taught 47% of CAS course sections. Course sections taught by part-time faculty members are distributed across the program.

- D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Not applicable

V. Student Support and Advising

- A. Briefly describe how the department advises its majors, minors, and graduate students.

The CAS Department currently has two faculty academic advisors and one staff member with related training.

After declaring the CHAD major, students participate in an academic advising overview. In the overview, the four options within the CHAD major, as well as option-specific coursework, degree requirements, and pathways to degree, are reviewed. CHAD majors next meet with an academic advisor on an individual basis to review the Titan Degree Audit (TDA) and develop personal academic plans. Majors are invited to review academic plans with advisors on a regular basis. Advisement services are provided at both the Fullerton and Irvine campuses. Day and evening sessions are available.

The CAS advising team also holds several group advising sessions each semester prior to registration to review major requirements, as well as group "Live Grad Check" meetings. During the Live Grad Check session, students review their progress toward meeting all graduation requirements with a CAS advisor and a GE advisor. Graduation ceremony details, graduate school and credential application and entrance exams, and alumni resources are also discussed at the Live Grad Check session. Following the Live Grad Check, students are moved to "candidate" status.

CHAD minor advisement follows a similar process. After declaring the CHAD minor, students meet with an advisor to review the TDA and complete personal academic plans. CHAD minors are encouraged to meet with advisors as needed to facilitate progress toward degree. CHAD minors are also invited to participate in Live Grad Check sessions.

The CAS Department offers an undergraduate program only.

- B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service

learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

CHAD majors complete two practicum courses prior to graduation. For each course, students must complete at least 60 hours at a community-based site, working with children, adolescents, and/or families. One CAS full-time lecturer serves as department fieldwork coordinator. Her responsibilities include providing a fieldwork overview information session to all students, communicating with the Center for Internships and Community Engagement (CICE) about student and site registration, advising students about field placements, and serving as a liaison to community sites. CAS students' commitment to going above and beyond required hours is recognized by the number and overall percentage of medals that are awarded to CHAD majors at the annual CICE awards ceremony.

Many CAS faculty members collaborate with students on research projects. These students typically earn independent study units for their participation and frequently present at conferences or participate in the preparation of publications based on these projects. Department RTP standards recognize faculty for supporting undergraduate research. Faculty who have worked with undergraduate students on research projects during the period of review include Drs. Jason Baker, Kate Bono, Nathalie Carrick, Rachel Fenning, Leslie Grier, Diana Guerin, Janna Kim, Kari Knutson Miller, Pam Oliver, and Jenny Yen.

Starting in AY 09/10, the University Annual Report Guidelines requested documentation of student co-authorship in presentations and publications. A listing of student authors, as noted in CAS annual reports from AY 09/10 through AY 12/13, is included in Appendix XI.

The Department began recognizing student participation in research during the annual Celebration of Achievement in AY 11/12. A listing of CAS students receiving this recognition from AY 08/09 through AY 12/13 is listed in Appendix XII. Goals for the future are addressed in our long term plan.

a. Resources and Facilities

- A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)

Department of Child and Adolescent Studies Operating Budget FY 2007/2008 – FY 2011/2012					
Fiscal Year (FY)	Baseline OE&E	Travel	UEE/Open University	Additional One-Time	Total
2007-2008	17,985	11,000	24,334	56,928 *	110,247
2008-2009	8,566	12,000	20,760		41,326
2009-2010	11,875	6,000	10,083		27,958
2010-2011	13,375	12,857	19,044	26,727 ** 13,442 ***	85,445
2011-2012	9,363	16,650	12,643		38,656
2012-2013	13,820	9,600	19,016		56,000

			13,564 ****		
--	--	--	-------------	--	--

The CAS operating budget has been quite variable over the period of review. Baseline OE&E and University Extended Education/Open University allocations generally afforded resources sufficient to funding essential needs including office supplies, telephone services, copier rental, and Reprographics support. Tenured/tenure-track faculty typically received \$750-\$1000 in travel support associated with presentation at a professionally-relevant conference. The Department was extremely efficient and productive in the use of one-time funds to support departmental priorities as available (details indicated below). The opportunity to use one-time funds to advance departmental priorities is very beneficial and yet presents challenges in respect to longer term planning.

* CAS lottery fund allocation. Funded program/faculty development components included the following: CAS Student Learning Goals and Outcomes/Program Assessment Plan; Instructional Materials and Draft Course Coordinator System; Adolescent/Youth Development Option Courses; and Community College Outreach.

** Supplemental funding for faculty support (CAS % of HHD allocation based on FTES). Funded program/faculty development components included the following: Course Coordinator Pilot (CAS 201, 301, 325A); Curriculum Development (CAS 310); Program Assessment Response (Online Writing Tutorial); International Internships Coordination; Lab Coordination; Website Update; Web-based Advisement Materials Update; and CAS Parameters for Online/Hybrid Courses Policy Statement.

*** Specialized equipment allocation (CAS computer lab and equipment). Funded department resources included the following: EC 527 Conference Room/Seminar Space Furniture and Electronic Equipment.

**** Carry forward of THEFD and TADCP. Funded program/faculty development components included the following: Increase Currency, Relevancy, and Cross-Course Linkages Workshop-- Research Methods and Assessment/Observation Courses; Course-Specific Online Module Development; Major/Time-to-Degree Credit for Student Research Engagement; Community/Advisory Outreach, Support, and Development; Student Success and Graduation Initiative; and CAS SLO/CSUF ULO Gap Analysis and Initial Closing the Loop Actions.

Department of Child and Adolescent Studies Additional Budget Allocations FY 2007/2008 – FY 2011/2012		
Fiscal Year (FY)	Misc Course Fees	Commencement
2007-2008	0	1200
2008-2009	13,129	1050
2009-2010	15,484	1200
2010-2011	19,929	848
2011-2012	4,826	860
2012-2013	5,000	840

A large percentage of the annual CAS miscellaneous course fees allocation was dedicated to the HHD instructional technology (IT) budget during the period of review. This budget included IT maintenance and upgrades for two dedicated CAS classrooms, EC 25 and EC 55. Beginning in FY 11/12, HHD IT budget allocations were deducted in advance of departmental distributions.

The Department's allocation for commencement and commencement-related activities has declined over the period of review. The Department increased coordinated support with the Child and Adolescent Studies Student Association (CASSA) and initiated fundraising activities in AY 12/13 to address differentials between needed and distributed budget figures.

- B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last five years and prioritize needs for the future.

As stated previously, the Department maintains two dedicated classrooms, EC 25 and EC 55. EC 25 includes capacity for 48 students; EC 55 includes capacity for 48 students in lecture mode and 24 students in lab mode. All CAS 301 (research methods) and most CAS 300 (upper-division writing course for CHAD Majors) sections are housed in these classrooms. On a space available basis, the department schedules as many sections as possible of CAS 490T (senior seminar) and CAS 394/464/474/494 (practicum) in these classrooms. The Department anticipates increased need for instructional space with capacity for computing and printing activities in the future.

CAS typically offers one section of two courses (CAS 325A and CAS 360) in large classrooms on a semester basis. Additional large or double section courses are offered in online format (CAS 312 and CAS 315). The Department may be interested in increased use of large classroom space if it becomes available during morning and early afternoon instructional periods. Within the last five years, the HHD Dean's office supported new faculty scholarship through funds dedicated to the build out of a CAS research lab. This lab space allows for administration of various research protocols, including observation and video/audio recording. The lab space is essential to the research activities of multiple CAS faculty members. Related challenges include maintenance and troubleshooting needs associated with equipment malfunction.

- C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases, etc.

The Pollak Library currently supports CAS student learning goals through staff library instruction in multiple sections of CAS 300 and CAS 301. Library databases, including ERIC, PsycINFO, Academic Search Premier, Education Full-Text, Tests in Print, and Mental Measurements Yearbook, are aligned with CAS curriculum and scholarship needs. Increased access to online, full-text articles and ongoing access to Interlibrary Loan are important to CAS faculty and students.

b. Long-term Plans

The CAS Department celebrates many significant accomplishments during the period of review. Highlights are indicated below. The Department's long-term plan builds on department strengths and accomplishments.

- Submitted, approved, and implemented revisions to the Bachelor of Science in Child and Adolescent Development (CHAD) to include four options (Early Childhood Development, Elementary School Settings, Adolescent/Youth Development, and Family and Community Contexts).
- Submitted, approved, and implemented revisions to the Minor in Child and Adolescent Development.
- Modified advisement processes and academic planning materials. Reviewed four- and eight-semester major completion pathways, initiated development of a web-based overview of the major, and expanded career-related resources.
- Hosted multiple outreach events to communicate program requirements, support student entry and transfer, and promote degree achievement.
- Articulated clear program goals and student learning outcomes, developed a sustainable approach to program assessment supported by a standing Program Assessment Committee, and completed a 5-year program assessment cycle.
- Held bi-annual faculty retreats to promote review of program goals and outcomes and to articulate strategies for enhancing student learning and professional development.
- Regularly reviewed program and course-specific learning goals to ensure currency and relevancy. Developed common assessment measures and instructional materials as recommended.
- Developed a Course Coordinator system to address course-specific issues including learning goals, outcomes, and resource needs and to better support program goals.
- Revised the Department mission and goals.
- Completed a significant Department website update to provide clear information and easily accessible resources.
- Convened ad hoc committees to make recommendations on space conversions, examine graduate studies and center development, develop an online program proposal, and facilitate community and alumni outreach.
- Completed major revisions of Department Personnel Standards and Student Opinion Questionnaire Forms.
- Successfully hired multiple tenure-track faculty members and one tenured faculty member.
- Successfully hired two staff members and one full-time lecturer to serve as the primary department academic advisor.
- Provided 3-WTUs of assigned time for scholarship in probationary years three through five to tenure-track faculty members.
- Identified, converted, and initiated use of space for the CAS child and family research lab.
- Developed and implemented revised procedures for approval of department practicum sites, student fieldwork registration, and student employment site waivers to align practices with Risk Management guidelines.
- Increased international fieldwork options available to CHAD Majors.
- Submitted and received approval for 26 CAS course change proposals to increase options to offer courses in online/hybrid format.
- Articulated department expectations for courses offered in online/hybrid format to ensure high-quality teaching and learning experiences.
- Received WASC Fast Track approval for online delivery of the CHAD Major.
- Supported establishment of the Center for Autism (Applied Developmental Core).

- Enhanced alumni outreach and supported formation of the Child and Adolescent Studies Alumni Club (CASAC).
- Provided significant service to the university, profession, and community.

The seven year plan that follows is aligned with university, college, and department priorities. As previously indicated, the Department of Child and Adolescent Studies (CAS) is committed to ongoing program assessment and review to support and enhance student learning. In AY 13/14 we will “close the loop” on our first 5-year program assessment cycle by executing program improvement strategies aligned with outcomes reported in AY 12/13 and implement our second 5-year program assessment cycle. Over the course of the next seven years we will continue to assess and review outcomes and take action to improve our program as needed.

CAS dedication to student success is demonstrated through our goal to increase student participation in individualized advisement that includes academic and career planning components. CHAD major graduation rates exceed campus norms and meet strategic plan targets. Our goals include further study of progress toward degree to identify achievement gaps and any related barriers or challenges. We will implement additional opportunities to support student graduation and retention, particularly that of historically underrepresented students. We will also modify current advisement processes to increase student access to web-based advisement that includes academic and career planning resources and participation in one-on-one, personalized academic planning sessions.

The CAS Department is committed to identifying and facilitating curricular and co-curricular activities that support student academic and professional development. Our goals emphasize increased student access to and participation in innovative instructional experiences in online formats, international internships, and experiential learning aligned with academic and professional development in the areas of research and program assessment.

CAS supports tenure-track faculty by providing reassigned time for scholarly activities. The Department encourages external and intramural grant submissions to further support faculty scholarship and curriculum development interests. As available, CAS provides reassigned time for significant faculty service commitments and space to support scholarly activities. Our faculty and staff engagement and professional development goals require assigned time, efficient and effective use of space, participation in department workshops/retreats, and engagement in university activities focused on program assessment, integrated advisement, graduation and retention, strategic planning, online courses and programs, and global perspectives.

- A. Summarize the unit’s long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)
- B. Explain how long-term plan implements the University’s mission, goals and strategies and the unit’s goals.
- C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, and how it will collect and analyze such evidence.

- D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

See Appendix VI for Long-Term Plan detail.

Appendices Connected to the Self-Study (Required Data) See attached

1. Undergraduate Degree Programs
2. Graduate Degree Programs
3. Plan for Documentation of Academic Achievement (Assessment of Student Learning)
4. Faculty
5. Resources
6. Definition and Examples of Indicators of Quality and Measures of Productivity
7. Curriculum Vitae of faculty (which should include recent scholarly/creative activity and any research funding)

Deadline

Following completion, the PPR is submitted to the Dean for review and comment. The Dean is authorized to request additional information and/or may require revision and resubmission of the self-study itself. **In all cases, the final copy of the PPR and the required components listed below, shall be due to the Provost and VPAA via the Director of Assessment and Educational Effectiveness no later than Friday, April 11, 2014.**

The PPR shall include the following required components:

1. Self study prepared by the department/program faculty including required data.
2. Report of internal/external review Visiting team.
3. Written response to the Visiting team by the department or program.
4. Dean's summary, comments and recommendations.
5. A brief summary by the department/program of any changes enacted and/or recommended.

APPENDICES TO THE SELF-STUDY

The Office of Institutional Research and Analytical Studies will provide the data for Tables 1-9 that you will need for your review and analysis. The completed tables should be placed in the appendix and the narrative and analyses should be woven into the self-study itself.

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2005-2006	415	233	56%	96	41%
2006-2007	445	237	53%	85	36%
2007-2008	470	249	53%	100	40%
2008-2009	523	276	53%	120	43%
2009-2010	448	222	50%	74	33%
2010-2011	404	175	43%	83	47%
2011-2012	438	205	47%	77	38%
2012-2013	514	217	42%	84	39%

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2005-2006	429	276	64%	213	77%
2006-2007	470	317	67%	237	75%
2007-2008	538	345	64%	255	74%
2008-2009	506	322	64%	243	75%
2009-2010	389	210	54%	169	80%
2010-2011	649	363	56%	258	71%
2011-2012	590	309	52%	217	70%
2012-2013	521	275	53%	172	63%

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. Undergraduate Program Enrollment in FTES

Academic Year	Enrollment in FTES		
	Lower Division	Upper Division	Total
2005-06	40.6	474.7	515.2
2006-07	44.6	489.9	534.5
2007-08	45.4	523.9	569.3
2008-09	41.8	477.6	519.4
2009-10	53.0	437.0	490.0
2010-11	91.9	443.1	535.0
2011-12	103.2	467.3	570.5
2012-13	99.6	464.3	563.9

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

Academic Year	Majors				
	Lower Division	Upper Division	Post Bacc (2 nd bacc)	Total	FTES per headcount
2005-2006	275.5	1,048.5		1,325.0	1,087.1
2006-2007	277.5	994.5		1,273.0	1,036.4
2007-2008	288.0	1,015.0		1,303.0	1,060.5
2008-2009	303.5	985.5		1,289.0	1,062.9
2009-2010	267.0	952.0		1,219.0	989.1
2010-2011	257.0	952.0		1,209.5	993.6
2011-2012	237.0	955.5		1,193.5	997.1
2012-2013	245.0	923.5		1,168.5	972.8

TABLES 3-A and 3-B. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2000	93	9.7%	6.5%	32.3%	10.8%	37.6%	11.8%	39.8%	15.1%
Fall 2001	45	17.8%	4.4%	22.2%	11.1%	31.1%	13.3%	35.6%	15.6%
Fall 2002	36	19.4%	0.0%	44.4%	8.3%	47.2%	8.3%	50.0%	8.3%
Fall 2003	30	20.0%	6.7%	36.7%	26.7%	40.0%	26.7%	40.0%	26.7%
Fall 2004	76	26.3%	6.6%	42.1%	14.5%	46.1%	15.8%	48.7%	17.1%
Fall 2005	91	12.1%	6.6%	35.2%	14.3%	45.1%	17.6%	46.2%	20.9%
Fall 2006	87	31.0%	0.0%	58.6%	5.7%	67.8%	6.9%	72.4%	8.0%
Fall 2007	98	19.4%	5.1%	35.7%	15.3%				
Fall 2008	119	29.4%	3.4%						

TABLE 3-B. Transfer Student Graduation Rates for Majors

Entered In	Headcount	% Graduated in 3 years		% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2000	160	72.5%	5.0%	77.5%	6.3%	78.8%	6.3%	80.6%	6.9%
Fall 2001	153	72.5%	6.5%	77.1%	7.2%	78.4%	7.8%	79.1%	7.8%
Fall 2002	157	74.5%	3.2%	77.7%	3.8%	82.8%	3.8%	82.8%	3.8%
Fall 2003	194	69.6%	3.1%	74.2%	4.1%	78.9%	4.1%	79.4%	4.1%
Fall 2004	183	57.9%	9.3%	64.5%	12.0%	67.2%	12.6%	68.3%	12.6%
Fall 2005	144	66.7%	5.6%	75.0%	5.6%	76.4%	6.9%	77.8%	6.9%
Fall 2006	161	74.5%	1.9%	78.9%	3.7%	80.1%	4.3%	82.0%	4.3%
Fall 2007	170	70.6%	1.8%	79.4%	3.5%	81.2%	4.1%		
Fall 2008	128	71.1%	5.5%	77.3%	5.5%				
Fall 2009	169	74.6%	1.8%						
Fall 2010	180								

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

Academic Year	Degrees Awarded
2005-06	424
2006-07	430
2007-08	410
2008-09	416
2009-10	387
2010-11	398
2011-12	383
2012-13	415
Total	3263

APPENDIX II. GRADUATE DEGREE PROGRAMS

Not applicable

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

TABLE 6. Graduate Program Enrollment in FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years.

TABLE 6-A. Graduate Program Enrollment in FTES

Academic Year	Enrollment in FTES
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	

Table 6-B. Graduate Program Enrollment in Headcount

Academic Year	Headcount majors				
	Master's	Doctoral	Credential	Total	FTES per headcount
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rate for master's-seeking students.

TABLE 7. Graduation Rates for Master's-Seeking Students

All Master's Enrolled in:	Headcount	% Graduated within 3 years	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years plus 7 year persistence
Fall 1999					
Fall 2000					
Fall 2001					
Fall 2002					
Fall 2003					

TABLE 8. Master's Degrees Awarded

For each graduate degree program, a table will be provided with the number of master's degrees awarded.

TABLE 8. Master's Degrees Awarded

Academic Year	Degrees Awarded
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	

APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program ___CAS_____

Date ___4/11/14_____

P = Planning E = Emerging D = Developed HD = Highly

Developed

	Achievement Plan Component	P	E	D	HD	Comments/Details
I	Mission Statement					
	a. Provide a concise and coherent statement of the goals and purposes of the department/program				X	
	b. Provide a comprehensive framework for student learning outcomes				X	
	c. Describe department/program assessment structure, e.g. committee, coordinator				X	
II	Student Learning Goals					
	a. Identify and describe knowledge, skills, or values expected of graduates				X	
	b. Consistent with mission				X	
	c. Provide the foundation for more detailed descriptions of learning outcomes				X	
III	Student Learning Outcomes					
	a. Aligned with learning goals				X	
	b. Use action verbs that describe knowledge, skills, or values students should develop				X	
	c. Specify performance, competencies, or behaviors that are observable and measurable				X	
IV	Assessment Strategies					
	a. Use specific multiple measures for assessment of learning outcomes other than grades				X	
	b. Use direct measures of student learning outcomes				X	
	c. Indirect measures may also be used but along with direct measures			X		
	d. Measures are aligned with goals/ learning outcomes				X	
	e. Each goal/ outcome is measured				X	
V	Utilization for Improvement					
	a. Identify who interprets the evidence and detail the established process				X	
	b. How are findings utilized? Provide examples			X		
	c. Attach a timeline for the assessment of each department/program learning outcome					See Table 1

APPENDIX IV. Faculty

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical, Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent (FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Table 9. Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budgt SFR
2005-2006	8	5	0	0	5	21.1	490	515.2	23.2
2006-2007	9	5	1	0	4	22.8	535	534.5	23.5
2007-2008	9	4	1	0	4	24.0	569	569.3	23.7
2008-2009	10	5	2	0	3	21.9	519	519.4	23.7
2009-2010	7	5	0	0	3	19.5	462	490.0	23.7
2010-2011	7	4	0	0	3	22.5	535	535.0	23.8
2011-2012	7	6	0	0	3	24.0	570	570.0	23.8
2012-2013	9	4	2	0	3	23.8	564	564.1	23.7

APPENDIX V. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

Department of Child and Adolescent Studies Operating Budget FY 2007/2008 – FY 2011/2012					
Fiscal Year (FY)	Baseline OE&E	Travel	UEE/Open University	Additional One-Time	Total
2007-2008	17,985	11,000	24,334	56,928 *	110,247
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**** Carry forward of THEFD and TADCP. Funded program/faculty development components included the following: Increase Currency, Relevancy, and Cross-Course Linkages Workshop-- Research Methods and Assessment/Observation Courses; Course-Specific Online Module Development; Major/Time-to-Degree Credit for Student Research Engagement; Community/Advisory Outreach, Support, and Development; Student Success and Graduation Initiative; and CAS SLO/CSUF ULO Gap Analysis and Initial Closing the Loop Actions.

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2010-2011	19,929	848
2011-2012	4,826	860
2012-2013	5,000	840

APPENDIX VI. LONG-TERM PLANNING

Using the information provided in the appendices (e.g, graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?

1. Ongoing Program Assessment and Review

A. Plan

Short-Term

- “Close the loop” on our first 5-year program assessment cycle by executing program improvement strategies aligned with outcomes reported in AY 12/13.
- Begin implementation of second 5-year program assessment cycle.

Long-Term

- Continue program review and improvement.
- Initiate examination of student performance from cycle one to cycle two.

B. CSUF Strategic Plan Goal (SPG) 1; Objective 1; Strategy 1

C. Evidence

- Administration of program assessment measures verified.
- Outcomes regularly presented to department and university (Annual Report).
- Implementation of program improvement strategies verified.

D. Budget

- Assigned time for Program Assessment Committee Chair, 3 WTUs per semester.

2. Program Enhancement

A. Plan

Short-Term

- Identify and implement action items to more systematically address diversity in development, including cultural context and global perspectives, within our program.

Long-Term

- Integrate program goals associated with leadership/teamwork.

B. CSUF SPG 1; Objective 1; Strategies 1, 4, and 5

C. Evidence

- Discipline-relevant student learning outcomes in the areas of diversity in development and leadership/teamwork skills developed.

A. Program-based strategies to support student learning outcomes implemented.

D. Budget

- Resources needed to fund faculty professional development and curriculum development.
- Miscellaneous course fees to be applied to acquisition of relevant instructional resources.

3. Curricular and Co-Curricular Activities

A. Plan

Short-Term

- Increase international internship options.
- Increase student participation in research and program assessment.
- Implement WTU weighting for faculty supervision of student research in faculty workload.
- Improve tracking of student participation in innovative instructional experiences that link degree and professional goals as well as practices identified as high-impact.

Long-Term

- Coordinate tracking of student participation through university provided systems.

B. Goal 1; Objective 3; Strategies 4 and 5

C. Evidence

- Increased international internship options publicized on department website and promoted via student portal.
- Increased student participation in research documented.
- Faculty WTU weighting implemented.

D. Budget

- Resources needed to continue faculty coordination of international internships.
- Assigned time needed to fund faculty-student research collaborations.
- IT support and financial resources needed to develop department and university tracking systems.
- Resources are needed to purchase and maintain equipment and software to effectively support online learning.

4. High Impact Practice

A. Plan

Short-Term

- Identify practices currently required to complete CHAD major requirements that have potential to deeply engage students and be characterized as “high impact.”
- Document current participation rates and outcomes as available.

Long-Term

- Determine which practices to focus on or features to integrate to a greater degree based review of empirical evidence and consideration of our department mission and goals.
- Document student participation, evaluate student and community outcomes.

B. Goal 1; Objective 3; Strategies 4 and 5/Goal 2; Objective 4; Strategies 2 and 3

C. Evidence

- Potential HIPs identified.
- Student participation and related outcomes tracked.
- Practice outcomes evaluated.
- CAS signature HIPs identified.

D. Budget

- Resources and/or assigned time needed to analyze outcomes associated with HIPs.
- IT support and financial resources needed to develop department and university tracking systems.

5. Student Advisement

A. Plan

Short-Term

- Increase student access to web-based materials that include academic and career planning resources.
- Increase student participation in one-on-one, personalized academic planning sessions.
- Improve advisement tracking systems.

Long-Term

- Implement revised advisement processes as aligned with CSUF task force recommendations.

B. Goal 1; Objective 2; Strategies 1 and 2

C. Evidence

- Posting of web-based materials verified.
- Increased student participation in one-on-one advisement documented.
- Revised advisement processes implemented.

D. Budget

- Assigned time for academic advisement, minimum 9 WTUs for lead academic advisor and additional minimum 3 WTUs for faculty academic advisor per semester.

6. Student Success Initiatives

A. Plan

Short-Term

- Identify and implement additional opportunities to support student graduation and retention, particularly that of historically underrepresented students.

Long-Term

- Increase graduation rates for first-time, full time freshmen and transfer CHAD majors.
- Decrease the achievement gap between URM and non-URM CHAD majors.

B. Goal 2; Objectives 1, 2, 3; Strategies 2 & 4

C. Evidence

- Use of university tools including CSUF Student Success databases to identify time to degree challenges verified.
- Initial analysis of supporting and constraining factors associated with risk, resilience, and achievement completed.
- Specified strategies identified through systematic study are implemented.
- Increased graduation rates.
- Decreased achievement gap.

D. Budget

- a. Assigned time for Graduation and Student Success Initiative Chair, 3 WTUs per academic year.

7. Faculty Recruitment and Retention

A. Plan

Short-Term

- Engage in thoughtful and systematic outreach to achieve a diverse and high quality applicant pool.
- Develop a job posting for part-time faculty that is announced on an annual basis at minimum.

Long-Term

- Identify and implement strategies to support post-tenure faculty scholarship.

B. Goal 1; Objective 3; Strategy 5/Goal 3; Objectives 1, 2, and 4; Strategies 1 and 2

C. Evidence

- Applicant pool for tenure-track positions approximates nationally available candidates.
- Process for recruiting part-time faculty developed and implementation verified.
- Cost/benefit analysis completed to evaluate impact of class size and/or other schedule modifications.
- Criteria-based department or college-funded assigned time for scholarly activity or grant writing considered.

D. Budget

- Resources are needed to support enhanced recruitment/outreach strategies.
- Reallocation of existing resources and/or new resources including assigned time are needed to support post-tenure faculty research.

8. Community Engagement

A. Plan

Short-Term

- Increase alumni engagement.

Long-Term

- Develop a CAS Advisory Board.

B. Goal 4; Objective 4; Strategy 3

C. Evidence

- Annual "alumni month" activities documented.
- Child and Adolescent Studies Alumni Club (CASAC) member participation in the annual Celebration of Achievement and Commencement activities documented.
- CAS Advisory Board purpose articulated and initial meetings held.

D. Budget

- E. Resources are needed to fund community engagement activities.

APPENDIX VII FACULTY CURRICULUM VITAE

Jason K. Baker, Ph.D.

Assistant Professor, Department of Child and Adolescent Studies
584 Education Bldg., 800 North State College Blvd
California State University, Fullerton CA 92834
jbaker@fullerton.edu; 657-278-7966

CURRENT POSITIONS:

8/11 – present *Assistant Professor of Child & Adolescent Studies*, California State University, Fullerton
1/13 – present *Co-Director & Co-Founder*, Center for Autism, California State University, Fullerton

EDUCATION:

2007 **Ph.D., Psychology**, Pennsylvania State University
Major: *Clinical Psychology*; Minor: *Developmental Psychology*

2007 **Clinical Psychology Internship**, UCLA Semel Institute & David Geffen School of Medicine
General Child Track

2003 **M. S., Psychology**, Pennsylvania State University
Major: *Clinical Psychology*

1996 **B. A., Psychology**, *cum laude*, University of California, Los Angeles (UCLA)

POSTDOCTORAL POSITIONS:

9/09 – 7/11 **NICHD Postdoctoral Fellow in Developmental Disabilities Research** (T32 HD07489)
Waisman Center, University of Wisconsin-Madison

8/08 – 7/09 **NICHD Postdoctoral Fellow in Applied-Developmental Psychology** (T32 HD07473)
Department of Psychology, University of Miami

8/07 – 8/08 **Postdoctoral Assistant Research Professor**
Family Study Center, University of South Florida, St. Petersburg.

ACTIVITY SINCE APPOINTMENT AT CAL STATE FULLERTON

TEACHING

Course Instructor

CAS 301: *Inquiry & Methodology in Development* (F11, S12, SM12, F12, S13, F13, S14)

CAS 310: *Assessing & Observing Development* (SM13)

CAS 340: *Parenting in the 21st Century* (F11, S12)

CAS 490T: *Senior Seminar in Developmental & Behavioral Disorders* (S13, F13, S14)

Invited Guest Lectures

"Autism spectrum disorders," Senior Seminar in Developmental & Behavioral Disorders. Instructor: Sharon Wilmer. Cal State Fullerton. Fall 2013

"Autism," CSUF Department of Social Work, Graduate Class in Developmental Psychopathology. Instructor: Dr. Caroline Bailey. Cal State Fullerton. Spring 2013

"Research in atypical development," Cal State Fullerton Honors Program Seminar. Fall 2012

"Fetal alcohol spectrum disorders," Graduate seminar on Research in Behavioral Phenotypes. Instructor: Jan Blacher, Ph.D. Education Department, University of California, Riverside. Spring 2012

Professional Development in Teaching, Seminars Attended:

AY 13-14

FDC Seminar: Creating Quizzes on TITANIum (F13)

Department Faculty Retreat (S14)

College Faculty Retreat (F13)

AY 12-13

FDC Seminar: Fostering Student Collaboration with TITANIum: Forums, Wikis, and Groups (SM12)

iClicker Information & Training Seminar, Dept. of Psychology (S13)

Department Faculty Retreats (F12, S13)

College Faculty Retreat (F12)

AY 11-12

FDC New Faculty Orientation Meetings (Monthly for the year)

Department Faculty Retreats (F11, S12)

College Faculty Retreat (F11)

MENTORSHIP:

Mentored CSUF Students:

AY 13-14:

1. Jenny Dai (Primary Mentor)
2. Makenzie Flynn (Primary Mentor)
3. Mariann Howland (Primary Mentor)
4. Jacqueline Moffitt (Co-Mentor)
5. Christopher Murakami (Primary Mentor)
6. Audrey Rodriguez (Co-Mentor)
7. Jessica Warbrick (Co-Mentor)
8. Eliza Watts (Primary Mentor)
9. Michaela Blakey, *Graduate Student in Social Work* (Co-Mentor)
10. Jackeline Reyes, *Graduate Student in Social Work* (Co-Mentor)

AY12-13:

1. Hannah Conforti (Co-Mentor)
2. Jenny Dai (Co-Mentor)
3. Mariann Howland (Primary Mentor)
4. Harry Meussner (Primary Mentor)

5. Jacqueline Moffitt (Co-Mentor)
6. Christopher Murakami (Primary Mentor)
7. Audrey Rodriguez (Co-Mentor)

AY11-12:

1. Elise Schaffer (Primary Mentor)
2. Mariann Howland (Primary Mentor)
3. Harry Meussner (Co-Mentor)

Student Mentorship Grants Received:

Faculty Development Center Faculty-Student Research & Creative Activities Grant (Fall 2012).

Role: Mentor

Student: Mariann Howland

Grant Amount: \$950

ASI Student Research Grant (Fall 2012).

Role: Sponsor/Mentor

Student: Mariann Howland

Grant Amount: \$450

Mentored Student Awards:

CSU Student Research Competition (2013)

1st place at CSUF and 2nd place CSU-wide in the Behavioral & Social Sciences Area (Undergraduate)

Project: "Expressed Emotion in Mothers of Children with FASD"

Student: Mariann Howland

Role: Co-Mentor

Outstanding Student Scholarship & Creative Activities Award (AY 12-13)

1st place, College of Humanities & Social Sciences

Student: Mariann Howland

Role: Co-Mentor

Mentored CSUF Student Presentations (*student(s) mentored):

Howland, M., * Baker, J.K., & Fenning, R.M. *Child correlates of parentification in families of mothers with depression.* Poster accepted to the 2014 Convention of the American Psychological Association (APA). Washington, D.C.

Murakami, C., * Rodriguez, A., * Moffitt, J., * Fenning, R., & Baker, J.K. (2013, November). *Correlates of delay of gratification in children with FASD.* Talk presented at the 2014 Southern California Conference on Undergraduate Research (SCCUR) Conference. Whittier, CA.

Howland, M., * Baker, J.K., & Fenning, R.M. (2013, August). *Parenting alliance and expressed emotion towards children with FASD.* Poster presented at the 2013 Convention of the American Psychological Association, Honolulu, HI.

Rodriguez, A., * Conforti, H., * Murakami, C., * Meussner, H., * Fenning, R.M., & Baker, J.K. (2013, April). *Predictors of delay of gratification in children with FASD.* Poster presented at the 2013 Convention of the Western Psychological Association (WPA), Reno, NV.

Howland, M., * Baker, J.K., & Fenning, R.M. (2013, April). *Expressed emotion in mothers of children with FASD.* Poster presented at the 2013 Convention of the Western Psychological Association (WPA), Reno, NV.

Meussner, H.,* Schaffer, E.,* Baker, J.K, & Fenning, R.M. (2012, May). *Behavior problems and maternal hassles in families of children with fetal alcohol spectrum disorders (FASD)*. Talk presented at the UCLA Psychology Undergraduate Research Conference. Los Angeles, CA.

RESEARCH

RESEARCH POSITIONS:

8/11 – Present *Co-Director*, Family Research Lab, Dept. of Child & Adolescent Studies
Research Division Head, CSUF Center for Autism, Applied Developmental Core

8/9 - Present *Consultant*, Department of Psychology, University of Miami

RESEARCH GRANTS FUNDED

Intramural:

The development of social cognition in young children with autism spectrum disorder (CSUF Center for Autism).
Center & Institutes Planning Grant

Period: AY 13-14

Award amount: \$9,624

Role: Co-PI (R. Fenning, PI)

Multi-method examination of stress regulation in children with autism spectrum disorders.

Intramural Junior Faculty Research Award.

Period: AY 12-13

Award amount: \$4,955 + 3WTUs

Role: PI

BOOK CHAPTERS:

Messinger, D. Duivivier, L.L., Warren, Z., Mahoor, M., Baker, J., Warlamount, A., & Ruvolo, P. Affective computing, emotional development, and autism. *The Oxford Handbook of Affective Computing*. In press.

PEER-REVIEWED PUBLICATIONS:

California State University, Fullerton Affiliation (*Notes CSUF student):

Baker, J.K., Fenning, R.M., Howland, M.,* Rodriguez, A.* & Murakami, C.*. *Correlates of rule violation in children with fetal alcohol spectrum disorders*. Manuscript in preparation.

Howland, M.,* Baker, J.K., & Fenning, R.M. *Child correlates of parentification in families of mothers with depression*. Manuscript submitted for publication.

Fenning, R.M., Baker, J.K., Baker, B.L., & Crnic, K.A. *Parent-child interaction over time in families of young children with borderline intellectual functioning*. Manuscript submitted for publication.

McDonald, N., Messinger, D., & Baker, J.K. *Oxytocin and parent-child Interaction as predictors of empathy in children at risk for autism*. Manuscript under revision.

- Hartley, S., Barker, E., Baker, J.K., Seltzer, M.M., & Greenberg, J. (2012). Marital satisfaction and life circumstances of grown children with autism across 7 years. *Journal of Family Psychology, 26*, 688-697. doi: 10.1037/a0029354. Impact factor (2011): 1.656
- Fieldstone, L., Lee, M., Baker, J.K., & McHale, J. (2012). Perspectives on parenting coordination: Views of parenting coordinators, attorneys, and judiciary members. *Family Court Review, 50*, 441-454. doi: 10.1111/j.1744-1617.2012.01459.x
- Greenberg, J., Seltzer, M.M., Baker, J.K., Smith, L., Warren, S., Brady, N., & Hong, J. (2012). Family environment and behavior problems in children, adolescents, and adults with Fragile X Syndrome. *American Journal of Intellectual and Developmental Disabilities, 117*, 331-346. doi: 10.1352/1944-7558-117.4.331. Impact factor (2011): 2.076
- Baker, J.K., Seltzer, M.M., & Greenberg, J. (2012). Behaviour problems, maternal internalising symptoms, and family relations in families of adolescents and adults with Fragile X syndrome. *Journal of Intellectual Disability Research, 56*, 984-995. doi: 10.1111/j.1365-2788.2012.01580.x. Impact Factor (2011): 1.877
- Fenning, R.M., & Baker, J.K. (2012). Mother-child interaction and resilience in children with early developmental risk. *Journal of Family Psychology, 26*, 411-420. Impact factor (2011): 1.656

SELECTED RESEARCH PRESENTATIONS

California State University, Fullerton Affiliation (*Notes CSUF student):

- Baker, J.K., Fenning, R.M., Howland, M.,* Murakami, C.,* Moffitt, J.,* & Rodriguez, A.* *Electrodermal activity and behavioral functioning in children with ASD*. Poster submitted to the 2014 Convention of the American Psychological Association (APA). Washington, D.C.
- Baker, J.K., Fenning, R.M., Howland, M.,* & Murakami, C.* I second that emotion: Concordance and synchrony in physiological arousal between children with ASD and their parents. In A. Esbensen (Chair), *Expanding research on family environment: How, who, and when to measure*. Symposium accepted to the 47th Annual Gatlinburg Conference on Intellectual and Developmental Disabilities. Chicago, IL.
- Baker, J.K., Fenning, R.M., Conforti, H.,* Murakami, C.,* Meussner, H.,* & Howland, M.* (2013, August). *Correlates of rule violation in children with fetal alcohol spectrum disorders*. Poster presented at the 2013 Convention of the American Psychological Association, Honolulu, HI.
- McDonald, N., Baker, J.K., & Messinger, D. (2013, April). *The influence of OXTR and parent-child interaction on empathy in children at risk for ASD*. Paper presented at the 2013 Biennial Meeting for the Society for Research in Child Development (SRCD). Seattle, WA.
- McDonald, N., Gordon, H., Baker, J.K., & Messinger, D. (2012, May). *Parent-child interaction quality and empathy in toddlers at risk for an ASD*. Poster submitted to the International Meeting for Autism Research (IMFAR). Toronto, CAN.

CSUF SERVICE

Service to the University:

AY 13-14

Program Assessment Committee (CAS Dept.)

Dean's Advisory Committee (College of Health & Human Development)

Co-Director of the Cal State Fullerton Center for Autism (College, University)

AY 12-13

New Faculty Search Committee (Department)
Program Assessment Committee (Department)
Committee on Graduate Studies and Center Development (Department)
Dean's Advisory Committee (College)
Co-Director and Co-Founder of the Cal State Fullerton Center for Autism (College, University)

AY 11-12

Committee on Graduate Studies and Center Development (Department)
CAS Student Awards Committee (Department)

Service to the Community:

CSUF Center for Autism Activities (Spring 2013 – Present). See
<http://autismcenter.fullerton.edu/applieddevelopmentalcore/index.htm>

- Manager of *Center for Autism, Applied Developmental Core's* online resource materials for families (Website, Facebook).
- Assistance with clinical activities, including evaluations, screenings, and case management
- Attendance and information distribution (i.e. booths) at community events (e.g., Mardi Gras for Autism 2013, Autism Speaks Walk 2013, etc.)
- Presentation on Center to State Senator Lou Correa (2013, December).
- Focus Group Screening of Autism Documentary "Be with Me." (2013, August). *Primary Host*. California State University, Fullerton. Fullerton, CA. Invitational event for filmmakers and 25 community partners.

Southern California FASD Networking & Support Event. *Co-host* (2012, July). California State University, Fullerton. Fullerton, CA.

2009 – 2012: Research Consultant for a Florida Family Court Services project evaluating the perceptions of judges and attorneys regarding the effectiveness of parent-coordination services for high-conflict, divorcing parents.

EDITORIAL SERVICE (Service to the Profession):

AY 13-14

Consulting Editor, *Journal of Family Psychology*

Guest Reviewer: *Journal of Intellectual Disability Research, Social Development, Infant and Child Development, American Journal on Intellectual & Developmental Disabilities*

AY 12-13

Consulting Editor, *Journal of Family Psychology*

Guest Reviewer: *Journal of Autism and Developmental Disorders, Social Development, Journal of Intellectual Disability Research, Autism*

AY 11-12

Consulting Editor, *Journal of Family Psychology*

Guest Reviewer: *Emotion, Family Relations, Infant and Child Development, Journal of Autism and Developmental Disorders, Social Development*

OTHER SERVICE TO THE PROFESSION:

AY 13-14 *Conference submission review*, Division 33, American Psychological Association

AY 11-12: *Conference submission review*, Division 7, American Psychological Association

HONORS & AWARDS

2013 CSUF Faculty Development Center Faculty-Student Research & Creative Activities Award

2012 Intramural Junior Faculty Research Award, California State University, Fullerton.

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development

American Psychological Association; Division 33

PRIOR TO APPOINTMENT AT CAL STATE FULLERTON

TEACHING

Course Instructor: *Abnormal Psychology* (Fall 2008), University of Miami, Coral Gables, FL

Teaching Assistant / Section Instructor

Developmental Psychology (2000; Instructor: Jeffery Parker, Ph.D.), Penn State University

Advanced Fieldwork in Behavior Modification (1996; Instructor: O. Ivar Lovaas, Ph.D.), UCLA

Behavior Modification (1995; Instructor: O. Ivar Lovaas, Ph.D.), UCLA

Invited Guest Lectures

“Early intensive behavioral and developmental-behavioral interventions for children with autism,” (Instructor: Rachel Fenning, Ph.D.), MCH LEND Seminar, University of Wisconsin-Madison. Spring 2011.

“Parenting and children’s social-emotional development,” (Instructor: Christine Delgado, Ph.D.), Social & Emotional Development, University of Miami. Fall 2008.

“Clinical psychology: Assessment, treatment, and prevention,” (Instructor: James P. McHale, Ph.D.) Introduction to Psychological Science, University of South Florida – St. Petersburg. Spring 2008.

“Developmental psychopathology and parenting,” (Instructor: Bruce L. Baker, Ph.D.), Research Methods in Developmental Psychopathology, UCLA. Spring 2005.

“Autism,” (Instructor: Catherine M. Gaze, M.S.), Child Psychopathology, Penn State University. 2003.

“The theories of R.D. Laing,” (Instructor: Tara Chaplin, M.S.), Introduction to Clinical Psychology, Penn State University. 2003.

“Interventions for children with autism,” (Instructor: Craig Edelbrock, Ph.D.), Introduction to Human Development, Penn State University. 2003.

“Advanced behavioral techniques,” (Instructor: O. Ivar Lovaas, Ph.D.), Fieldwork in Behavior Modification, UCLA. 1997.

MENTORSHIP

Committee Member

Meagan Taylor, Thesis title: *Emotional expressiveness in families of toddler-aged children*. University of South Florida, St. Petersburg. Undergraduate honors (defended 6/08).

Mentoring of undergraduate research (resulting in conference presentations; *denotes student mentored)

Metcalf, D.M., * Feld, K., * Fenning, R.M., & Baker, J.K. (2011, April). *Examining the behavioral phenotype of fetal alcohol spectrum disorders (FASD): Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the Waisman Center Research Fair, University of Wisconsin, Madison, WI.

Bolline, M.A., * Fenning, R.M., Baker, J.K., Strozier, A., Cecil, D., & McHale J.P. (2009, February). *Standardized self-concept assessments of preschool-aged children with incarcerated mothers*. Poster presented at the 2009 meeting for the Southeastern Psychological Association (SEPA), New Orleans, LA.

Pigott, S., * Fenning, R.M., Baker, J.K., Strozier, A., McHale, J.P., & Cecil, D. (2009, February). *Profiles of high-risk preschooler adaptation during home-based evaluations*. Poster presented at the 2009 meeting for the Southeastern Psychological Association (SEPA), New Orleans, LA.

DePalma, K., * Barney, A., * McHale, J.P., Strozier, A., Cecil, D., & Baker, J.K. (2009, February). *Do caregiver risk histories matter for children of incarcerated mothers?* Poster presented at the 2009 meeting for the Southeastern Psychological Association (SEPA), New Orleans, LA.

Merz, J., * Hinohara, A., * Dickson, D., * Fox, E., * Khodari, L., * Baker, J. K., & Baker, B. L. (2007, March). *Child behavior problems and maternal stress: The moderating role of father support*. Poster presented at the Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.

RESEARCH

Research Positions:

	<u>Waisman Center, University of Wisconsin-Madison</u>
8/11 – 9/13	Honorary Research Fellow, Waisman Center, University of Wisconsin-Madison
3/01 – 7/11	Principal Investigator: <i>Emotion co-regulation in families of children with fetal alcohol spectrum disorders</i> (Intramural funding).
9/09 – 7/11	Postdoctoral Fellow: <i>Adolescents and adults with autism: A study of family caregiving</i> (R01)
	<u>University of Miami, Coral Gables, FL</u>
8/09 – present	Consultant
8/08 – 7/09	Postdoctoral Fellow <i>Emotion, communication, & EEG: Development & risk</i> (R01). <i>Social- emotional development of infants at risk for autism spectrum</i> (R01)
	<u>University of South Florida, St. Petersburg, FL, Family Study Center</u>
8/07 – 8/08	Postdoctoral Researcher: <i>Incarceration, co-caregiving, and child adjustment</i> (R21), <i>Pre-birth predictors of early coparenting</i> (R01)
8/06 – 5/09	Consultant: <i>Incarceration, co-caregiving, and child adjustment study</i> (R21).
	<u>UCLA Fernald Child Study Center</u>
8/04 – 6/06	Research Assistant: <i>Children with MR: Family processes and dual diagnosis</i> (R01)

- 4/01 – 8/04 The Pennsylvania State University, The Child Study Center
 Research Assistant: *Children with MR: Family processes and dual diagnosis* (R01)
- 1/01 – 8/03 The Pennsylvania State University, The Child Study Center
 Research Assistant: *Family processes, risk, and preschool emotion regulation* (R01)
- 7/99 - 7/00 Institute for Behavioral Research and Education, Los Angeles, CA
 Research Coordinator
- 10/98 - 6/00 University of California, Los Angeles
 Research Assistant: *Community clinic test of youth anxiety treatment* (R01)
- 10/96 - 3/99 UCLA Clinic for the Behavioral Treatment of Children
 Project Coordinator: *Match-to-Sample Study*; Data Collection: *Early-Learning Measure Study*;
- 1/96 - 6/96 University of California, Los Angeles
 Research Assistant: *Community-University Enrichment in the Schools*

RESEARCH GRANTS FUNDED

Intramural:

Baker, J.K. & Fenning, R.M. (PIs). *Emotion co-regulation in families of children with fetal alcohol spectrum disorders*. Waisman Center, University of Wisconsin-Madison, Palmer grant funds.

Period: 5/1/10 – 8/17/11

Award amount: \$50,000

PEER REVIEWED PUBLICATIONS

- Baker, J.K., Seltzer, M.M., & Greenberg, J.S. (2011). Longitudinal effects of adaptability on behavior problems and maternal depression in families of adolescents with autism. *Journal of Family Psychology, 25*, 601-609. doi 10.1037/a0024409
- Baker, J.K., Smith, L.E., Greenberg, J.S, Seltzer, M.M., & Taylor, J.L. (2011). Change in maternal criticism and behavior problems in adolescents and adults with autism across a seven-year period. *Journal of Abnormal Psychology, 120*, 465-475.
- Baker, J. K., Fenning, R. M, & Crnic, K. A. (2011). Emotion socialization by mothers and fathers: Coherence among behaviors and associations with parent attitudes and children’s social functioning. *Social Development, 20*, 412-430.
- Baker, J.K., Messinger, D., Ekas, N., Lindahl, K., & Brewster, R. (2010). Brief report: Non-expert ratings of family and parent-child interaction. *Journal of Family Psychology, 24*, 775-778.
- Baker, J. K., Messinger, D.S., Lyons, K.K., & Grantz, C. J. (2010). A pilot study of maternal sensitivity in the context of emergent autism. *Journal of Autism and Developmental Disorders, 40*, 988-999.
- Baker, J.K., McHale, J.P, Strozier, A., & Cecil, D. (2010). Mother-grandmother coparenting relationships in families with incarcerated mothers: A pilot investigation. *Family Process, 49*, 165-184.
- Baker, J.K., Haltigan, J.D., Brewster, R., Jaccard, J., & Messinger, D.S. (2010). Non-expert ratings of infant and parent emotion: Concordance with expert coding and relevance to early autism risk. *International Journal of Behavioral Development, 34*, 88-95.
- Baker, J.K. & Crnic, K.A. (2009). Thinking about feelings: Emotion focus in the parenting of children with early

developmental risk. *Journal of Intellectual Disability Research*, 53, 450-462.

- Talbot, J.A., Baker, J.K., & McHale, J.P. (2009). Sharing the love: Prebirth adult attachment status and coparenting adjustment during early infancy. The transition to parenthood [Special issue]. *Parenting: Science & Practice*, 9, 56-77.
- Frascarolo, F., Dimitrova, N., Zimmermann, G., Favez, N., Kuersten-Hogan, R., Baker, J., & McHale, J. (2009). Présentation de l'adaptation française de « l'échelle de co-parentage » de McHale pour familles avec jeunes enfants. [Presentation of the French adaptation of McHale's Co-parenting Scale for families with young children]. *Neuropsychiatrie de l'enfance et de l'adolescence*, 57, 221-226.
- Baker, J. K., Fenning, R. M., Crnic, K. A., Baker, B. L., & Blacher, J. (2007). Prediction of social skills in 6-year-old children with and without developmental delays: Contributions of early regulation and maternal scaffolding. *American Journal on Mental Retardation*, 112, 375-391.
- Fenning, R.M., Baker, J. K., Baker, B. L., & Crnic, K. A. (2007). Parenting children with borderline intellectual functioning: A unique risk population. *American Journal on Mental Retardation*, 112, 107-121.
- Hoffman, C., Crnic, K. & Baker, J.K. (2006). Maternal depression and parenting: Implications for children's emergent emotion regulation and behavioral functioning. *Parenting: Science and Practice*, 6, 271-295.
- Baker, J. K. & Crnic, K. A. (2005). The relation between mothers' reports of family-of-origin expressiveness and their emotion-related parenting. *Parenting: Science & Practice*, 5, 333-346.

SELECTED RESEARCH PRESENTATIONS:

- Baker, J.K., Grantz, C.J., Messinger, D.S., & Ekas, N.V. (2011, May). *Autism risk moderates developmental pathways between infant referential requesting and toddler-mother interaction*. Poster presented at the International Meeting for Autism Research (IMFAR). San Diego, CA.
- Baker, J.K. & Fenning, R.M. (2011, March). *Environmental and neuropsychological correlates of emotion regulation in children with fetal alcohol spectrum disorder: Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the 44th Annual Gatlinburg Conference, San Antonio, TX.
- McDonald, N., Baker, J.K., Ekas, N.V., & Messinger, D.S. (2011, March). *Early parent-child interaction and later empathic responding in toddlers at varying risk for an autism spectrum disorder*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Ekas, N.V., Baker, J.K., Celimli, S., & Messinger, D.S. (2011, March). *Parenting children at-risk for autism: associations between child behaviors, parental mental health, and parenting behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Celimli, S., Ekas, N., Baker, J.K., & Messinger, D. (2011, March). *Associations among parental distress, discipline style, and behaviors of children at-risk for autism: A longitudinal pilot study*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Fenning, R.M., & Baker, J.K. (2010, August). Parenting trajectories in families of children with borderline intelligence: Further evidence for unique risk. In J. Baker and R. Fenning (Chairs), *Parent-child interaction in families of children with early developmental risk*. Symposium presented at the American Psychological Association (APA) 118th Annual Convention, San Diego, CA. *Co-author and Co-chair of symposium.
- Greenberg, J.S., Seltzer, M.M., Baker, J.K., Smith, L.E., Hartley, S., Hong, J., & Abbeduto, L. (2010, July). *Family social climate and behavior in adolescents and adults with Fragile X Syndrome*. Poster presented at the 12th Annual International Fragile X Conference, Detroit, MI.
- Messinger, D.S., Baker, J.K., Chow, S.M., & Haltigan, J.D. (2010, May). *A demonstration measurement system relevant to autism risk and symptomatology: Continuous non-expert ratings of infant and parent emotion*.

- Paper presented at the 9th Annual International Meeting for Autism Research (IMFAR), Philadelphia, PA.
- Baker J. K., Messinger, D.S., Ekas, N.V., Lyons K.K., & Grantz, C.J. (2010, March). Mother-toddler interaction in the context of emergent autism. In J. Baker & N. Ekas (Chairs), *Parent-child interaction and the emergence of developmental disorders*. Symposium presented at the 43rd Annual Gatlinburg Conference, Annapolis, MD. *Author and Chair of symposium.
- Ekas, N.V., Baker, J.K., Gealy, W., & Messinger, D.S. (2010, March). Distress among parents of children with and at-risk for autism spectrum disorder. In N. Ekas & J. Baker (Chairs), *Parenting in the context of developmental difficulties: Perspectives on parental mental health*. Symposium presented at the 43rd Annual Gatlinburg Conference, Annapolis, MD. *Co-author and Co-chair of symposium.
- Baker, J. K., Brewster, R., & Messinger, D. S. (2010, March). *Non-expert ratings of maternal sensitivity toward toddlers*. Poster presented at the XVIIth Biennial International Conference on Infant Studies (ICIS). Baltimore, Maryland.
- Lindeke, L., Cole, P. M., Pemberton, C., Baker, J. K., & Armstrong, L. (2010, March). *Structuring: parents socializing child self-regulation*. Poster presented at the XVIIth Biennial International Conference on Infant Studies (ICIS). Baltimore, Maryland.
- Baker, J. K., Haltigan, J.D., Brewster, R., Jaccard, J. & Messinger, D. (2009, August). *Non-expert ratings of parent and infant emotion: Concordance with expert coding and relevance to early autism risk*. Hot Topic paper presented at the meeting for the International Society for Research in Emotions. Leuven, Belgium.
- Messinger, D., Ibanez, L., Cohn, J., Mahoor, M., Haltigan, JD, Kelley, K., & Baker, J, University of Miami Sibling Study. *Measuring Infant Learning and Emotion*. Presentation to the annual meeting of the NIH/Autism Speaks Baby Sibs Research Consortium, Miami Beach, FL., 2009
- Talbot, J.A., Baker, J.K.*, & McHale, J.P. (2009, April) Sharing the love: Prenatal adult attachment forecasts coparenting adjustment during early infancy. In J. Oppenheimer & M. Beers (Chairs), *Great expectations: Understanding how prenatal expectancies and representations impact postnatal adjustment and parenting outcomes*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO. *Presented by second author.
- Baker, J.K., Strozier, A., Skuza, S., Armstrong, M., Cecil, D., & McHale, J.P. (2009, April). The nature of mother-grandmother coparenting alliances in families with incarcerated mothers. In A. Strozier (Chair), *Coparenting in fragile and extended kinship family systems: Advances and unresolved issues in conceptualization and assessment*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Baker, J.K., & Fenning, R. M. (2008, March). Thinking about feelings: parental cognition and emotion-socialization behaviors in families of children with and without early developmental risk. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the 41st Annual Gatlinburg Conference, San Diego, CA.
- Fenning, R. M., & Baker, J.K. (2008, March). Family factors in the emergence of social cognition in children with and without developmental delays. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the 41st Annual Gatlinburg Conference, San Diego, CA.
- Littlewood, K., Baker, J.K., Elliston, D., Strozier, A., Cecil, D. & McHale, J. (2007, May). *Assessing dialogues between incarcerated mothers and custodial maternal grandmothers about child problems*. Poster presented at the meeting for the American Psychological Society, Washington, D.C.
- Baker, J. K., & Fenning, R. M. (2007, March). *Meta-emotion attitudes and emotion socialization behaviors of mothers and fathers*. Poster presented at the Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.

- Crnic, K. A., Baker, J. K., & Fenning, R. M. (2006, March). Prediction of social skills in 6-year-old children with early developmental delays: Contributions of early parenting and self-regulation. In B. Baker (Chair), *Well-being in the context of environmental, parenting, and child risk*. Symposium conducted at the 39th Annual Gatlinburg Conference, San Diego, CA.
- Neece, C. L., Baker, B. L., Baker, J. K., & Holakouee, F. (2005, November). *Impact on siblings: Differences between children with and without developmental delays*. Poster presented at the 2005 conference for the Association for Behavioral and Cognitive Therapies, Washington D.C.
- Baker J.K. & Crnic, K.A. (2005, April). *Predicting later detachment among fathers with low marital adjustment: Child and coparenting effects*. Poster presented at the Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Fenning, R.M., Baker, J.K., Crnic, K.A., & Baker, B.L. (2005, April). *Predictors of close friendships and social involvement among children with and without developmental delays*. Poster presented at the Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Smith, K.E., Baker, J.K., Cole, P.M., & Crnic, K.A. (2005, April). *Relations between young children's emotional behavior and coparenting*. Poster presented at the Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Fenning, R.M. & Baker, J.K. (2005, March). Parenting children at risk: The plight of borderline child. In J. Blacher (Chair), *Parenting children with developmental delays: Determinants & consequences*. Symposium conducted at the 38th Annual Gatlinburg Conference, Annapolis, MD.
- Baker, J. K., Crnic, K. A., & Hoffman, C. (2004, March). Distraction and regulatory competence in preschool children: The role of context and child developmental status. In K. Crnic and B. Baker (Chairs), *The emergence of problematic behavior in young children with developmental delays: Assessing multiple pathways of influence*. Symposium conducted at 37th Annual Gatlinburg Conference, San Diego, CA.
- Baker, J. K., & Crnic, K. A. (2003, May). *Family expressiveness and the socialization of child emotion*. Poster presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
- Hoffman, C., & Baker, J. K. (2003, May). *Maternal depression and parenting: Implications for children's emotion regulation abilities*. Poster presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
- Crnic, K., Edelbrock, C., Hoffman, C., Gaze, C., Baker, J., Cafarella, M., & Bekman, S. (2003, March). Self-regulatory and co-regulatory processes in challenging situations: Contrasts between delayed and typically developing children. In J. Blacher (Chair), *Dual diagnosis: Genetics, family and cultural influences*. Symposium conducted at 36th Annual Gatlinburg Conference, Annapolis, MD.
- Baker, J. K. & Lovaas, O. I. (1999, October). *Examining the efficacy of a visually based language program for a subgroup of children with autism*. Poster presented at 20th Annual Berkshire Conference on Applied Behavior Analysis and Therapy, Amherst, Massachusetts

SERVICE

EDITORIAL SERVICE

Consulting Editor:

Journal of Family Psychology (January 2011 – present)

Guest Reviewer:

American Journal on Mental Retardation (2007)

Emotion (2009)
International Journal of Behavioral Development (2010)
Journal of Autism and Developmental Disorders (2010)
Journal of Intellectual Disability Research (2009, 2010)
Journal of Family Psychology (2008, 2009, 2010)
Parenting: Science and Practice (2010)
Social Development (2010)

Service & Community/Media Involvement

- Baker J.K., & Fenning, R.M. (2010, September). *Emotion regulation and co-regulation in families of children with fetal alcohol spectrum disorders*. Presentation at the Wisconsin Primary Care Research & Quality Improvement Forum, conducted by the Wisconsin Research & Education Network (WREN), The UW Department of Family Medicine, and the UW Institute for Clinical and Translational Research (ICTR). Middleton, WI.
- Clinton, D. (2010, July). Study shows a mother's sensitivity level can affect autistic kids' language development. *South Florida Parenting Magazine*. Research featured in a regional parenting magazine. Also interviewed as an expert on early autism intervention.
- Miller, A. (2010, May 19). Coverage for autism crucial for families. *Daily Finance* [consumer finance site]. Interviewed as an expert on autism and applied behavior analysis.
<http://www.dailyfinance.com/2010/05/19/coverage-for-autism-crucial-for-families/>
- McHale, J., Baker, J., & Radunovich, H. (2007, October). When people parent together: Let's talk about coparenting, *Informational pamphlet FCS2277* developed for the University of Florida IFAS Extension Program: Department of Family, Youth, and Community Sciences, for dissemination throughout the state of Florida. Online version found at <http://edis.ifas.ufl.edu/pdf/FY/FY100000.pdf>.
- Baker, J.K. (2007, June). *Social functioning in children with chronic illness*. Paper presented at the UCLA Semel Institute Pediatric Consultation-Liaison Grand Rounds.
- Baker, J.K., Lovaas, N., & Lovaas, O. I. (1999, October). Visually-based language intervention programs for children with autism. Paper presented at *People with Autism: Horizons for the New Millennium*. Community Services for Autistic Adults and Children (CSAAC), Rockville, MD.

CLINICAL EXPERIENCE:

- 7/06 – 6/07 **UCLA Semel Institute, David Geffen School of Medicine**
 Pre-doctoral Intern.
- 3/07 – 6/07 *Pediatric Consultation-Liaison Service*
Child Evaluation Clinic
- 1/07 – 6/07 *OCD, Anxiety, and Tic Disorders Program*
- 11/06 – 2/07 *Child Partial Hospitalization Program*
- 9/06 – 5/07 *Family & Couples Therapy Program*
- 7/06 – 6/07 *Infant & Preschool Assessment Service*
- 7/06 – 10/06 *Adolescent Inpatient Program / Adolescent Inpatient Eating Disorders Program*
- 8/04 – 6/06 **Behavioral Education for Children with Autism**, Torrance, CA
Behavioral Consultant, Case Supervisor.

Pennsylvania State University Psychological Clinic, Child & Adolescent Services

8/03 – 7/04 *School Based Mental Health Consultant and Therapist*
8/00 – 7/04 *Staff Therapist*

Lovaas Institute for Early Intervention, CA.

1/98 – 7/00 *Case Supervisor*
10/97 - 7/00 *Behavioral Consultant, Workshop Leader*
6/95 - 10/97 *Senior Aide*

1/95 - 6/95 **UCLA Clinic for the Behavioral Treatment of Children.**
Behavioral Aide

CLINICAL SUPERVISION:

Supervision of home- and school-based behavioral therapists for children with autism

2004 – 2006 *Behavioral Education for Children with Autism (BECA), Torrance, CA.*
1997 – 2000 *Lovaas Institute for Early Intervention, Los Angeles, CA.*

CLINICAL PROGRAM DEVELOPMENT:

McHale, J.P., Baker, J.K., & Radunovich, H. (unpublished). *Coparenting our preschool child: Course manual.*
Three-session manual designed for use with low-risk, nuclear families of children 2 to 5 years old.

McHale, J.P., & Baker, J.K. (unpublished). *Working together for our baby: A guide to coparenting.* Three-session manual designed for prenatal use with high-risk, fragile families.

SPECIALIZED CLINICAL TRAINING:

Certification in the 4-Digit Diagnostic Course for Fetal Alcohol Spectrum Disorders (Astley, 2005). August 2010.
Autism Diagnostic Observation Schedule (ADOS) clinical and research training by Jennifer Olsen, Psy.D. University of Miami, December, 2008.

HONORS & AWARDS:

2005 Robert and Ruth Faris Child Psychology Fund Travel Award, Penn State University
2005 Society for Research in Child Development Travel Award.
2005 RGSO Travel Award, Pennsylvania State University, University Park, PA
2004 RGSO Travel Award, Pennsylvania State University, University Park, PA
2004 Robert and Ruth Faris Child Psychology Fund Travel Award, Penn State University
2004 David Zeaman Student Award, University of Massachusetts Medical School
2003 Robert and Ruth Faris Child Psychology Fund Travel Award, Penn State University
2003 Child Youth and Family Consortium Travel Award, Pennsylvania State University
1994-1996 Dean's Honors List, University of California, Los Angeles

KATHERINE E. BONO, Ph.D.

Department of Child and Adolescent Studies
 California State University, Fullerton
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 Fullerton, CA 92834-6868
kbono@fullerton.edu

CURRENT POSITION

2006-present **Associate Professor, Department of Child and Adolescent Studies, California State University, Fullerton**

PRIMARY RESEARCH FOCI

- The role of self-regulatory functions in the development of school readiness
- Coping skills and resiliency among preschoolers
- The impact of parenting beliefs and behaviors on early childhood development
- Development of school readiness in normally developing and at-risk children
- Evaluation of intervention programs for families with young children

EDUCATION

2003 **Ph.D., Claremont Graduate University**
 Field of Study: Applied Developmental Psychology

 Dissertation Title: *Self-Regulation and School Readiness: Influences of Parenting, Temperament, and Language*

2000 **M.A., Claremont Graduate University**
 Field of Study: Applied Developmental Psychology

 Master's Thesis Title: *Coping in Preschoolers: Response to Challenging Situations and its Relation to Expressed Affect and Verbal Ability*

1998 **B.A., University of the Pacific**
 Field of Study: Psychology (Minor in Management)
 Graduated *cum laude*

ADDITIONAL TRAINING

2009 **SRCD Teaching Institute.** Biennial Meeting of the Society for Research in Child Development, Denver, CO.

2003 **American Psychological Association, Advanced Training Institute Using Large Scale Databases: The NICHD's Study of Early Child Care**
 University of North Carolina and the Research Triangle Institute, Chapel Hill, NC

AWARDS AND FELLOWSHIPS

- 2004-2006 **National Institute of Health Pediatric Loan Repayment Program Grant Recipient**
Competitive loan repayment program offered to qualified scientists to support research in one of five priority areas.
- 2002 **Haynes Social Sciences Dissertation Fellowship**
Merit-based fellowship for outstanding doctoral students in the College of Arts and Sciences, approximately 5 awards of \$10,000 awarded each year
- 1998-2001 **Half-Tuition Fellowship, Claremont Graduate University**

RESEARCH FUNDING

- Bono, K. (2011) *The Associations among Verbal Ability, Private Speech, and Self-Regulation in Preschool Aged Children.*
Agency: CSUF Special Fund for Research, Scholarship, and Creative Activity
PI: K. Bono
Award = One Month Summer Stipend
Period: Summer, 2011
- Bono, K. (2009). *The Role of Language and Private Speech in the Development of Self-Regulation in Preschoolers.*
Agency: CSUF Special Fund for Research, Scholarship, and Creative Activity
PI: K. Bono
Award = One Month Summer Stipend
Period: Summer, 2009
- Bono, K. (2008). *Pilot of Audience Response Systems in the Classroom.*
Agency: CSUF Missions and Goals Initiative
PI: K. Bono
Award = \$10,000
Period = August 2008-June 2009
- Katz, L. (2007). *Early School Readiness in Children within and outside the Child Welfare System: An Examination of the Impact of Childcare Quality, Family Stability, and Developmental Status*
Agency: The Miami-Dade County Children's Trust
PI: L. Katz, co-PI: K Bono
Award = \$200,000
Period = November, 2007-October 2008
- Bono, K.E. (2007). *Self-Regulation and School Readiness in At-Risk Children.*
Agency: CSUF Special Fund for Research, Scholarship, and Creative Activity
PI: K. Bono
Award = One Month Summer Stipend
Period: Summer, 2007

Katz, L. (2004). *Project Hand-N-Hand*.

Agency: The Miami-Dade County Children's Trust

PI: L Katz, co-PI: K Bono

Award = \$200,000

Period: 11/1/04- 12/31/05

RESEARCH FUNDING (cont.)

Katz, L., (2003). *Improving language ability in children prenatally exposed to cocaine*.

Agency: State of Florida Office of Drug Control, Drug-Free Communities Program.

PI: L Katz, co-PI: K Bono

Award = \$24,274

Period: 10/1/03- 9/30/04

TEACHING EXPERIENCE

2006-Present **Assistant Professor, California State University, Fullerton**

Parenting in the 21st Century

Development from Conception through Age 8

Developmental Methodology and Inquiry

Senior Seminar focused on Families and Development

Introductory Practicum

2003-2006 **Adjunct Professor, University of Miami**

Psychology of Infancy

Child and Adolescent Development

2002-2003 **Lecturer, University of LaVerne**

Lifespan Development

2002 **Lecturer, California State University, Fullerton**

Developmental Psychology

2001-2002 **Adjunct Professor, California State University, San Bernardino.**

Cognitive Development

Middle Childhood

Infant and Toddler development

Psychology of Adolescence.

2000-2001 **Adjunct Professor, Chaffey College**

Lifespan Development

RESEARCH EXPERIENCE

2003-2006 **Assistant Scientist; Research Director, Linda Ray Center for Vulnerable Children and Families:** Department of Psychology, University of Miami. Direct several intervention research projects, including an early intervention program for children who have been prenatally exposed to cocaine, a parenting program for families with substance abuse issues, a parenting project for at-risk parents of infants and toddlers, and an infant mental health program for families who have been affected by domestic violence.

Responsibilities include study design, supervision of data collection, data analysis, manuscript preparation, and conference presentations.

- 2001-2002 **Research Associate, Health Science Department, California State University, San Bernardino**
 Worked on several program evaluations, including an evaluation of a comprehensive, early intervention program for families with young children. Responsibilities included statistical analysis, data presentation, designing evaluations plans, and supervising several undergraduate research assistants.
- 1998-2000 **Research Assistant to Patricia Smiley, Ph.D., Psychology Department, Pomona College**
 Collected data, developed reliable codes for observational data, conducted longitudinal statistical analyses, and recruited participants for a longitudinal study on achievement motivation and its relation to temperament and parenting in preschoolers.
- 1999 **Research and Evaluation Assistant, Five Acres: The boys' and girls' society of Los Angeles.**
 Assisted with program evaluation, continuing quality assurance, and research within several programs run by the agency including a residential treatment facility for socially and emotionally disturbed children, a foster care program, and a family resource center.

DATA ORGANIZATION AND MANAGEMENT SKILLS

- Management of longitudinal databases to monitor and track intervention effectiveness
- Analysis of variance (ANOVA, MANOVA, Repeated Measures)
- Structural equations modeling
- Longitudinal growth curve modeling
- Linear and logistic regression
- Secondary data analysis using large scale databases

SCHOLARSHIP

I. Publications

- Bono, K.E., & Bizri, R. (2013). The role of language and private speech in preschooler's self-regulation. *Early Child Development and Care* doi: 10.1080/03004430.2013.813846
- Smiley, P., Coulson, S., Greene, J., & Bono, K.E. (2010). Performance concern, performance-contingent self-worth and responses to repeated achievement failure in second graders. *Social Development, 19*, 779-798. doi: 10.1111/j.1467-9507.2009.00553.x
- Acra, C.F., Bono, K.E., Mundy, P.C., & Scott, K.G. (2009). Social competence in children at-risk due to prenatal cocaine exposure: Continuity over time and associations with language ability. *Social Development, 18*, 1003-1014. doi:1111/j.1467.9507.2008.00519.x
- Bono, K.E., & Sheinberg, N.S. (2009). Effectiveness of early intervention for children prenatally exposed to cocaine: Moderating effects of low birth weight. *Early Child Development and Care, 179*, 487-501. doi:10.1080/03004430701269226

Bono, K.E., Dinehart- Bolzani, L., Dobbins, D. (2008) Effects of the proximal home environment on language and behavioral outcomes in children prenatally exposed to cocaine. *Early Child Development and Care*, 178, 551-568. doi: 10.1080/03004430600851207

Bono, K.E., Sheinberg, N., Scott, K.G., & Claussen, A.H. (2007). Early intervention for children prenatally exposed to cocaine. *Infants and Young Children*, 20, 26-37.

Bolzani Dinehart, L., Dice, J., Dobbins, D., Claussen, A.H., & Bono, K.E. (2006). Proximal variables in families of children prenatally exposed to cocaine and enrolled in a home or center-based intervention. *Journal of Early Intervention*, 29, 32-47.

Bono, K.E., Dinehart, L.B., Claussen, A.H., Scott, K.G., Mundy, P.C., & Katz, L.F. (2005). Effectiveness of early intervention with children prenatally exposed to cocaine: Expansion with multiple cohorts. *Journal of Early Intervention*, 27, 268-284.

II. Manuscripts in Preparation

Bono, K.E., Dinehart, L. B., Claussen, A.H. (2011). The quality of social networks in low income mothers of young children. Manuscript in preparation.

Bono, K.E., & Kopp, C.B. (2011). School readiness among low income black and white families: Ethnic group membership, parental support systems, maternal characteristics, and patterns of mothering. Manuscript in preparation.

III. Juried Conference Presentations

Bono, K. E. (2013). *Associations among language, self-regulation, and private speech among preschoolers*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Bono, K. E., Michel, M., Redd, K., Schaffer, E., & Watanabe, K. (2011, April). *Associations among language ability, private speech, and self-control in preschool-aged children*. Poster presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.

Bono, K. E., & Kopp, C. B. (2011, April). *Ethnicity and conceptual models of family influences on school readiness*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Chiaromonte, T., Bono, K. E., Zvonec, P., & Castro, W. (2010, November). *Change doesn't have to be difficult: Effective strategies to work through programmatic transitions*. Paper presented at the Annual Meeting of the National Association for the Education of Young Children. Anaheim, CA.

Berry, T. & Menkes, S., & Bono, K. E. (2009, November). *Shaping evaluation practice through developmental context*. Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL.

Bono, K. E., & Kopp, C. B. (2009, April). *Parent and Teacher Predictors of Improved Cognition and Language in African-American Children*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Denver, CO.

- Bono, K. E., Moran, T., Warren, A., & Morales, N. (2008, April). *Self-regulation and school readiness in high-risk children*. Paper presented at the Annual Convention of the Western Psychological Association, Irvine, CA.
- Bono, K. E., Greenberg, A.C., & Sheinberg, N. (2007, March). *Associations between parenting beliefs and cognitive and language outcomes for children prenatally exposed to cocaine*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Greenberg, A. C., Sheinberg, N., Bono, K. E., Kelsey, C. (2007, March). *Caregiver affect as a moderator of directiveness for at-risk toddlers in early intervention*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Footer, S., & Bono, K. E. (2005, June). *Predictive validity of parent versus teacher report on a language assessment in an early intervention program*. Poster presented at the 2006 Biennial Head Start Conference, Washington, D.C.
- Bono, K. E., & Acra, C. F. (2005, April). *The effect of parental behavior on child outcomes in children who are prenatally exposed to cocaine and enrolled in an early intervention program*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Bono, K. E., Dinehart, L. B., Claussen, A. H., Scott, K. G., Mundy, P. C., & Katz, L. F. (2004, July). *Effectiveness of early intervention with children prenatally exposed to cocaine: Replication with multiple cohorts*. Paper presented at the National Center for Birth Defects and Developmental Delay Conference, Washington, D.C.
- Claussen, A. H., Bono, K. E. (2004, July). *Associations between early intervention for children prenatally and special education placement in elementary school*. Poster presented at the National Center for Birth Defects and Developmental Delay Conference, Washington, D.C.
- Bono, K., & Kopp, C. B. (2004, May). *Maternal sensitivity and behavior problems: The moderating effect of at-risk status*. Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Bolzani Dinehart, L. H., Bono, K. E., & Dobbins, D. (2004, May). *Family process variables and child outcome*. Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Yale Kaiser, M., & Bono, K. E. (2004, May). *Prenatal exposure to cocaine and child outcomes*. Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Bono, K., & Claussen, A. H. (2004, March). *Effectiveness of early intervention for children prenatally exposed to cocaine: Moderating effects of low birth weight*. Poster presented at the Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.
- Lafean, K., & Shenum, W. (2001, August). *Do attributions moderate the effectiveness of therapeutic*

Interventions for children? Poster presented at the Annual meeting of the American Psychological Association, San Francisco, CA.

Lafean, K. (2001, April). *Coping in preschoolers: Response to challenging situations and its relation to expressed affect and verbal ability.* Poster presented at Biennial Meeting of the Society for Research in Child Development, Albuquerque, N.M .

Smiley, P., Coulson, S., Lafean, K., & Lee, S. (2001, April). *Developmental differences in performance and generalization effects of achievement failure.* Poster presented at Biennial Meeting of the Society for Research in Child Development, Albuquerque, N.M.

IV. Invited Presentations

Bono, K.E. (2011, April). *The role of self-regulation in the development of school readiness.* Paper presented at the Orange County Association for the Education of Young Children and Services for Early Education and Development's Annual Early Childhood Collaborative Conference.

Bono, K.E. (2010, March). *Quality Early Care and Education.* Presented at the Celebration of Quality Early Childhood Education Breakfast, Orange County Child Care and Development Planning Council.

Bono, K. E. (2010, December). *Self-regulation and school readiness.* Presented at the Fullerton Nursery School.

Bono, K.E. (2010, March). *Kindergarten Readiness.* Presented at the Fullerton College Laboratory Child Development Center.

Bono, K.E. (2007, October). *The role of self-regulation in the development of school readiness.* Paper presented at the Orange County Association for the Education of Young Children and Services for Early Education and Development's 3rd Annual Early Childhood Collaborative Fall Conference.

Bono, K.E. (2007, March) *The Linda Ray Intervention Program: 10 Years of Intervention and Evaluation.* Discussion Series: Crossroads: Where Childhood Interventions and Evaluation Meet, Claremont Graduate University.

Bono, K.E. (2006, November). *The role of self-regulation in the development of school readiness.* Paper presented at the Orange County Association for the Education of Young Children and Services for Early Education and Development's 2nd Annual Early Childhood Collaborative Fall Conference.

V. Thesis Committees

Member, Christine Hughe's Master's Thesis, University of Miami

SERVICE

I. California State University, Fullerton

Member, CAS Search Committee (Fall 2013-Present)
 Member, CSUF Faculty Affairs Committee (Fall 2013-Present)
 Member, CAS Program Assessment Committee (Fall 2010-Present)
 Co-Chair, CAS Lab Development Committee (Fall 2008-Present)
 Chair, CAS Student Awards Committee (Spring 2008-Present)
 Member, Program Performance Review Committee (Fall 2013-Spring 2014)
 Member and Secretary, CSUF Faculty Affairs Committee (Fall 2010-Spring 2012)
 Faculty Advisor, Child and Adolescent Studies Student Association (CASSA); (Fall, 2009-Spring 2011)
 Completed review of existing child development graduate programs in California (Fall 2008)
 Faculty Advisor, SIBS Program (Child and Adolescent Studies Peer Mentoring Program; 2007-2008)
 Member and Chair, College of Health and Human Development, CSUF Technology Committee (Fall 2006-Spring 2010)

II. Professional and Community Service

President Elect, Orange County Association for the Education of Young Children (October 2013-June 2014)
 Secretary, Orange County Association for the Education of Young Children (September 2010-October 2013)
 Reviewer, SRCD Biennial Conference 2011
 Board Member, Orange County Child Care and Development Planning Council (June 2009-present)
 Member, Strategic Planning and Evaluation Committee, Orange County Child Care and Development Planning Council
 Board Member and Chair of the Family Education Committee, Orange County Association for the Education of Young Children (June 2008-August 2010)
 Reviewer, *Developmental Psychology* (2008-present)
 Advisory Board Member, Fullerton College Child Development and Educational Studies Department (January 2008-Present)
 Reviewer, *Family Relations* (Summer, 2007-Present)
 Advisory Board Member, Center for Community Learning and Literacy (Spring, 2007-Fall 2008)
 Advisory Board Member, Orange County United Way's Study of the True Cost of Child Care (January-September, 2007)

PROFESSIONAL AFFILIATIONS

Member, Society for Research in Child Development

Member, American Psychological Association

Member, Western Psychological Association

Member, National, California, and Orange County Associations for the Education of Young Children

Member, California Faculty Association

IOAKIM P. BOUTAKIDIS
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California State University, Fullerton
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Fullerton, CA 92834-6868
(657) 278-8562
iboutakidis@fullerton.edu

EDUCATION

- Ph.D. Psychology- University of California, Riverside, (2006)
- B.A. Psychology- University of California, Los Angeles (1999)

PROFESSIONAL BACKGROUND

Assistant Professor Dept. of Child and Adolescent Studies 2008-present
College of Health & Human Development
California State University, Fullerton
Fullerton, CA

COURSES TAUGHT

California State University, Fullerton

- CAS 300- *Elements of Effective Professional Communication*
- CAS 301- *Inquiry and Methodology in Development*
- CAS 315- *Child Development*
- CAS 325B- *Development: Age 9 Through Adolescence*
- CAS 340- *Parenting in the 21st Century*
- CAS 490T- *Senior Seminar In Child/ Adolescent Development: Cultural Processes*
- CAS 496- *Tutorial*
- CAS 499- *Independent Study*

PUBLICATIONS

- Boutakidis, I., & Lieber, E. (online ebook available/ hardcover forthcoming). Parents, peers, and adolescent outcomes: Interactions and cultural variations. In H. Selin (Ed.), *Parenting across cultures: Childrearing, motherhood and fatherhood in Non-Western cultures*. Dordrecht, The Netherlands: Springer.
- Rodriguez, J. L., & Boutakidis, I. (in press). The association between school engagement and achievement across three generations of Mexican American adolescents. *Association of Mexican American Educators Journal*.
- Boutakidis, I., Rodriguez, J. L., Barnett, M. & Knutson Miller, K. (2013). Academic engagement and achievement among Latina/o and Non-Latina/o adolescents. *Journal of Latinos and Education*, 13(1). doi: 10.1080/15348431.2013.800815
- Lieber, E., Boutakidis, I., & Chin, D. (2013). Stigma, modernisation, sex behaviour, and infections risk among Chinese Youth. In Liamputtong, P. (Ed.), *Stigma, discrimination and HIV/AIDS: A cross-cultural perspective*. Dordrecht, The Netherlands: Springer.
- Laganà, L., Bratly, M., & Boutakidis, I. (2011). The validation of a new measure quantifying the social quality of life of ethnically diverse older women: Two cross-sectional studies. *BMC Geriatrics*, 11, 60. doi:10.1186/1471-2318-11-60
- Boutakidis, I. P., Chao, R. K., & Rodriguez, J. L. (2011). The role of adolescents' native language fluency on quality of communication and respect for parents in Chinese and Korean immigrant families. *Asian American Journal of Psychology*, 2(2), 128-139. doi: [10.1037/a0023606](https://doi.org/10.1037/a0023606)
- Boutakidis, I. Guerra, N., & Soriano, F. (2005). Youth violence, immigration, and acculturation. In N. G. Guerra & E. P. Smith (Eds.), *Preventing youth violence in a multicultural society* (pp. 75-100). Washington, DC: American Psychological Association.
- Greenfield, P.M., Davis, H. Suzuki, L., & Boutakidis, I. (2002). Understanding intercultural relations on multiethnic high school sports teams. In M. Gatz, M.A Messner, & S. Ball-Rokeach (Eds.), *Paradoxes of youth and sport* (pp. 141-157). Minneapolis: Albany: SUNY Press.

MANUSCRIPTS UNDER REVIEW

- Grier, L. & Boutakidis, I. (under review). Gender, perceived social support, and academic engagement among African American school-age children. *Journal of Negro Education*
- Chenot, D., Boutakidis, I., & Benton, A. (under review). Research on organizational functioning in child welfare. *Children and Youth Services*.

CONFERENCE PRESENTATIONS

National: Competitive

- Grier, L. K., & Boutakidis, I. (2013, August). *Gender, social support, and academic engagement among African American school age children*. Poster presented at the annual conference of the American Psychological Association, Honolulu, HI.
- Boutakidis, I., Lieber, E., Umaña-Taylor, A. J., & Rodriguez, J. L. (2013, June). *A new measure of cultural status: The importance of domain specificity in assessing acculturative outcomes*. Poster presented at the International Association of Cross-Cultural Psychology Annual Meeting. Los Angeles, CA.
- Chenot, D., Boutakidis, I., & Benton, A. (2011, October). *Diversity in the child welfare workforce: Preliminary findings*. Poster presented at the Annual Program Meeting of the Council on Social Work Education; Atlanta, GA.
- Boutakidis, I., Rodriguez, J. L., & Knutson Miller, K., Barnett, M. (2011, April). *Exploring the achievement gap in Latino adolescents: Impact of academic engagement and locus of control*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New Orleans, LA.
- Yen, S. C., Boutakidis, I., & Smith, B. (2010) *"Goodness of Fit" in preschool: Children's temperament and behavioral adjustment in three early childhood programs*. Poster presented at the 18th Occasional Temperament Conference. Brunswick, NJ.
- Boutakidis, I. (2006, August). *Examining acculturation with cultural consensus domain specificity and cluster analyses*. Paper presented at the American Psychological Association Annual Convention, New Orleans, LA.
- Boutakidis, I. (2006, June). Importance of domain specific acculturation in predicting immigrant adjustment: Theoretical framework of the Cultural Status Scale. In I. Boutakidis (Chair), *Re-examining the measurement of acculturation and ethnic identity*. Paper symposium presented at the Society for Research on Adolescence (SRA) Biennial Meeting, San Francisco, CA.

- Boutakidis, I. (2005, April). Examining the role of adolescent fluency in the parent's native language: Process, outcomes and instrumentality. In I. Boutakidis & S. Y. Kim (Co-Chairs), *Examining the role of adolescent fluency in the parent's native language: Process, outcomes and instrumentality*. Paper symposium presented at the Society for Research on Child Development Biennial Meeting, Atlanta, GA.
- Boutakidis, I. (2004, March). *Effects of native language fluency on parent-adolescent cohesion & respect: The mediating effects of quality of communication*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Baltimore, MI.
- Boutakidis, I., & Chao, R. (2000, May). *Fluency, brokering and language use among bilingual adolescents: Effects on four measures of parent-child relationships*. Poster presented at the Society for Research on Adolescence (SRA) Biennial Meeting, Chicago, Ill.
- Suzuki, L., Greenfield, P., Davis, H., & Boutakidis, I. (1999, June). *Individualism and collectivism and interpretive lenses for cultural conflict among youth*. Paper presented at the Symposium on Cultural Diversity in the Models of the Mind. 11th Annual Convention of the American Psychological Society, Denver, CO.
- Boutakidis, I. (1997, June). *Cultural sources of interpersonal conflict: Collectivism vs. individualism*. Poster presented at the Piaget Developmental Conference: 27th Annual Symposium on Culture, Thought and Development. Santa Monica, CA.
- Greenfield, P., Davis, H., Suzuki, L., & Boutakidis, I. (1997, April). *Improving intergroup relations among youth through understanding cross-cultural differences*. Invited presentation at the National Conference on Sport, Youth, Violence and the Media, University of Southern California., Los Angeles, CA.

Regional: Competitive

- Boutakidis, I., & Rodriguez, J. R. (2013, April). *The association between academic engagement and achievement across three generations of Mexican American adolescents*. In I. Boutakidis (Chair), *Education and learning*. Paper symposium conducted at the Western Psychological Association Annual Meeting. Reno, NV.
- Boutakidis, I. & Lieber, E. (2011, April). *Defining a bicultural self: A Mixed methods examination of ethnicity*. Poster presented at the Western Psychological Association Annual Meeting. Los Angeles, CA.

California State University/ Other Invited

- Boutakidis, I. (2012, June). *Developmental processes and academics: Focus on ethnic minority, at-risk youth*. Presentation to the CSUF Upward Bound staff in preparation for the 2012 Summer Program. Fullerton, CA.
- Boutakidis, I. (2010, Dec). *Program Assessment from the Departmental Perspective*. Invited presentation to the Faculty Development Center's Workshop Series to New Faculty. California State University, Fullerton, CA.
- Boutakidis, I. (2010, Oct). *Exploring the achievement gap in Latino adolescents: The differential impact of academic engagement*. Invited presentation to the Developmental Psychology faculty and students, University of California, Riverside, CA.
- Boutakidis, I. (2010, April). *Coding and classification of qualitative data*. Presentation to the Faculty Development Center. California State University, Fullerton, CA.
- Boutakidis, I. (2008-2010, May). *Psychological examination of culture: Implications for therapeutic settings*. Invited presentation to clinicians and graduate interns at the Pasadena Mental Health Clinic. Pasadena, CA.
- Boutakidis, I., & Freidman, H. (2004, May). *Dark side of self-esteem: Effects on interpersonal violence*. Paper presented at the Mellon/ UCR Philosophy Workshop on The Abuse of Ideals, University of California, Riverside, CA.
- Boutakidis, I. (2003, April). *Effects of child native fluency in Asian American families: Testing a mediational model*. Invited presentation at the Psychology Department Colloquium, La Sierra University, Riverside, CA.

GRANTS/ FUNDED AWARDS

- 1999-2004, Cota Robles Graduate Fellowship, University of California, Riverside
- 2002 Award Recipient of the California State University Doctoral Incentive Program.
- Graduate Dean's Dissertation Research Grant (February 1, 2004- January 31, 2005). Graduate Division, Office of the Dean, University of California, Riverside
- Director/Chair, 2004-2005, Mellon Foundation and Center for Ideas sponsored workshop. *Re-Examining Ethnic Identity and Acculturation: Addressing the Integration of Content, Process and Domain Specificity*.
- Call-to-Service Minigrant for Community Based Research (January, 2011)

SERVICE

Department of Child and Adolescent Studies

Committee on Graduate Studies and Center Development (Spr2013)
Adolescent Youth Development Option Committee (Fall2008-Spr2009, Spr2013)
Child and Adolescent Studies Program Assessment Committee (Fall2008-present)
Child and Adolescent Studies Student Association (CASSA) Faculty Adviser
(Fall2011-Spr2013)

College of Health and Human Development

Faculty Advisory Committee (Fall2008-Spr2010)
Dean's Writing Committee (Fall2008-Spr2009)
College Retreat Planning Committee (Spr2009)
HHD Writing Tutor (Fall2008-Spr2010)
Information Technology Committee (Fall2012-present)

California State University, Fullerton (University Level)

University Board on Writing Proficiency (Fall2009-Fall2012)
Faculty Advisor- St. Jude Children's Research Hospital Student Club (Fall2010-
Spr2011)
Institutional Review Board (start Fall 2013--)

PROFESSIONAL AFFILIATIONS

Member- Society for Research on Adolescence- (2001-present)
Member- Society for Research in Child Development (2002-2010)
Member- American Psychological Association (2009-present)
Member- American Educational Research Association (2010-present)
Member- Western Psychological Association (2011-present)

NATHALIE CARRICK

Department of Child and Adolescent Studies EC580
800 North State College Blvd
California State University, Fullerton
Fullerton, CA 92834

Phone: (657) 278-5593
Email: ncarrick@fullerton.edu

EDUCATION

Ph.D.	Developmental Psychology Minor in Quantitative Methods University of California, Irvine	2008
M.A.	Social Ecology University of California, Irvine	2005
M.S.	Child Development Virginia Polytechnic Institute & State University	1999
B.A.	Child Development Tufts University	1995

PROFESSIONAL EXPERIENCE

Assistant Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	2008-present
Faculty Fellow	California State University, Fullerton, CA	2011-present
Instructor	Department of Psychology and Social Behavior University of California, Irvine	2007-2008
Teaching Assistant	University of California, Irvine Virginia Polytechnic Institute & State University	2002-2004 1997-1999
Research Assistant	Department of Psychology and Social Behavior University of California, Irvine	2004-2007
Family Coordinator	Project in Cognitive and Neural Development University of California, San Diego	1999-2001

COURSES TAUGHT

California State University, Fullerton	CAS 101: Introduction to Child & Adolescent Development CAS 215: Observations in Early Childhood Settings CAS 322: Advanced Preschool Development CAS 325a: Conception through Age 8 CAS 499R: Independent Study
University of California, Irvine	PSB 315: Child Development

PUBLICATIONS

(Student names are italicized)

Carrick, N., Rush, E., & Quas, J.A. (in press). Suggestibility and imagination in early childhood. In M. Taylor (Ed.), *Oxford handbook of the development of imagination*. NY: Oxford University Press.

Lyon, T., Quas, J.A., & **Carrick, N.**, (in press). Right and righteous: Children's incipient understanding and evaluation of true and false statements. *Journal of Cognition and Development*.

Carrick, N. & Ramirez, M. (2012) Preschoolers' fantasy-reality distinctions of emotional events. *Journal of Child Experimental Psychology*, 112, 467-483.

Carrick, N. & Quas, J.A., & Lyon, T. (2010). Maltreated and nonmaltreated children's evaluations of emotional fantasy and reality. *Child Abuse and Neglect*, 34, 129-134.

Lyon, T., **Carrick, N.** & Quas, J. A. (2010). Young children's competency to take the oath: Effects of task, maltreatment, and age. *Law and Human Behavior*, 34, 141-149.

Carrick, N. & Quas, J.A. (2006). The effects of discrete emotions on young children's understanding of fantasy and reality. *Developmental Psychology*, 42, 1278-1288.

Quas, J.A., **Carrick, N.**, Alkon, A., Goldstein, L., & Boyce, T. (2006). Children's memory for a mild stressor: The role of parasympathetic and sympathetic arousal. *Developmental Psychobiology*, 48, 686-702.

Sawyers, J., & **Carrick, N.** (2003). Symbolic play through the eyes and words of children. In D. Lytle (Ed). *Play and Educational Theory and Practice*. New York: Greenwood.

PROFESSIONAL PRESENTATIONS

(Student names are italicized)

Carrick, N., Palomino, M., Hwang, E., Bui, T., & Solyom, E. (2012, August). *Parental influences on young children's understanding of emotional fantastic and real events*. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.

Carrick, N., & Evans, A. (2012, August). *Getting children to tell the whole truth and nothing but the truth*. Co-chaired symposium at the annual meeting of the American Psychological Association, Orlando, FL.

Carrick, N., & Evans, A. (2012, August). *Presidential Program- Childhood obesity from exercise to parents: What research and practice can teach us*. Co-chaired symposium at the annual meeting of the American Psychological Association, Orlando, FL.

Manzer, S. M., Bui, T., Schaffer, E., Wantabe, K., & **Carrick, N.** (2011, April). *Individual differences in preschoolers' judgments of emotional fantasy and reality*. Poster presented at the meeting of the Western Psychological Association, Los Angeles, CA.

- Carrick, N., Osmialowski, D., Collins, R., Redd, K. & Michel, M.** (2010, August). *Preschoolers' judgment of the reality status of emotional events*. Poster presented at the meeting of the American Psychological Association, San Diego, CA.
- Carrick, N., Hendricks, B., & Perez, G.** (2009, April). *Good witch, bad witch: Children's ability to discern emotional storybook characters*. Poster presented at the annual meeting of the Society for Research in Child Development, Denver, CO.
- Carrick, N., & Harris, A.** (2007, October). "*Mice can't really dance*": *Reducing the effects of emotion on children's fantasy-reality distinctions*. Poster presented at the meeting of the Cognitive Development Society, Santa Fe, NM.
- Lyon, T. & Carrick, N.** (2007, March). *Does right make right? Children's early understanding of truth and cultural divergences in their subsequent moral evaluations*. Co-chaired symposium at the annual meeting of the Society for Research in Child Development, Boston, MA.
- Carrick, N., Lyon, T., Quas, J. & Eahern, E.** (2007, March). *Young children's incipient understanding of truth and lies*. Paper presented at the annual meeting of the Society for Research in Child Development, Boston, MA.
- Carrick, N., Malloy, L., Quas, J., & Levine, L.** (2005, April). *Young children's memory of discrete emotions depicted in images*. Paper presented at the annual meeting of the Society for Research in Child Development, Atlanta, GA.
- Carrick, N., Quas, J., & Lyon, T.** (2005, April). *Maltreated and nonmaltreated children's understanding of reality and fantasy*. Poster session presented at the annual meeting of the Society for Research in Child Development, Atlanta, GA.
- Carrick, N., Quas, J., and Lyon, T.** (2004, March). *The role of maltreatment in children's understanding of reality and fantasy*. Poster session presented at the annual meeting for the Children's Bureau of the US Department of Health and Human Services, Washington, D.C.
- Carrick, N., & Quas, J.** (2003, October). *Children's memory for a mild stressor*. Poster session presented at the annual meeting of the Cognitive Development Society, Salt Lake City, UT.
- Carrick, N.** (2002, June). *Children's memory for a mild stress: Interactions among physiological systems*. Paper presented at departmental colloquium.
- Carrick, N., & Sawyers, J.** (2000, May). *Symbolic play through the eyes and words of children*. Paper presented the meeting of The Association for the Study of Play. Baltimore, MD.
- Carrick, N.** (1999, April). *Children's understanding of symbolic play*. Paper presented at the meeting of Quint State. Knoxville, TN.

GRANTS AND SCHOLARSHIPS

CSUF Office of Research Development Intramural Grant (\$10,000)	2012
PURE Student-Faculty Research Grant (\$1000)	2011
Faculty Development Center Faculty-Student Collaborative Research (\$600)	2010
CSUF Office of Grants and Contracts Intramural Grant (\$3000)	2010
Faculty Development Center Faculty-Student Collaborative Research (\$440)	2008
CSUF New Faculty Probationary Grant (\$6,500)	2009
Fred Rogers Memorial Scholarship (\$10,000)	2006
US Department of Health and Human Services Pre-Doctoral Fellowship (\$50,000)	2004

HONORS AND AWARDS

Ellen Greenberger Award for Excellence in Research	2008
Dean's Dissertation Writing Award	2008
Award for Excellence in Undergraduate Mentoring	2007-2008
Dean's Dissertation Data Gathering Award	2007
Departmental Summer Research Award	2003-2006

INVITED TALKS AND LECTURES

University of California, Riverside Developmental Psychology Colloquium Series	2011
CSUF Health and Human Development College Retreat	2010
National Taitung University Delegation (International Student Group)	2010

PROFESSIONAL SERVICE

College, and University	Department,
Faculty Fellow, Office of Research	2011-present
Faculty Co-Advisor, Child and Adolescent Studies Student Association	2010-2011
Member, CAS Department Information Technology Committee	2010-present
Member, College Information Technology Committee	2010-2012
Faculty Co-Liaison for CAS research lab design and development	2009-present
Member, CAS committee to revise Student Opinion Questionnaires	2009-2010
Member, CAS Departmental Awards Committee	2008-present
Member, Student Research Advisory Council	2008-present
Profession and Community	
Co-Program Chair for APA (Division 7) convention	2011-2012
Member, Fullerton College Child Development and Educational Studies	2010-present
Judge for APA Graduate Student Research Presentation	2010-2012
Reviewer for SRCD and AERA National Conference Presentation Abstracts	2010
Reviewer for the British Journal of Developmental Psychology	2009-2012
Reviewer for APA National Conference Presentation Abstract	2009-2010
Website Coordinator, APA Division 37	2002-2004

GUADALUPE ESPINOZA

Curriculum Vitae

CSUF Child and Adolescent Studies, 800 North State College Blvd., Fullerton, CA 92834
Phone: (657) 278-2354 • Email: guadespinoza@fullerton.edu

EDUCATION

Ph.D. in Developmental Psychology 2013

University of California, Los Angeles

Minors: Culture, Ethnicity and Education; Quantitative Methods

Dissertation: A Daily Diary Approach to Understanding Cyberbullying Experiences Among Latino Adolescents: Links with Emotional, Physical and School Adjustment

Masters of Arts in Psychology 2008

University of California, Los Angeles

Thesis: Latino and White Students' Perceptions of the School Context Across the Transition to Middle School

Bachelor of Arts in Psychology 2007

San Diego State University

Minor: Child and Family Development; Magna Cum Laude

ACADEMIC APPOINTMENTS

Assistant Professor August 2013 – Present

California State University, Fullerton

Child and Adolescent Studies Department

RESEARCH GRANTS

University of California Institute for Mexico and the United States (UC MEXUS), (\$2,950)

Understanding the Cyberbullying Experiences of Urban, Mexican-American Adolescents

July 2011 – March 2012

Society for the Psychological Study of Social Issues Grants-in-Aid, (\$1,000)

Cyberbullying Experiences Among Urban, Latino Adolescents: A Daily Diary Approach

August 2011 – July 2012

FELLOWSHIPS

National Research Service Award, National Institute of Child and Human Development (\$35,003)

July 2012 – July 2013

UCLA Graduate Division & Psychology Department Fellowship, (\$34,550)

September 2011 – June 2012

Ford Foundation Pre-Doctoral Fellowship, (\$86,904)

September 2008 – June 2011

Eugene V. Cota-Robles Fellowship, University of California, Los Angeles, (\$28,968)

September 2007 – June 2008

PUBLICATIONS

- Espinoza, G.**, Gillen-O'Neel, C., Gonzales, N. A., & Fuligni, A. J. (in press). Friend affiliations and school adjustment among Mexican-American adolescents: The moderating role of parent and peer support. *Journal of Youth and Adolescence*.
- Juvonen, J., **Espinoza, G.**, & Schacter, H. (in press). *Bullying*. In H. Friedman (Ed), *Encyclopedia of Mental Health*, Second Edition. Elsevier, Oxford, UK.
- Espinoza, G.**, Gonzales, N. A., & Fuligni, A. J. (2013). Daily school peer victimization experiences among Mexican-American adolescents: Associations with psychosocial, physical and school adjustment. *Journal of Youth and Adolescence*, 42(12), 1775 – 1788.
- Juvonen, J., & Wang, Y., & **Espinoza, G.** (2013). Physical aggression, spreading of rumors, and social prominence in early adolescence: Directionality of effects supporting gender similarities? *Journal of Youth and Adolescence*, 42(12), 1801 – 1810.
- Espinoza, G.**, & Juvonen, J. (2012). Methods Used in Cyberbullying Research. In S. A. Bauman, D. Cross, & J. Walker (Eds.), *Principles of Cyberbullying Research: Definitions, Measures and Methodology*. Routledge: New York, NY.
- Espinoza, G.**, Hokoda, A., Emilio, C. U., Ulibarri, M., & Castañeda, D. (2012). Gender differences in the relations among patriarchal beliefs, parenting and teen relationship violence in Mexican adolescents. *Journal of Aggression, Maltreatment and Trauma*, 21, 721 – 738.
- Reich, S. M., Subrahmanyam, K., & **Espinoza, G.** (2012). Friending, IMing and hanging out face-to-face: Overlap in adolescents' online and offline social networks. *Developmental Psychology*, 48, 356 – 368.
- Juvonen, J., **Espinoza, G.**, & Knifsend, C. (2012). The role of peer relationships in student academic and extracurricular engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *The Handbook of Research on Student Engagement*. Springer, New York, NY.
- Espinoza, G.**, & Juvonen, J. (2011). The pervasiveness, connectedness, and intrusiveness of social network site use among young adolescents. *Cyberpsychology, Behavior and Social Networking*, 14(12), 705 – 709.
- Espinoza, G.**, & Juvonen, J. (2011). Perceptions of school social context across the transition to middle school: Heightened sensitivity among Latino students? *Journal of Educational Psychology*, 103(3), 749 – 758.
- Uhls, Y. T., **Espinoza, G.**, Greenfield, P., Subrahmanyam, K., & Smahel, D. (2011). Internet and other interactive media. In B. B. Brown & M. Prinstein (Eds.), *Encyclopedia of Adolescence*. Academic Press: Burlington, MA.
- Juvonen, J., Wang, Y., & **Espinoza, G.** (2011). Bullying experiences and compromised academic performance across middle school grades. *Journal of Early Adolescence*, 31(1), 152 – 173.
- Waechter, N., Subrahmanyam, K., Reich, S. M., & **Espinoza, G.** (2010). Teenagers connecting online: From chat rooms to social networking sites. In D. Riha & A. Maj (Eds.), *Emerging practices in cyberculture and social networking*. Rodopi: Amsterdam/New York.
- Subrahmanyam, K., Reich, S. M., Waechter, N., & **Espinoza, G.** (2008). Online and offline social networks: Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology*, 29, 420 – 433.

MANUSCRIPTS UNDER REVIEW & IN PREPARATION

Espinoza, G. (under review). A daily diary approach to understanding cyberbullying experiences: Links with emotional, physical and school adjustment.

Greenfield, P. M., **Espinoza, G.**, Monterroza, M., Manago, A., & Galvan, A. (under review). Intervening to increase intergenerational understanding in families who have experienced long-term separation through serial migration.

CONFERENCE PRESENTATIONS

Espinoza, G. (March, 2014). *Daily cyberbullying experiences among Latino adolescents: Can spending time with friends alleviate the pain?* In K. Subrahmanyam (Chair), Understanding social media use among minority youth – Social support, self-presentation and cyberbullying. Symposium at the Society for Research on Adolescence. Austin, TX.

Espinoza, G., Gonzales, N. A., & Fuligni, A. J. (March, 2014). *Discrimination experiences among Mexican-American parents and adolescents' psychosocial adjustment.* Poster to be presented at the Society for Research on Adolescence. Austin, TX.

Ulibarri, M. D., Ulloa, E. C., Nakamura, N., Younge, S., Azman, R. L., Abeita, L. A., **Espinoza, G.**, Garcini, L. M., Mills, S., & Moreno, P. (July, 2013). *Effective recruitment and retention of underrepresented and ethnic minorities in psychology.* Symposium at the American Psychological Association. Honolulu, HI.

Espinoza, G., Wang, Y., & Juvonen, J. (April, 2013). *Aggression as a means to gain and maintain social prominence in early adolescence?* Poster at the Society for Research on Child Development. Seattle, WA.

Espinoza, G., & Juvonen, J. (April, 2013). *Is one incident enough? Daily associations of cyberbullying with well-being and school adjustment among Latino adolescents.* Poster at the Society for Research on Child Development. Seattle, WA.

Gillen-O'Neel, C., **Espinoza, G.**, Gonzales, N. A., & Fuligni, A. J. (April, 2013). *It's who you know: Friend support, friend affiliations and school adjustment among Mexican-American adolescents.* Poster at the Society for Research on Child Development. Seattle, WA.

Espinoza, G., & Juvonen, J. (May, 2012). *Can cyberbullying experiences color Latino high school students' perceptions of school climate?* In M. Wright (Chair), The Influence of Peer Rejection, Parent Conflict, Ethnicity, and Gender on Adolescents' Involvement in Cyberbullying. Symposium at the Association for Psychological Science. Chicago, IL.

Espinoza, G., & Fuligni, A. J. (March, 2012). *Daily school bullying experiences, well-being and school adjustment among Mexican-American adolescents.* Poster at the Society for Research on Adolescence. Vancouver, Canada.

Espinoza, G., & Juvonen, J. (April, 2011). Social network site use among middle school students. In B. Brown (Chair), *From texting to social networking sites to virtual worlds: Examining youth media practices.* Symposium at the Society for Research on Child Development. Montreal, Canada.

Espinoza, G., & Juvonen, J. (March, 2011). *Predicting the risks of cyberbullying: The role of parent monitoring and adolescent online self-disclosure.* Poster at the Society for Research on Child Development. Montreal, Canada.

- Espinoza, G., & Monterroza, M.** (January, 2011). Helping Immigrant Adolescents and Separated Families Adjust to Life in the U.S. In E. Trumbell (Chair), *Relating Culture, Context, Human Development, and Schooling: Implications for Education Professionals*. Symposium at the National Multicultural Conference. Seattle, WA.
- Espinoza, G., Gross, E., & Juvonen, J.** (August, 2010). *Online versus school-based bullying: "Why do I get targeted?"*. Paper presentation at the American Psychological Association. San Diego, CA.
- Espinoza, G., & Juvonen, J.** (August, 2010). *Hostile peer culture and safety perceptions among urban middle school students*. Poster at the American Psychological Association. San Diego, CA.
- Espinoza, G., & Juvonen, J.** (March, 2010). *Losing sleep to stay online? Social networking site use in middle school*. Poster at the Society for Research on Adolescence. Philadelphia, PA.
- Espinoza, G., & Juvonen, J.** (May, 2009). *Heightened sensitivity to the school social context among Latino students*. Poster at the Association for Psychological Science. San Francisco, CA.
- Clason, K. A., **Espinoza, G., & Juvonen, J.** (May, 2009). *Does the quantity versus quality of friendships promote social-emotional safety in schools?* Poster at the Association for Psychological Science. San Francisco, CA.
- Reich, S. M., Subrahmanyam, K., & **Espinoza, G.** (April 2009). Adolescents' use of online social networking sites – should we be concerned? In E. S. Lefkowitz (Chair), *The internet as a social context for youth well-being, aggression, and alcohol use*. Symposium at the Society for Research on Child Development. Denver, CO.
- Espinoza, G., & Juvonen, J.** (April, 2009). *The importance of peer norms and school climate among Latinos*. Poster at the American Educational Research Association. San Diego, CA.
- Espinoza, G., & Juvonen, J.** (August, 2008). *Parents talk, youth listens? Examining parent-youth communication among Latinos*. Poster at the American Psychological Association. Boston, MA.
- Espinoza, G., & Hokoda, A.** (August, 2007). *Patriarchal beliefs and parenting factors in relation to teen relationship violence in Mexican adolescents*. Paper presentation at the American Psychological Association. San Francisco, CA.
- Espinoza, G., & Hokoda, A.** (May, 2007). *Authoritarian parenting related to social cognitions associated with boys' bullying*. Poster at the Western Psychological Association. Vancouver, Canada.
- Espinoza, G., Hokoda, A., Nothoff, A., & Ulloa, E. C.** (April, 2007). *Blaming Mom and Dad? Exploring adolescent boys' social cognitions associated with bullying in relation to parents' discipline style*. Poster at the SDSU Undergraduate Research Symposium, San Diego, CA.
- Espinoza, G.** (March, 2007). Individual and parental cultural factors related to dating violence in Mexican adolescents. In E. C. Ulloa & A. Hokoda (Chairs), *Examining socio-ecological influences on bullying and teen dating violence*. Symposium at the California Council on Family Relations. San Diego, CA.
- Antonio, T.B., Nuila, L., Belfy, J., Nothoff, A., Camacho, L., Clarey, A., Kallberg, L., & **Espinoza, G.** (March, 2007). Teen dating violence in incarcerated male youth: A pilot intervention. In E. C. Ulloa & A. Hokoda (Chairs), *Examining socio-ecological influences on bullying and teen relationship violence*. Symposium at the California Council on Family Relations. San Diego, CA.
- Hokoda, A., **Espinoza, G., Clarey, A., Angeles, M., Nothoff, A., Mezger, A., & Piercy, A.** (March, 2007). *Bullying in the schools: Ideas for classroom activities*. Keynote Presentation at the California Council on Family Relations. San Diego, CA.

Espinoza, G. & Hokoda, A. (September, 2006). *Family factors, peer victimization, and acculturative factors in Latino adolescents*. Poster at the Conference on Violence, Abuse and Trauma. San Diego, CA.

Espinoza, G., Hokoda, A., & Vargas, G. (April, 2006). *Bullying as a function of acculturation and acculturative stressors*. Poster at the SDSU Undergraduate Research Symposium, San Diego, CA.

Vargas, G., Espinoza, G., & Hokoda, A. (April, 2006). *Acculturative stressors linked to victimization in Latino youth*. Poster at California Council on Family Relations. San Marcos, CA.

RESEARCH POSITIONS

Graduate Student Researcher August 2009 – June 2013
 Psychosocial Benefits of Ethnic Diversity in Urban Middle Schools
 University of California, Los Angeles
 Dr. Jaana Juvonen; Dr. Sandra Graham

NSF and NIH funded study examines how greater diversity in urban middle schools can benefit students' mental health, intergroup attitudes and school adaptation.

Graduate Student Researcher and Interviewer June 2009 – August 2011
 Daily Lives of Families in Los Angeles Study
 UCLA Semel Institute for Neuroscience & Human Behavior
 Dr. Andrew Fuligni; Dr. Tom Weisner; Dr. Nancy A. Gonzales

NICHD funded study employs mixed methods to examine the lives of Mexican-American families with a focus on daily family experiences and adolescents' emotional and behavioral problems.

Graduate Student Researcher February 2008 – June 2013
 Children's Digital Media Center
 University of California, Los Angeles and California State University, Los Angeles
 Dr. Kaveri Subrahmanyam; Dr. Patricia Greenfield

The center examines how children, teens, and emerging adults' interact with digital media and studies how these interactions are associated with their offline lives and long-term development.

Project Coordinator January 2008 – August 2009
 Bridging Cultures for Latino Immigrant Families
 University of California, Los Angeles
 Dr. Patricia Greenfield

Intervention to decrease conflict and increase harmony among Latino immigrant adolescents and their parents through the use of parent-student workshops.

Graduate Student Mentor August 2007 – June 2013
 Peer Relations Laboratory
 University of California, Los Angeles
 Dr. Jaana Juvonen

Assist undergraduate students with data analysis and development of research projects.

Research Scholar November 2006
 National Institute of Health; Minority International Research Training
 Monterrey, Mexico

TEACHING EXPERIENCE

Assistant Professor Aug 2013 – Present

California State University, Fullerton – Child and Adolescent Studies

Courses: Introduction to Child and Adolescent Development; Age 9 through Adolescence

Instructor Aug 2012 – June 2013

University of California, Los Angeles - Psychology

Courses: Introductory Psychology

Guest Lecturer October 2012

University of California, Irvine – Education

Lecture Title: “Adolescents’ Experiences Online: Cyberbullying Incidents”

Guest Lecturer May 2012

University of California, Los Angeles – Psychology

Lecture Title: “Peer Dynamics During Adolescence: A Focus on School Bullying and Cyberbullying”

Guest Lecturer November 2011

California State University, Northridge – Child and Adolescent Development

Lecture Title: “No Longer Saved by the Bell: From Traditional Bullying to Cyberbullying”

Instructor January 2011 – May 2011

San Diego State University – Psychology

Course: Academic and Career Opportunities in Psychology

Teacher’s Assistant March 2010 – December 2012

University of California, Los Angeles – Psychology

Courses: Applied Developmental Psychology, Developmental Psychology, Introduction to Psychology

SERVICE

Faculty Co-Advisor, CSUF Child and Adolescent Studies Student Association, 2014

SRCD Student and Early Career Council, Equality and Justice Committee Representative, 2013 - 2015

UCLA Psychology Undergraduate Research Conference Graduate Student Coordinator, 2012 & 2013

Ad Hoc Reviewer, *Cyberpsychology: Journal of Psychosocial Research in Cyberspace*

Ad Hoc Reviewer, *New Media and Society*

Society for Research on Adolescence Young Scholars Program, Junior Mentor, 2012

UCLA Developmental Psychology Forum Co-Organizer, 2008 - 2009

UCLA Developmental Psychology Recruitment Co-Organizer, 2008

PROFESSIONAL AFFILIATIONS

American Psychological Association

Sigma Xi Scientific Research Society

Society for Research on Adolescence

Society for Research on Child Development

Society for the Psychological Study of Social Issues

ACADEMIC AWARDS & HONORS

Millard Madsen Developmental Distinguished Dissertation Award	2013
UCLA Psychology Teaching Practicum Program	2012
Norma and Seymour Feshbach Doctoral Dissertation Award UCLA	2011
APA Educational Psychology Doctoral Student Seminar in Washington, D.C.	2011
APA Quantitative Training for Underrepresented Groups in San Diego, CA	2010
Society for Research on Adolescence (SRA)/European Association for Research on Adolescence (EARA) Summer School in Orebro, Sweden	2010
Graduate Summer Research Mentorship Program Award	2009
National Science Foundation UC Diversity Initiatives for Graduate Study in the Social Sciences Summer Research Mentorship Award	2008
Outstanding Valedictorian Psychology Student for SDSU Class of 2007	2007
Undergraduate Research Symposium Poster Presentation Award, 1 st place	2007
APA Undergraduate Psi Chi/National Convention Research Award	2007
Minority International Research Training (MIRT-NIH)	2006
Golden Key National Honor Society; Phi Kappa Phi Academic Honor Society	2006
Psi Chi National Scholastic Organization for Psychology Students	2005

RESEARCH MEDIA COVERAGE (SELECTED)

The California Aggie, “Not so innocent bystander,” February 6, 2013.

SciGuru: Science News, “Cool kids in middle school bully more, UCLA psychologists report,” January 24, 2013.

Association for Psychological Science Observer, “Bullying goes digital,” July/August, 2012.

US News and World Report, “Victims of bullying suffer academically, UCLA psychologists report,” August 23, 2010.

USA Today, “Young teens underestimate bullying, wonder ‘Is it just me?’, August 14, 2010.

UCLA Newsroom, “Crafting your image for your 1,000 friends on Facebook or MySpace,” November 17, 2008.

Rachel M. Fenning, Ph.D.

Department of Child and Adolescent Studies
Co-Director, Center for Autism
California State University, Fullerton
800 N. State College Blvd., EC 572, Fullerton, CA 92831
rfenning@fullerton.edu

EDUCATION AND LICENSURE

- Licensed Clinical Psychologist**
8/13 - present California (PSY 25963)
12/10 - 9/13 Wisconsin (WI 2902-57)
- 2009 **Ph.D., Psychology, University of California, Los Angeles**
Major: *Clinical Psychology*, Minor: *Developmental Psychology*
- 2008-2009 **University of Miami, Miller School of Medicine, Mailman Center for Child Development**
Clinical Psychology Internship
- 2004 **M.A., Psychology, University of California, Los Angeles**
- 2002 **B.A., Psychology, Yale University**
Magna Cum Laude with Honors in Psychology

ADMINISTRATIVE AND FACULTY POSITIONS

- 6/13 - present **Assistant Clinical Professor**
University of California, Irvine
Department of Pediatrics
- 11/12 - present **Founding Co-Director, Center for Autism**
California State University, Fullerton
- 8/11 - present **Assistant Professor**
Co-Director, Family Research Lab
California State University, Fullerton
Department of Child and Adolescent Studies
- 9/10 - 8/11 **Director of Autism Diagnostic Services**
University of Wisconsin-Madison, Waisman Center
Department of Pediatrics
- 9/09 - 8/11 **Clinical Assistant Professor**
University of Wisconsin-Madison, Waisman Center
Department of Pediatrics

TEACHING POSITIONS

- 8/11 - present **California State University, Fullerton**
Department of Child and Adolescent Studies
CAS 494/494L: Advanced Practicum
CAS 310: Assessing and Observing Development
CAS 325A: Conception through Age 8

- 9/09 - 8/11 **University of Wisconsin-Madison, Waisman Center**
MCH Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program
Faculty Lecturer, Curriculum Development, and Research and Clinical Training
- 9/06 - 6/07 **UCLA, Psych 125B, 125C: Research Methods in Developmental Psychopathology**
9/05 - 6/06 *Teaching Associate, Guest Lecturer, Section Instructor*
9/04 - 6/05
- 8/04 - 9/04 **UCLA, Psych 133G: Culture and Human Development**
Teaching Assistant, Section Instructor
- 1/04 - 6/04 **UCLA, Psych 181: Developmental Disabilities Immersion Program, Research Methods**
Teaching Assistant, Guest Lecturer
- 7/03 - 8/03 **UCLA, Psychology 129F: Abnormal Child Psychology**
Teaching Assistant, Guest Lecturer

RESEARCH POSITIONS

- 9/12 - present **Emotion Regulation, Family Process, and Electrodermal Measurement**
California State University, Fullerton
Co-Principal Investigator
- 1/12 - present **Autism Risk and the Emergence of Social Cognition and Competence**
California State University, Fullerton in collaboration with the University of Miami
Co-Principal Investigator
- 3/10 - present **Emotion Co-Regulation in Families of Children with FASD**
California State University, Fullerton (10/11 - present)
University of Wisconsin-Madison, Waisman Center (3/10 - 8/11)
Co-Principal Investigator
- 9/09 - 8/11 **Early Word Learning in Fragile X and Autism**
University of Wisconsin-Madison, Waisman Center
Research Consultant
- 3/09 - 5/11 **Intellectual and Developmental Disabilities Research Center**
University of Wisconsin-Madison, Waisman Center, P30 HD003352 NIH/NICHD
Research Consultant, Behavioral and Psychological Assessment
- 10/07 - 9/10 **Incarceration, Co-Caregiving, and Child Adjustment**
University of South Florida, St. Petersburg
Research Consultant (9/08 - 9/10)
Child Assessor and Research Assistant (10/07 - 8/08)
- 1/06 - 9/07 **The Peer Project**
University of California, Los Angeles
Graduate Research Assistant
- 8/02 - 9/08 **The Collaborative Family Study**
University of California, Los Angeles
Graduate Research Assistant

- 5/01- 5/02 **Study of After-School Time**
Yale University
Research Assistant
- 5/01-9/01 **Yale Child Study Center: Social Cognition and Language**
Yale University
Research Assistant
- 9/00 – 5/01 **Project ADAPT (Adolescent Development and Peer/Parent Transitions)**
Yale University
Research Assistant
- 9/99 – 5/00 **Yale Child Conduct Clinic**
Yale University
Student Intern, Research Assistant

RESEARCH GRANT SUPPORT

Fenning, R. M. and Baker, J. K. CSUF Centers and Institutes Planning and Expansion Program (CIPEP) Grant.
Award date: 12/13/2013. Amount: \$9, 624.00. Role: PI.

Fenning, R. M. CSUF Faculty Development Center, 2013 Faculty-Student Research and Creative Activities Grant
Award date: 1/8/2013. Amount: \$1,000. Role: PI.

Fenning, R. M. CSUF Faculty Development Center, 2012 Faculty-Student Research and Creative Activities Grant
Award date: 12/15/2011. Amount: \$1,000. Role: PI.

Fenning, R. M. *Autism Risk and the Emergence of Social Cognition and Competence*.
California State University, Fullerton: Milton A. Gordon Fund for Scholarly & Creative Activities.
Award period: 1/2012 - 6/2012. Amount: 3 Weighted Teaching Units (one course release). Role: PI.

This grant supported data collection for a pilot study examining child and family contributions to social-cognitive development and social-emotional competence in children at risk for autism.

Baker, J. K., & Fenning, R. M. *Emotion co-regulation in families of children with fetal alcohol spectrum disorders*.
University of Wisconsin-Madison, Waisman Center: Palmer grant funds.
Award date: 5/1/2010. Amount: \$50,000. Role: Co-PI.

This grant funded a pilot study focused on the role of executive functioning and emotion regulation in the development of social-emotional problems in children with fetal alcohol spectrum disorders.

MANUSCRIPTS IN PROGRESS

Fenning, R. M. & Baker, B. L. *Emotion discourse and social cognition: Mediating the effects of developmental status on social outcomes*. Manuscript in progress.

MANUSCRIPTS IN PREPARATION

- Fenning, R. M. & Juvonen, J. *Social-cognitive predictors of change in peer reputation during the transition to middle school*. Manuscript in preparation.
- Baker, J. K., Fenning, R. M., Howland, M., Rodriguez, A., & Murakami, C. *Correlates of rule violation in children with Fetal Alcohol Spectrum Disorders*. Manuscript in preparation.

PUBLICATIONS

- Howland, M., Baker, J.K., & Fenning, R.M. *Child correlates of parentification in families of mothers with depression*. Manuscript submitted for publication.
- Fenning, R. M., Baker, J. K., Baker, B. L., & Crnic, K. A. (2013). *Parent-child interaction over time in families of young children with borderline intellectual functioning*. Manuscript submitted for publication.
- Fenning, R. M. & Baker, J. K. (2012). Mother-child interaction and resilience in children with early developmental risk. *Journal of Family Psychology, 26*, 411-420. doi: 10.1037/a0028287
- Fenning, R.M., Baker, B.L., & Juvonen, J. (2011). Emotion discourse, social cognition, and social-skill outcomes in children with and without developmental delays. *Child Development, 82*, 717-731. doi: 10.1111/j.1467-8624.2010.01569.x
- Baker, J. K., Fenning, R. M., & Crnic, K. A. (2010). Emotion socialization by mothers and fathers: Coherence among behaviors and associations with parent attitudes and children's social competence. *Social Development, 20*, 412-430. doi: 10.1111/j.1467-9507.2010.00585.x
- Baker, B. L., Neece, C., Fenning, R. M., Blacher, J., & Crnic, K. A. (2010). Mental disorders in five-year-old children with or without developmental delays: Focus on ADHD. *Journal of Clinical Child and Adolescent Psychology, 39*, 492-505. doi: 10.1080/15374416.2010.486321
- Baker J. K., Fenning, R. M., Crnic, K. A., Baker, B. L., & Blacher, J. (2007). Prediction of social skills in six-year-old children with and without developmental delays: Contributions of early regulation and maternal scaffolding. *American Journal on Mental Retardation, 112*, 375-391. doi: 10.1352/0895-8017(2007)112[0375:POSSIY]2.0.CO;2
- Fenning, R. M., Baker, J. B., Baker, B. L., & Crnic, K. A. (2007). Parenting children with borderline intellectual functioning: A unique risk population. *American Journal on Mental Retardation, 112*, 107-121. doi: 10.1352/0895-8017(2007)112[107:PCWBIF]2.0.CO;2
- Blacher, J. & Fenning, R. M. (2004). Asperger's Syndrome. *Fast Facts—Psychiatry Highlights, 2003-2004*. Oxford, UK: Health Press.

CONFERENCE PRESENTATIONS

- Baker, J.K., Fenning, R.M., Howland, M., & Murakami, C. I second that emotion: Concordance and synchrony in physiological arousal between children with ASD and their parents. In A. Esbensen (Chair), *Expanding research on family environment: How, who, and when to measure*. Symposium accepted to the 47th Annual Gatlinburg Conference on Intellectual and Developmental Disabilities. Chicago, IL.
- Fenning, R. M., Conforti, H., Mohapatra, L., McDonald, N., Messinger, D. & Henderson, H. (2013, August). *Extension of an observational social-cognitive measure to children with autism*. Poster presented at the annual meeting of the American Psychological Association. Honolulu, HI.
- Baker, J. K., Fenning, R. M., Rodriguez, A., Conforti, H., Murakami, C., Meussner, H., & Howland, M. (2013, August). *Correlates of rule violation in children with Fetal Alcohol Spectrum Disorders*. Poster presented at the annual meeting of the American Psychological Association. Honolulu, HI.
- Baker J.K. & Fenning, R.M. (2011, March). *Environmental and neuropsychological correlates of emotion regulation in children with fetal alcohol spectrum disorder: Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the 44th annual Gatlinburg Conference, San Antonio, TX.
- Fenning, R. M. & Baker, J. K. (2010, August). Parenting trajectories in families of children with borderline intelligence: Further evidence for unique risk. In J. Baker (Chair), *Parent-child interaction in families of children with early developmental risk*. Symposium presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Fenning, R. M. (2010, March). Mother-child interaction and the development of early intellectual disability. In J. Baker (Chair), *Parent-child interaction and the emergence of developmental disorders*. Symposium presented at the 43rd annual Gatlinburg Conference, Annapolis, MA.
- Fenning, R. M. & Baker, B. L. (2009, April). Emotion discourse and social cognition: Mediating the effects of developmental status on social outcomes. In R. Fenning (Chair), *Family contributions to social functioning in children with developmental delays*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

- Fenning, R. M. & Baker, J.K. (2008, March). Family factors in the emergence of social cognition in children with and without developmental delays. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the 41st annual Gatlinburg Conference, San Diego, CA.
- Baker, J.K., & Fenning, R. M. (2008, March). Thinking about feelings: parental cognition and emotion-socialization behaviors in families of children with and without early developmental risk. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the 41st annual Gatlinburg Conference, San Diego, CA.
- Fenning, R. M. & Juvonen, J. (2007, March). *Social-cognitive predictors of change in peer reputation during the transition to middle school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Baker, J. K. & Fenning, R. M. (2007, March). *Meta-emotion attitudes and emotion socialization behaviors of mothers and fathers*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Baker, B. L., Fenning, R. M., & Blacher, J. (2007, March). *Predicting disruptive behavior disorders in five-year-old children with and without intellectual disability*. Paper presented at the 40th annual Gatlinburg Conference, Annapolis, MA.
- Chang, V. Y., Fenning, R. M., & Juvonen, J. (2006, March). *Predictors of stable peer victimization among multi-ethnic youth*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Crnic, K., Baker, J.K., & Fenning, R.M. (2006, March). Prediction of social skills in six-year-old children with and without early developmental delays: Contributions of early parenting and self-regulation. In B.L. Baker (Chair), *Well-being in the context of environmental, parenting, and child risk*. Symposium presented at the 39th annual Gatlinburg Conference, San Diego, CA.
- Fenning, R. M., Baker, J. K., Crnic, K., & Baker, B. L. (2005, April). *Close friendships and social involvement among children with and without developmental delays: Differential prediction from parent and child characteristics*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Fenning, R. M. & Baker, J. L. (2005, March). Parenting and children at risk: The plight of the borderline child. In J. Blacher (Chair), *Parenting and developmental risk: Determinants and consequences*. Symposium conducted at the 38th annual Gatlinburg Conference, Annapolis, MA.
- Fenning, R. M. & Baker, B. L. (2004, March). The role of early language in the development of children's emotion regulation strategies and behavior problems: A pathway of influence. In K. Crnic and B. Baker (Chairs), *The Emergence of Problematic Behavior in Young Children with Developmental Delays: Assessing Multiple Pathways of Influence*. Symposium conducted at the 37th annual Gatlinburg Conference, San Diego, CA.
- Fenning, R. M., Baker, B. L., & Trmrian, A. (2003, March). *Discontinuity of IQ in young children with developmental and language delays*. Poster presented at the 36th annual Gatlinburg Conference, Annapolis, MA.
- Fenning, R. & Mahoney, J. L. (2002, April). *After-school program engagement and interpersonal competence: A longitudinal study of disadvantaged children*. Poster presented at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA.

MENTORED UNDERGRADUATE RESEARCH PRESENTATIONS

- Howland, M., Baker, J. K., & Fenning, R. M. Child correlates of parentification in families of mothers with depression. Poster accepted to the annual meeting of the American Psychological Association. Washington, DC.
- Murakami, C., Rodriguez, A. & Moffitt, J. (2013, November). *Correlates of delay of gratification in children with FASD*. Talk presented at the annual Southern California Conference for Undergraduate Research (SCCUR). Whittier College, CA.
- Rodriguez, A., Conforti, H., Murakami, C., Meussner, H., Fenning, R. M., & Baker, J. K. (2013, April). *Predictors of delay of gratification in children with FASD*. Poster presented at the annual meeting of the Western Psychological Association. Reno, NV.

- Howland, M., Baker, J. K., & Fenning, R. M. (2013, April). *Expressed emotion in mothers of children with FASD*. Poster presented at the annual meeting of the Western Psychological Association. Reno, NV.
- Meussner, H., Schaffer, E., Baker, J.K., & Fenning, R. M. (2012, May). *Behavior problems and maternal hassles in families of children with fetal alcohol spectrum disorders (FASD)*. Symposium presented at the annual UCLA Psychology Undergraduate Research Conference. Los Angeles, CA.
- Metcalf, D.M., Feld, K., Fenning, R.M., & Baker, J.K. (2011, April). *Examining the behavioral phenotype of fetal alcohol spectrum disorders (FASD): Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the Waisman Center Research Fair, University of Wisconsin, Madison, WI.
- Bolline, M. A., Fenning, R. M., Baker, J. K., Strozier, A., McHale, J., & Cecil, D. (2009, February). *Standardized self-concept assessments of preschool-aged children with incarcerated mothers*. Poster presented at the meeting of the Southeastern Psychology Association, New Orleans, LA.
- Pigott, S., Fenning, R. M., Baker, J. K., Strozier, A., McHale, J., & Cecil, D. (2009, February). *Profiles of high-risk preschooler adaptation during home-based evaluations*. Poster presented at the meeting of the Southeastern Psychology Association, New Orleans, LA.
- Fujii, C., Miller, E., Sobko, S., Hoff, S., Becht, M., Fenning, R. M., & Baker, B. L. (2007, March). *Maternal scaffolding as a predictor of children's academic competence across the period of school entry*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

MENTORED UNDERGRADUATE THESES

- Fall 2012 – present **California State University, Fullerton**
McNair Scholars Thesis
 Project: “Social interaction in children at high risk for autism spectrum disorder: Emotion understanding as a predictor of social behavior”
 Student: Audrey Rodriguez
- Fall 2012 – Sp. 2013 **California State University, Fullerton**
University Honors Thesis
 Project: “Emotion understanding and perspective taking in children with and without autism risk”
 Student: Paige Polichetti

ADVISORY POSITIONS AND SERVICE

- 1/10 - 7/11 **Primary Care Physician Mini-Fellowship in Autism Diagnosis**
 University of Wisconsin-Madison, Waisman Center
Program and Curriculum Development, Facilitator, and Lecturer
- 10/09 - 7/11 **Wisconsin Dept. of Health Services Advisory Panel: Best Practices in Autism Diagnosis**
Invited Consultant, Advisory Panel Co-Leader
- 8/09 – 8/10 **American Psychological Association 2010 Convention**
Co-Chair of the Division 33 (Intellectual and Developmental Disabilities) Program Committee

FACULTY DEPARTMENTAL AND UNIVERSITY SERVICE

California State University, Fullerton

- Sp. 2013 Faculty Development Center, Grant Reviewer
- Fall 2012 – present University Student Research Advisory Council
- Fall 2012 – present College of Health and Human Development Scholarship Committee (CAS rep.)
- Fall 2012 Faculty Development Center, Grant Reviewer

- Sp. 2012 – present Course Coordinator, CAS 310 (Assessing and Observing Development)
- Sp. 2012 – present CAS Student Awards Committee
- Fall 2011 – present CAS Committee on Graduate Studies and Center Development
- Fall 2011 – Fall 2012 University Autism and Developmental Disabilities Working Group

COMMUNITY OUTREACH AND CENTER-BASED PRESENTATIONS

- Presentation to Senator Lou Correa: Introduction to the CSUF Center for Autism. *Co-Organizer and Presenter*. (2013, December). California State University, Fullerton. Fullerton, CA.
- Focus Group Screening of the Autism Documentary “Be with Me.” (2013, August). *Co-Organizer*. California State University, Fullerton. Fullerton, CA. Invitational event for filmmakers and 25 community partners.
- Fenning, R. M. & Baker, J. K. (2012, August). *Fetal alcohol spectrum disorders (FASDs): What we know, what we don't, and where we go from here*. Invited presentation for the UCLA T.I.E.S. for Families research and clinical service organization. Los Angeles, CA.
- Southern California FASD Information and Support Network, Event Co-host. (2012, July). California State University, Fullerton. Fullerton, CA.
- Fenning, R. M. (2010, December). *Assessing children in the family context*. Invited presentation for the IDDRC Research Participation Core Brown Bag Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2010, November). *Autism diagnostic evaluation: An interactive case study*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2010, October). *Autism spectrum disorders: Early identification & diagnosis*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2010, September). *Developmental screening*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Baker J.K., & Fenning, R.M. (2010, September). *Emotion regulation and co-regulation in families of children with fetal alcohol spectrum disorders*. Presentation at the Wisconsin Primary Care Research & Quality Improvement Forum, conducted by the Wisconsin Research & Education Network (WREN), The UW Department of Family Medicine, and the UW Institute for Clinical and Translational Research (ICTR). Middleton, WI.
- Fenning, R. M. (2010, January). *Evidenced-based treatments for social-emotional difficulties in children with autism spectrum disorders*. Invited presentation at the 6th annual “Autism: A Day with the Experts,” UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2009, October). *Screening for autism spectrum disorders*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2009, July). *Parenting and intervention for children with borderline intellectual functioning: A unique risk population*. Lecture presented at the MCH LEND Friday Seminar Series. University of Miami, Mailman Center for Child Development. Miami, FL.
- Fenning, R. M. & Gisbert, P. (2009, July). *Building babies' brains through play*. Invited presentation for the Healthy Steps for Young Children, Parent-Infant Program at the University of Miami, Mailman Center for Child Development. Miami, FL.
- Fenning, R. M. (2009, May). *Treatment of childhood anxiety disorders*. Invited presentation for the Behavioral Pediatrics Clinic at the University of Miami, Mailman Center for Child Development. Miami, FL.
- Baker, J. K., Fenning, R. M., Crnic, K. A., Baker, B. L., & Blacher, J. (2006, September). *Prediction of social skills in six-year-old children with and without early developmental delays: Contributions of early regulation and maternal scaffolding*. Paper presented at the UCLA Neuropsychiatric Institute Psychiatry Grand Rounds. Los Angeles, CA.

INVITED PEER REVIEW SERVICE

Conference Reviews:

- 2013 American Psychological Association
Division 7 (Developmental Psychology) & Division 33 (Intellectual and Dev. Disabilities)
Review of submissions for the 2013 APA Meeting
- 2012 American Psychological Association, Division 7 (Developmental Psychology)
Review of submissions for the 2013 APA Meeting
- 2011 American Psychological Association, Division 7 (Developmental Psychology)
Review of submissions for the 2012 APA Meeting
- 2009 American Psychological Association, Division 33 (Intellectual and Dev. Disabilities)
Review of submissions for the 2010 APA Meeting

Journal Manuscript Reviews:

Acta Paediatrica
Developmental Psychology
Infant and Child Development
Journal of Abnormal Child Psychology
Journal of Autism and Developmental Disorders
Journal of Family Psychology
Journal of Intellectual Disability Research
Journal of Mental Health Research in Intellectual Disabilities
Psychological Assessment
Social Behavior and Personality

CLINICAL POSITIONS & SERVICE

- 5/13 – present **California State University, Fullerton**
Center for Autism
Applied Developmental Core, Clinical Division Head
Clinical Evaluation and Consultation
- 9/09 - 8/11 **University of Wisconsin-Madison, Waisman Center**
Department of Pediatrics
Director of Autism Diagnostic Services (9/10 – 8/11)
Clinical Assistant Professor
Interdisciplinary Evaluation Team, Developmental Disabilities/Child Development Clinic
- 9/08 - 8/09 **University of Miami, Miller School of Medicine, Mailman Center for Child Development**
Clinical Psychology Intern

Outpatient Therapy Services: Behavioral Pediatrics Clinic, Primary Care Consultation-Liaison, Diabetes Clinic Consultation-Liaison

Assessment Services: Child Protection Team (Abuse and Trauma Assessment, Forensic Interviewing), Early Steps/Early Intervention Program (Birth to Three), Interdisciplinary Evaluation and Psychological Assessment, Autism Spectrum Assessment Clinic

- 8/06 - 7/07 **UCLA Psychology Clinic**
Advanced Neuropsychological Assessment
- 9/05 - 7/07 **UCLA Childhood OCD, Anxiety, and Tic Disorders Program**
Semel Institute for Neuroscience and Human Behavior: Extern Program
Integrated Behavioral Treatment for Selective Mutism
Study Therapist
- 7/05 - 7/07 **UCLA TIES for Adoption, Infant Mental Health Program**
Infant Mental Health Program Development, Infant-Toddler Assessment, Parent-Child Therapy
- 9/04 - 6/05 **Child and Family Guidance Center, Community Mental Health Center**
Child Assessment and Therapy Rotation
- 9/03 - 3/05 **UCLA Psychology Clinic**
Adult Therapy Rotation
- 9/03 - 9/04 **UCLA TIES for Adoption**
Child Assessment and Therapy Rotation
- 9/03 - 6/04 **School-Based Mental Health**
Adolescent Therapy Rotation
- 6/03 - 6/04 **UCLA Psychology Clinic**
Intake Interviewer
- 4/03 - 2/04 **UCLA Psychology Clinic**
Child and Adult Assessment Rotation
- 5/01 - 5/02 **Fellowship Place, Community Rehabilitation Program for Adults with Mental Illness**
Student Intern, New Haven, CT
- 1/01 - 5/01 **Benhaven Residential Program for Children with Pervasive Developmental Disorders**
Student Intern, North Haven, CT
- 5/00 - 8/00 **Shelter for Women and Children**
Student Intern – Laura’s House, CA
- 6/96 - 8/98 **Shelter for Women and Children**
Child Care Volunteer
- 9/98 - 5/99 **Head Start**
Student Tutor – New Haven, CT

SPECIALIZED CLINICAL TRAINING AND CERTIFICATION

- 1/13 **Clinical Training in the Autism Diagnostic Observation Schedule-2 (ADOS-2)**
University of California, Irvine: Center for Autism and Neurodevelopmental Disorders
- 7/12 **Training in the FASD 4-Digit Diagnostic Code**
Washington State Fetal Alcohol Syndrome Diagnostic and Prevention Network
- 10/09 **Advanced Research Training in the Autism Diagnostic Observation Schedule (ADOS)**
University of Michigan: Autism & Communication Disorders Center
- 9/09 - 9/09 **Certified Training in Parent-Child Interaction Therapy**
Certification of Introductory Training at the University of Miami (2/09)
Advanced Training with Certified Trainer (Completed 8/09)

CLINICAL SUPERVISION EXPERIENCE

- 9/09 - 8/11 **Supervision of Ph.D. Candidates in Assessment Practicum**
University of Wisconsin-Madison, Waisman Center
- 9/08 - 8/09 **Supervision of Diagnostic Interviewers**
University of Miami, Mailman Center for Child Development
- 6/06 - 9/06 **Supervision of Diagnostic Interviewers**
University of California, Los Angeles

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Psychological Association
Society for Research in Child Development

MENTORED STUDENT HONORS AND AWARDS

CSU Student Research Competition (2013)
1st place at CSUF and 2nd place CSU-wide in the Behavioral & Social Sciences Area (Undergraduate)
Project: "Expressed emotion in mothers of children with FASD"
Student: Mariann Howland
Role: Co-Mentor

Outstanding Student Scholarship & Creative Activities Award (AY 2012-13)
1st place, College of Humanities & Social Sciences
Student: Mariann Howland
Role: Co-Mentor

HONORS AND AWARDS

- 2013 CSUF Centers and Institutes Planning and Expansion Program (CIPEP) Grant
- 2012 CSUF Faculty Development Center, Faculty-Student Research and Creative Activities Grant
- 2012 CSUF Faculty Development Center, Mini Teaching Grant Award
- 2012 CSUF Milton A. Gordon Fund for Scholarly & Creative Activities.
- 2011 CSUF Faculty Development Center, Faculty-Student Research and Creative Activities Grant
- 2009 Michael Goldstein Distinguished Dissertation Award, Honorable Mention
- 2006 - 2007 UCLA Graduate Division Dissertation Year Fellowship
- 2007 Society for Research in Child Development, Student Travel Award
- 2005 UCLA Extramural Incentive Award
- 2005 UCLA Conference Travel Award
- 2005 Zeaman Student Travel Award, Gatlinburg Conference
- 2003 National Science Foundation Graduate Research Fellowship, Honorable Mention
- 2002 - 2003 UCLA Distinguished Achievement Fellowship
- 2002 Elected to Phi Beta Kappa Honor Society
- 2001 - 2002 Yale University, Executive Board Member of Psi Chi National Honor Society
- 2001 Yale University, Richter Fellowship for Summer Research
- 1999 - 2002 Yale University: Commendation letters for academic excellence in coursework:
Clinical Psychology in the Community, Autism and Associated Developmental Disorders,
Depression, Psychopathology in the Family, Abnormal Psychology

LESLIE K. GRIER
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Fontana, California 92336
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email: lgrier@fullerton.edu

EDUCATION

Formal

Wayne State University
5980 Cass Ave.
Detroit, Michigan 48202
Graduated December 1990

Developmental Psychology
Major, Ph.D.

Community Psychology Minor

Ball State University
200 W. University Avenue
Muncie, Indiana 47306
Graduated July 1983

Psychology Major, M.A.

Oakland University
Rochester, Michigan 48309
Graduated April 1982

Psychology Major, B.A.

Professional

January 2014 Training of the Trainer (TOT) English Learner Training and Professional Development Project, California School Age Consortium (CalSAC)

September 2013 California Teacher Pathway Project TOT, Common Sense Discipline

August 2013 Science of Community Engaged Research: Future Directions Conference

August 2013 Annual Conference of the American Psychological Association

Spring 2013 Graduate Seminar - Structural Equation Modeling

April 2013 California Teacher Pathway Project TOT - Science, Technology, Engineering and Mathematics (STEM)

February 2013 Elearning conference

April 2012 Best of Out-of-School Time (BOOST) conference

November 2011 Annual Conference of the American Evaluation Association

Fall 2011 Student Learning and Teaching Excellence (SLATE) academy, (Social Presence) California State University, Fullerton (CSUF)

Spring 2011 SLATE academy, (Online Instruction Track), CSUF

November 2010 Step Up High School Summit, California Afterschool Network (CAN)

August 2010 Annual Conference of the American Psychological Association

August 2010 Team up for Youth: Training of the Trainer Institute

July 2010 Faculty Development Center (FDC) - Discussion Board Workshop Series, CSUF

- April 2010 Best of Out-of-School Time (BOOST) conference
- November 2009 Annual Conference of the American Evaluation Association
- November 2009 Step Up High School Summit, (CAN)
- September 2009 Tools of the trade II: Inspiring young minds to be SET* ready for life
- August 2009 Claremont Graduate University, Professional Development Workshop Series on Program Evaluation
- June 2009 FDC Summer Training Institute (STI) on Online Instruction, CSUF
- November 2008 Annual Conference of the American Evaluation Association
- January 2008 CalSAC – Training of the Trainers Institute
- April 2008 CalSAC – Statewide conference
- February 2008 West Ed - You Matter! The power of afterschool program staff to make a difference in the lives of children and youth.
- November 2007 Annual Conference of the Association for Moral Education
- April 2007 CalSAC – Statewide conference
- April 2006 CalSAC – Statewide conference
- November 2005 CalSAC – Training of the Trainers Institute
- March 2005 CalSAC – Statewide conference
- November 2004 Annual Conference of the Association for Moral Education
- January 2004 Group Fulbright-Hays Scholarship – Thailand
- August 2002 Annual Conference of the American Psychological Association
- March 2002 Annual Assessment Conference at CSUF
- July 2001 Summer Instructional Technology Academy, FDC, CSUF
- March 2001 Annual Assessment Conference at CSUF
- August 2000 Annual Conference of the American Psychological Association
- August 2000 7th Annual Pre-convention Institute on Psychology in the Schools, American Psychological Association
- June 2000 Summer Instructional Technology Academy, FDC, CSUF
- March 2000 Annual Assessment Conference at CSUF
- April 1999 Annual Conference of the Association for Childhood Education International
- March 1999 Annual Assessment Conference at CSUF
- September 1998 Evaluation Exploration Short Course for Minority Biomedical Research Programs (MBRS) Program Directors and Staff
- August 1998 Annual Conference of the American Psychological Association
- April 1998 Annual Conference of the Association for Childhood Education International
- October 1997 National Society of Experiential Education
- August 1997 Annual Conference of the American Psychological Association
- June 1996 Head Start's Third National Research Conference - Making a Difference for Children, Families and Communities: Partnerships among Researchers, Practitioners, and Policymakers
- August 1995 Annual Conference of the American Psychological Association

- October 1994 American Healthcare Institute workshop on Attention-Deficit Disorders: Sharpening Intervention Skills with Children, Parents and Teachers
- June 1994 Annual Conference of the American Psychological Society -- including a one day pre-conference workshop on teaching
- August 1993 Annual Conference of the American Psychological Association
- November 1992 "Champions for Children" conference on maximizing service delivery to children by the Regional Council of Camp Fire for Boys and Girls
- March 1992 "Equity in Education" a two-day workshop on teaching excellence at Michigan State University

AWARDS

- 2012 General Award for Research, CSUF
- 2010 Faculty Enhancement Instructional Development (FEID) Grant, CSUF
- 2009 Outstanding Faculty Recognition Award for Service, CSUF
- 2007 Senior Faculty Award for Research, CSUF
- 2006 Jewel Plummer Cobb - Diversity in Education Award, College of Health and Human Development, CSUF
- 2006 Outstanding Faculty Recognition Award for Service, CSUF
- 2006 General Award for Research, CSUF
- 2003 Sabbatical-Leave (Spring 2004)
- 2001 Outstanding Faculty Recognition Award for Scholarship, CSUF
- 1999 Faculty-Scholar Award, School of Human Development and Community Service, California State University, Fullerton (1998-1999)
- 1997 California State University Grant - Program for Research, Scholarship and Creative Activity
- 1997 Untenured Faculty Research Grant - CSUF
- 1996 Untenured Faculty Research Grant - CSUF
- 1995 Research and Development Grant - Grand Valley State University (GVSU)
- 1993 Curriculum Grant from the Center on Philanthropy and Non-Profit Leadership (GVSU)
- 1988 - 1989 Minority Research Biomedical Support Scholarship
- 1985 - 1988 Graduate Professional Scholarship

TEACHING HISTORY

Child Development

Middle Childhood

Optimizing Development of School-Age Children

Development II (Age nine through adolescence)

Adolescence and Early Adulthood

Developmental Inquiry and Methodology

Topical Senior Seminar – Moral Development

Practicum Seminar in Child and Adolescent Development

Practicum Seminar in Youth and Families in Community Settings

Practicum Seminar in Development in School Settings

Practicum in Psychology
Psychology Applied to Teaching
Life-Span Development
Introductory Psychology

Courses Developed

Development of African American Children and Youth
Optimizing Development of School-Age Children
Optimizing Development during Adolescence
Youth Development in Afterschool Programs

CURRENT POSITION

8/19/13 - present Professor of Child and Adolescent Studies (CAS); California State University Fullerton (CSUF) – 800 N. State College Blvd., Fullerton, CA, 92831

As a Professor, I teach a variety of child and adolescent development classes. I serve on department, college and university committees, and participate in community service. Furthermore, I am spearheading a career resources manual and mapping initiative. My research agenda involves socio-emotional factors contributing to positive developmental and educational outcomes among school-age children and adolescents, with particular emphasis on at-risk and underrepresented populations.

UNIVERSITY SERVICE ACTIVITIES

- 13/14 Chair, Department Personnel Committee; Co-chair, Department Adolescent Option/Minor Committee; Member, University Information Technology Committee; Developer, CAS Career Resources Manual and Career Mapping Initiative;
- 12/13 Chair, CAS Online Program Proposal Committee; Member, University Information Technology Committee; Member, California Faculty Association (CFA) Election Committee; Developer, CAS Career Resources and Mapping Initiative
- 11/12 Chair, CAS Online Program Proposal Committee; Member, CAS Personnel Committee; Developer, CAS Career Resources Manual; Member, College of Health and Human Development (HHD) Retreat Planning Committee; Reviewer for Faculty Enhancement Instructional Development (FEID) grants; Presenter, Technology Day (April 2012)
- 10/11 Member, CAS Personnel Committee; Member, HHD Retreat Planning Committee; Member, California Faculty Association (CFA) Elections Committee; Faculty Contributor, Center for Research on Educational Access and Leadership (CREAL)

- 9/10 CAS Practicum Director; Member, Department Personnel Committee; Faculty Contributor, CREAL
- 08/09 CAS Practicum Director; Member, CAS Search Committee; Member, University Curriculum Committee (UCC); Member CFA Elections Committee
- 07/08 CAS Practicum Director; Chair, CAS Search Committee; Member UCC; Member, Professional Leaves Committee; Member, Dissertation Committee, College of Education; Member, Joint CSU/CFA Academic Senate Evaluation Study Committee
- 06/07 Chair, CAS Search Committee; Reviewer, HHD Faculty Awards Committee; Member, Professional Leaves Committee; Member, CFA Fullerton Chapter Board, CFA Assembly Delegate; Co-chair of the CFA African American Caucus
- 05/06 Chair, CAS Search and Personnel Committees; Member, CFA Fullerton Chapter Board and CFA Assembly Delegate; Co-chair of the CFA African American Caucus; Presenter at CFA Equity Caucus, March 2006;
- 04/05 Chair, CAS personnel committee; Chair, Robert McLaren CAS Conference Room Naming Committee; Member, CFA Fullerton Chapter Board and CFA Assembly Delegate
- 03/04 Sabbatical (Spring 2004); Member, CFA Fullerton Chapter Board, CFA Assembly Delegate (Fall 2003)
- 02/03 Chair, CAS Search Committee; Member, Human Development and Community Service (HDCS) Division Personnel Committee; Member, CFA Fullerton Chapter Board

OTHER ACADEMIC AND PROFESSIONAL POSITIONS

- 8/02 – 8/13 Associate Professor of Child and Adolescent Studies (CAS); California State University Fullerton (CSUF) – 800 N. State College Blvd., Fullerton, CA, 92831

As an Associate Professor, I taught a variety of child and adolescent development classes. I served on department, college and university committees, and participated in community service. My research agenda involved socio-emotional factors contributing to positive developmental and educational outcomes among school-age children and adolescents, with particular emphasis on at-risk and underrepresented populations.

- 8/96 – 8/02 Assistant Professor of Child and Adolescent Studies; California State University – 800 N. State College Blvd., Fullerton, CA 92831

As an Assistant Professor, I taught a variety of child development classes to undergraduates. I also participated in service activities at the department, college/division and university level. I served on special assignment and curriculum committees and provided academic

advisement. I also served on the Board of Directors of the CFA at Fullerton. Lastly, I conducted research on (1) cultural contexts of development and (2) developmental interventions for children and adolescents.

9/91 - 8/96 Assistant Professor of Psychology; Grand Valley State University, 1 Campus Drive, Allendale, Michigan 49401

As an Assistant Professor, I maintained a twelve-hour teaching load per semester and taught a variety of courses. I also served as Practicum Coordinator. This involved establishing and maintaining practicum sites, screening applicants, supervising undergraduate practicum students, and providing instructional content in Community Psychology and Philanthropy. In addition, I provided advising to students and served on department, division and university committees; these included the Psychology Department Personnel Committee, the Psychology Department Assessment Committee, the Multi-Cultural Affairs Committee, the Library Personnel Committee, the Volunteer Grand Valley State University (GVSU) Advisory Board, and the University Judiciary. Lastly, I served as a Curriculum Specialist for the Professional Partnership Program through the School of Education.

9/90 - 6/91 Assistant Visiting Professor; Ferris State University, Big Rapids Michigan

As an Assistant Visiting Professor my responsibilities involved teaching introductory psychology and life-span development classes to undergraduates.

10/89 - 9/90 Director, Renaissance Talent Search Program, MaryGrove College, 8425 W. McNichols, Detroit Michigan 48221

As Director my responsibilities included: 1) the supervision of staff, 2) the identification and recruitment of potential program participants, 3) providing career, academic and motivational counseling to individuals aged 12 - 27 who were low income and/or potential first generation college graduates, 4) locating sources of financial assistance for participants and 5) fiscal management of the project.

10/88 - 9/89 Project Coordinator; Senior Barter Program at Black Family Development Inc. (BFDI) 1523 W. McNichols, Detroit, Michigan 48221

As project coordinator I designed and implemented this program. My responsibilities involved identifying and recruiting clients, linking senior citizens with community residents to exchange support services, negotiating barter contracts and monitoring them.

1/88 - 9/88 Outreach Counselor at BFDI

As an outreach counselor my responsibilities included providing support services and resource information to senior citizens who were potential victims of crime. This included safety workshops in collaboration with the Police Department, coordinating the installation of home security equipment, linking clients with community resources and serving as a client advocate.

1/86 - 12/87 Child Development Specialist at BFDI

As a Child Development Specialist, my responsibilities consisted of designing and implementing small group activities to enhance the cognitive, social and coping skills of

children aged 4 - 12, and providing individual counseling to children. I also conducted parenting seminars for the parents of these children.

1/85 - 6/85 Pre-School Teacher, Duke's Academy of Child Development, 16122 Meyers, Detroit, Michigan 48235

As a teacher for the pre-school program, my responsibilities consisted of designing and implementing developmentally appropriate courses of instruction for three and four year old children.

10/82 - 7/83 Tutor/Counselor, Upward Bound Program, Ball State University, Muncie, Indiana 47306

As a tutor/counselor, my responsibilities involved providing weekly tutorial services to high school students on a wide variety of subjects. In addition, I provided counseling to students on a personal, academic, and occupational level.

RESEARCH PUBLICATIONS

Grier, L. K. (2013). Relations between perceived competence, importance ratings and self-worth among African American school-age children. *Journal of Black Psychology, 39*, 3 – 27. doi: 10.1177/0095798412447644

Grier, L. K. (2012). Character, social-emotional and academic outcomes among under-achieving elementary school students. *Journal of Education for Students Placed At Risk, 17*, 201-216. doi: 10.1080/10824669.2012.672834

Grier, L. K., & Gudiel, W. (2011). Can religious beliefs combat negative peer influence during adolescence? *Mental Health, Religion and Culture, 14*, 983-997. doi: 10.1080/13674676.2010.542452

Junn, E., Grier, L. K., & Behrens, D. (2001). Enhancing students' understanding of prejudice and stereotyping. *Teaching of Psychology, 28*, 121-124.

Grier, L. K. (2000). Identity diffusion and development among African Americans: Implications for crime and corrections. *Journal of Offender Rehabilitation, 30*, 81-94.

Grier, L. K., & Firestone, I. (1998). The effects of an intervention to advance moral reasoning and efficacy. *Child Study Journal, 28*, 267-290.

Grier, L. K. (1997). Identity status and identity style among African American juvenile delinquents: Implications for rehabilitation. *Journal of Offender Rehabilitation, 26*, 53-66.

Grier, L. K., & Ratner, H. (1996). Elaboration: The role of activity and conceptual processing in children's memory. *Child Study Journal, 26*, 229-252.

CONFERENCE PRESENTATIONS

- Grier, L. K., & Boutakidis, I. (2013, August). *Gender, social support, and academic engagement among African American school age children*. Poster session presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- Bush, J. H., Barnett, C., Eugene, D., Welcker, J., Bush, J. P., Grier, L. K., & Marquez-Lopez, T. (2013, August). *Psychological benefits of a school gardening program for primary grade children*. Poster session presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- Grier, L. K. (2013, March). *Dividing fractions: Hands on activities for out-of-school time staff in working with children*. Los Angeles CalSAC chapter conference, Monterrey Park, California.
- Randall, L. K., Grier, L., Orr, M., & Robertson, S. (2013, February). *Interactive tools to promote student engagement in hybrid, online, and face-to-face classes*. ELearning conference, San Antonio, Texas.
- Grier, L. K. (2012, April). *Hands-on activities for dividing fractions*. Inspiration station roundtable discussion presented at the Best of Out-of-School Time (BOOST) annual conference, Palm Springs, California.
- Grier, L. K. (2011, November). *Character assessment for school-age children: A formative evaluation tool*. Poster session presented at the annual conference of the American Evaluation Association, Anaheim, California.
- Mouttapa, M., & Grier, L. K. (2011, November). *A mixed methods approach to evaluate a school assembly designed to reduce bullying among elementary school students*. Paper presented at the annual conference of the American Evaluation Association, Anaheim, California.
- Grier, L. K. (2010, November). *Academic strategies to motivate adolescents*. Workshop presented at the Step up High School summit, California Afterschool Network, San Diego, California.
- Grier, L. K., & Nieves, L. (2010, August). *Peer influence for substance use during adolescence: A qualitative study*. Poster session presented at the annual conference of the American Psychological Association, San Diego, California.
- Grier, L. K. (2010, April). *Promoting character and moral development among school-age children*. Workshop presented at the Best of Out-of-School Time (BOOST) annual conference, Palm Springs, California.
- Grier, L. K. (2009, November). *Tools for evaluating culturally competent practices in youth serving contexts*. Roundtable presented at the annual conference of the American Evaluation Association, Orlando, Florida.
- Prado, J., Oh, D.M., Chang, C., Toledo, E., Grier, L. K., & Pinto, K. (2009, November). *Practical and theoretical concerns: Words from the American Evaluation Association's Minority Serving Institution faculty initiative 2008 cohort*. Roundtable presented at the annual conference of the American Evaluation Association, Orlando, Florida.
- Grier, L. K. (2009, November). *Understanding and helping teens deal with peer pressure*. Workshop presented at the Step up High School Summit, California Afterschool Network,

San Diego, California.

- Wyman, J., & Grier, L. K. (2008, April). *Facilitating equity, diversity, and inclusion in afterschool programs*. Workshop presented at the statewide conference of the California School-Age Consortium, Santa Clara, California.
- Grier, L. K., & Gudiel, W. (2007, November). *Peer influence, religious beliefs and ethical conduct among adolescents*. Paper presented at the annual conference of the Association for Moral Education, New York, New York.
- Grier, L. K. (2004, November). *Making moral education more accessible*. Paper presented at the annual conference of the Association for Moral Education, Dana Point, California.
- Grier, L. K. (2003, March). *Assessing self-concept and self-esteem in African American children: a cultural perspective*. Poster session presented at the seventh annual Assessment Conference at Fullerton, Fullerton, California.
- Grier, L. K. (2002, August). *Relational aspects of global self worth in African American children*. Poster session presented at the annual conference of the American Psychological Association, Chicago, Illinois.
- Grier, L. K., Mayes, B.T., Goode, C. & Weber, B. (2002, March). *The Minority Scientist Development program at Fullerton: Past, present and future*. Paper presented at the sixth annual Assessment Conference at Fullerton, Fullerton, California.
- Grier, L. K., Weber, B. & Mayes, B.T. (2001, March). *Development program at CSU Fullerton: Methods, measures and outcomes*. Paper presented at the fifth annual Assessment Conference at California State University, Fullerton, Fullerton, California.
- Weber, B., Mayes, B.T., & Grier, L. K. (2000, March). *Assessment of the Minority Student Development program*. Paper presented at the fourth annual Assessment Conference at California State University, Fullerton. Fullerton, California.
- Hearn, G., Hearn, G.E., & Grier, L. K. (1999, April). *Current interpretations and applications of research in cognitive, moral and social development in early adolescence*. Paper presented at the annual conference of the Association for Childhood Education International, San Antonio, Texas.
- Weber, B., Grier, L. K., & Mayes, B.T. (1999, March). *Science program assessment*. Paper session at the third annual Assessment Conference at California State University, Fullerton. Fullerton, California.
- Grier, L. K. (1998, August). *Connecting theory, research and practice in fieldwork*. Poster session presented at the annual conference of the American Psychological Association, San Francisco, California.
- Grier, L. K. (1998, April). *Advancing moral reasoning and ethical conduct in later childhood*. Paper presented at the annual conference of the Association for Childhood Education International, Tampa Florida.
- Grier, L. K. (1997, August). *Advancing ethnic and ego identity among African American adolescents*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, Illinois.
- Junn, E., & Grier, L. K. (1997, August). *The "Sherlock Holmes" exercise: Enhancing students' understanding of prejudice*. Poster session presented at the annual meeting of

the American Psychological Association, Chicago, Illinois.

- Grier, L. K. (1996, June). *Building young children's hierarchic understanding: A proposed form of intervention*. Poster session presented at Head Start's Third National Research Conference. Making a Difference for Children, Families, and Communities: Partnerships among Researchers, Practitioners, and Policymakers. Washington D.C.
- Grier, L. K. (1995, August). *Identity status and identity style among African American juvenile delinquents*. Poster session presented at the annual meeting of the American Psychological Association, New York, New York.
- Grier L. K. (1993, October). *Effects of an intervention to advance ethical conduct*. Paper presented at the third annual meeting of the Phylon Society, Detroit, Michigan.
- Grier L. K., & Firestone, I. (1993, August). *Effects of an intervention to enhance moral reasoning and efficacy*. Poster session presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Grier L. K., & Ratner, H. (1987, May). *Elaboration and children's memory: The role of subject activity, semantic processing, and the conceptual relationship among the learning materials*. Poster session presented at the Society for Research in Child Development, Baltimore, Maryland.

RESEARCH PAPERS UNDER REVIEW FOR PUBLICATION

- Grier, L. K. & Boutakidis, I. (2013). *Gender, perceived social support, and academic engagement among African American school-age children*. Manuscript submitted for publication.
- Mouttapa, M., Vega, A. L., Grier, L. K., & Morphis, B. (2013). *Safety in numbers: Examining bullying and victimization behaviors in a Latino/Hispanic majority elementary school setting in southern California*. Manuscript submitted for publication.

RESEARCH ACTIVITIES AND PAPERS IN PROGRESS

- Grier, L. K. *Elementary school children's beliefs about mathematics and science*.
- Grier, L. K. *Student interfacing with online modules*.
- Grier, L. K., & Nieves, L. *Peer influence in adolescence: A mixed methods approach*.

COMMUNITY AND PROFESSIONAL ACTIVITIES

- | | |
|----------------|---|
| 2014 – present | Trainer, English Learner Training and Professional Development Project, CalSAC |
| 2013 – present | Trainer, California Teacher Pathways Project, Common Sense Discipline |
| 2013 – present | Extension Services Consultant, National Center for Women & Information Technology (NCWIT) |
| 2013 - present | STEM Trainer, California Teacher Pathways Project |

- 2012 – 2013 Faculty Mentor, Center for Community Collaboration, CSUF
- 2012 – 2013 Co-chair, Virtual Innovation Workgroup; STEM Committee, (CAN)
- 2012 - 2013 Member, STEM Committee, CAN
- (2009 – 2011) Principal Writer, "School's Out California: A Program Guide." California Department of Education, CalSAC
- (2009 –2010) Planning Committee, Step Up High School Conference, CAN
- (2008 – 2009) Faculty Participant, American Evaluation Association (AEA) Minority Serving Institution (MSI) initiative
- (2008 – present) Youth Development Trainer for Region 10 – West Ed
- (2008 –2010) Advisory Board – Master Gardeners of San Bernardino County
- (2008 – 2012) Project Leader, Training of the Trainers (TOT) Institute, CalSAC
- (2007 –2011) Trainer Mentor for Region 10, CalSAC
- (2007 – 2013) Curriculum Program Leader, CalSAC
- (2007 – 2008) Dissertation Committee - College of Education, CSUF
- (2007 – 2008) Co-chair, Equity Task Force, CalSAC
- (2007 - present) Member of the CalSAC pool of consultants
- (2007 – present) Certified Master Gardener, San Bernardino County
- (2007 – 2008) Member, Research Committee – (CAN)
- (2007 – 2008) Evaluator, After-school Education and Safety (ASES) program Buena Park School District
- (2006 –2008) Equity Task Force – CalSAC
- (2006 – 2008) Program Evaluator, After School and Mentoring programs - Center for Internships and Service Learning at CSUF
- (2006 – 2007) Professional Development Committee – CalSAC
- (2005 – present) Trainer – CalSAC
- (2005 – 2006) Secretary, Board of Directors, CalSAC chapter – Inland Empire
- (2005) Evaluator – Materials Camp – ASM International
- (2003 – 2005) Consultant – Ronald McNair Scholars Program, CSUF
- (2002 - 2003) Consultant – Diversity Enterprises Inc.
- (2001) Consultant – Skillman Foundation
- (2000 - 2008) Faculty Mentor - Ronald McNair Scholars Program, CSUF
- (1998 – 2001) Program Evaluator, Minority Scientist Development Program, CSUF
- (1998) Consultant and Evaluator, Social Science Research Center, CSUF
- (1996 - 1998) Trainer/Consultant, Talent Search Program at San Diego State University
- (1995-1996) Curriculum Specialist, Professional Partnership Program at Grand Valley State University; in conjunction with Muskegon Heights High School
- (1992-1995) Consultant, Project R.O.C.K. for Project Rehab
- (1993-1996) Secretary, Board of Directors, West Michigan Council of Camp Fire
- (1993-1994) Member, Community Services Committee, American Red Cross, Kent County Chapter

(1992-1993) Member, Board of Directors, West Michigan Council of Camp Fire

JOURNAL PEER REVIEWER EXPERIENCE

2012 – *American Journal of Evaluation* (1 article)
2012 – *California Journal of Health Promotion* (2 articles)
2012 – 2013 *Journal of Primary Prevention* (2 articles)
2005 – 2010 *Journal of Black Psychology* (7 articles)
2006 – *Creativity Research Journal* (1 article)
2005 - *Merrill Palmer Quarterly* (1 article)

CONFERENCE PEER REVIEWER EXPERIENCE

2011 – 2012 American Evaluation Association
2011 – 2013 American Psychological Association

PROFESSIONAL ASSOCIATIONS

Member, American Evaluation Association
Member, American Psychological Association
Member, National Afterschool Association

DIANA WRIGHT GUERIN, PH.D.

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EDUCATION

Ph.D. in Psychology, University of California, Los Angeles, 1987

M. A. in Psychology, University of California, Los Angeles, 1985

M. A. in Psychology, California State University, Fullerton, 1980

Received Outstanding Alumna Award, Department of Psychology, 1991

B. A. in Psychology, California State University, Long Beach, 1977

A. A. in Psychology, Santa Ana College, 1975

Inducted into Alumni Hall of Fame, 2000

PROFESSIONAL POSITIONS

Chair, Academic Senate of the California State University. Chancellor's Office, Long Beach, 2012-13; 2013-14.

Chair, Academic Senate. California State University, Fullerton, 2006-08; 2010-11.

Department Chair. Department of Child and Adolescent Studies, California State University, Fullerton, 1999-01.

Associate Director. Infant Study Center/Developmental Research Center, Department of Psychology, California State University, Fullerton, 1979-present.

Professor. Department of Child and Adolescent Studies, California State University, Fullerton, 1996-present.

Department Chair. Department of Child and Adolescent Studies, California State University, Fullerton, 1995-96.

Acting Department Chair. Department of Child and Adolescent Studies, California State University, Fullerton, spring semester 1994.

Associate Professor. Department of Child and Adolescent Studies, California State University, Fullerton, 1993-96.

Assistant Professor. Department of Child and Adolescent Studies, California State University, Fullerton, 1989-93.

Full-Time Lecturer. Department of Child and Adolescent Studies, California State University, Fullerton, 1988-89.

Full-Time Lecturer. Department of Psychology, California State University, San Bernardino, 1987-88.

Part-Time Lecturer, Department of Psychology, California State University, Fullerton, 1980-83.

DIANA WRIGHT GUERIN, PH.D.

AWARDS AND HONORS

Elected to Fellow status of Western Psychological Association (2014). For outstanding and sustained contributions to psychology through research, teaching, or service to the profession.

Faculty Leadership in Collegial Governance Award (2009). CSUF. Annual award recognizing one faculty member for accomplishments in shared governance.

Post-Promotion Faculty Merit Increase (2009-10).

Outstanding Faculty Recognition for Scholarly and Creative Activity (2007). CSUF Office of the Vice President for Academic Affairs.

Outstanding Faculty Recognition for Service (2006). CSUF Office of the Vice President for Academic Affairs.

California Faculty Association WHO (We Honor Ours) Award (2004). Annual award recognizing one member from each CSU campus.

Faculty Author Award Reception (2004). CSUF Office of the Vice President for Academic Affairs.

Outstanding Faculty Recognition for Service (2003). CSUF Office of the Vice President for Academic Affairs.

Outstanding Faculty Recognition for Teaching (2002). CSUF Office of the Vice President for Academic Affairs.

Teacher-Scholar in Residence (2001-03). One of seven faculty selected each two years to extend teaching expertise with campus colleagues. Coordinated by CSUF Faculty Development Center.

"Watching children grow: The Fullerton Longitudinal Study." (2001). Research project featured in *Cal State Fullerton Faculty Research in Review 1999-2000.*

Alumni Achievement Award and Inductee into Alumni Hall of Fame (2000). Santa Ana College. Recognizes alumni who have gained documented distinction and achievement through professional and/or personal efforts since leaving Santa Ana College

Distinguished Faculty Marshal (1999-00). CSUF College of Human Development and Community Service.

Outstanding Faculty Recognition for Service (2000). CSUF Office of the Vice President for Academic Affairs.

Faculty Merit Increase (2000, 1999). For meritorious performance in areas of teaching, scholarly/creative activities, and service during AY 1996-00.

Invited speaker, Western Psychological Association Convention (1999). The Fullerton Longitudinal Study: Cross-time continuities and environment-developmental relations from infancy through adolescence. With Allen W. Gottfried and Kay Bathurst.

Outstanding Faculty Recognition for Teaching and Technology Innovations (1999). CSUF Office of the Vice President for Academic Affairs.

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Outstanding Faculty Recognition for Scholarly and Creative Activities (1998). CSUF Office of the Vice President for Academic Affairs.

Outstanding Faculty Recognition for Service (1997). CSUF Office of the Vice President for Academic Affairs.

Outstanding Faculty Recognition for Teaching (1996). CSUF Office of the Vice President for Academic Affairs.

Performance Salary Step Increase (1996, December). In recognition of outstanding and meritorious performance.

Invited Symposium Presenter (1996). Invited to participate in symposium on longitudinal studies in temperament, Eighth European Conference on Personality, University of Ghent, Belgium, July 8-12, 1996.

Outstanding Faculty Recognition for Scholarly and Creative Activities (1995). CSUF Office of the Vice President for Academic Affairs.

Outstanding Alumna Award (1991). Selected as outstanding alumna from Master's Program, Department of Psychology, California State University, Fullerton.

Project Teach: A model for the improvement of teaching. (1990-92). Selected as core faculty member on FIPSE grant.

Shepherd Ivory Franz Distinguished Teaching Award (1984-85). Department of Psychology, University of California, Los Angeles.

Shepherd Ivory Franz Outstanding Teaching Award (1983-84). Department of Psychology, University of California, Los Angeles.

SUMMARY COMMENTS FROM MOST RECENT PERSONNEL REVIEW (2009)

"Diana continues her history of consistently excellent teaching, scholarship, and service to the university and field." (Department Personnel Committee)

"Consistent demonstration of excellence in teaching, scholarship, and service." (Department Chair)

"Overall, Dr. Guerin continues to make outstanding contributions in all areas—teaching, scholarship, and service. Her dedication and commitment to Cal State Fullerton in general, as well as to student learning and to the development of knowledge in her field, is commendable on all fronts. CSUF is fortunate to have Dr. Guerin as a member of its faculty." (Dean)

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SUMMARY OF TEACHING ACTIVITIES

Teach upper division courses to students majoring in Child and Adolescent Development, including courses on effective professional communication, fieldwork, and senior seminar courses on child advocacy and public policy as well as temperament. Incorporate technology and emphasize written and oral communication, critical thinking, and information competency in all courses. Constantly update course materials to reflect latest research and continue professional development by attending conferences regularly. Student opinion data are positive and generally meet or exceed the department average. The percentage of students rating my teaching with "A" or "B" responses (department standard for comparison) exceeds 90% across courses taught at CSUF.

Courses Recently Taught

CAS 300 Effective Communication for Child and Adolescent Development Professionals

CAS 310 Principles of Psychological Assessment and Testing

CAS 394/394L Practicum Seminar and Lab in Child and Adolescent Development

CAS 490T Senior Seminar in Child Development: Temperament and Development

CAS 490T Senior Seminar in Child Development: Working for Change (Advocacy/Public Policy)

Instructional Development Activities

- 1997 *Academic Advisement Overview Presentation*. Revised advisement presentation and materials for majors.
- 1996 *Senior Seminar: Temperament and Development*. Developed new special topic for CAS 490T.
- 1996 *Senior Seminar: Gifted Intelligence*. Developed new special topic for CAS 490T.
- 1995 *Senior Seminar: Working for Change*. Developed new special topic for CAS 490T.
- 1994 *Academic Advisement Overview Presentation*. Developed materials for academic advisement presentation for majors.
- 1994 *Revision of Child Development Student Handbook*. Updated student handbook.
- 1993 *CAS 301: Inquiry and methodology in child development*. Authored new course approved for inclusion in the curriculum.
- 1992 *Child Development Student Handbook*. Coordinated development of handbook for majors.

Thesis/Honors Projects Supervised

Doucette, J. (2005). *Traditional and psychosocial predictors of college success*. Served as Senior Honors Project faculty mentor.

Valdez, S. (2004). *To be ready or not to be ready: Can the Child Behavior Checklist answer the kindergarten readiness question?* M. A. in Psychology, CSUF. Served as committee co-chair.

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- Ramos, M. (2000). *Family conflict, temperament, and the behavioral adjustment of school-age children: A vulnerability and resiliency model*. M. A. in Psychology, CSUF. Served as committee co-chair. Recipient of CSUF Alumni Award. Published in the peer-reviewed journal *Structural Equation Modeling* in 2005.
- Arsenault, D. (1999). *Developmental predictors of adolescent self-concept: Implications for community intervention programs*. M. A. in Psychology, CSUF. Served as committee co-chair. Recipient of CSUF Alumni Award.
- Lussier, K. (1996). *Social relationships of intellectually gifted children*. M. A. in Psychology, CSUF. Served as committee co-chair.
- Christian, D. L. (1996). *Gender differences and developmental trends in the social interaction and physical proximity of dizygotic twin children*. M. A. in Psychology, CSUF.
- Sotolongo, M. I. (1994). *The effects of spaced learning in the classroom: Remembering the states and their capitals*. M. A. in Social Science, CSUF.
- Richmond, T. L. (1994). *Sibling relationships in DZ twins*. M. A. in Psychology, CSUF.
- Thomas, C. W. (1993). *Infant difficultness as a predictor of behavior problems: A longitudinal investigation from infancy through preadolescence*. M. A. in Psychology, CSUF. Served as committee co-chair; Recipient of CSUF Graduate Student Research Award. Published in peer-reviewed journal *International Journal of Behavioral Development* in 1997.
- Naghi, D. (1992). *Cognitive antecedents and consequences of delayed kindergarten entry*. M.A. in Psychology, CSUF. Served as committee co-chair.

Presentations Relating to Teaching (Underlined names were students)

- Ramos, M., & Rodlin, V. (1999, January). *Stability of the Family Environment Scale: Preschool to adolescence*. A special presentation for Members of the California Legislature, Sacramento. Served as faculty mentor.
- Milburn, S., Coffman, J., Szeszulski, P., & Guerin, D. W. (1998, April). A collaborative process to develop and assess student learning goals in multi-section courses. Presented at the 75th Annual WASC Meeting, Newport Beach.
- Guerin, D. W. (1993, January). *Infusing gender in the study of development*. Panelist, CSUF Institute for the Advancement of Teaching and Learning.
- Barnes, C., & Guerin, D. W. (1991, August). *Project Teach*. Presented at the annual retreat of the School of Human Development and Community Service.
- Guerin, D. W. (1991, July). *Improving faculty-student communication through effective syllabi*. Staff Development Workshop for Summer Bridge Program.
- Guerin, D. W. & Ramirez, J. (1991, January). *Collaborative teaching and student learning*. Workshop for FIPSE Project Teach core faculty.

Guerin, D., Polkinghorne, D., Ramirez, J., & Szeszulski, P. (1989, November). *Students' ways of knowing and collaborative learning strategies*. Presented at the annual conference of Research on Women and Education, a Special Interest Group of the American Educational Research Association, San Diego, CA.

SCHOLARLY AND CREATIVE ACTIVITIES

Scholarly Publications (Underlined names were students)

Gottfried, A. E., Gottfried, A. W., Reichard, R. J., Guerin, D. W., Oliver, P. H., & Riggio, R. E. (2011). Motivational roots of leadership: A longitudinal study from childhood through adulthood. *The Leadership Quarterly*, 22, 510-519.

Guerin, D. W., Oliver, P. H., Gottfried, A. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Childhood and adolescent antecedents of social skills and leadership potential in adulthood: Temperamental approach/withdrawal and extraversion. *The Leadership Quarterly*, 22, 482-494.

Oliver, P. H., Gottfried, A. W., Guerin, D. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Adolescent family environmental antecedents to transformational leadership potential: A longitudinal mediation analysis. *The Leadership Quarterly*, 22, 535-544.

Reichard, R. J., Riggio, R. E., Guerin, D. W., Oliver, P. H., Gottfried, A. W., & Gottfried, A. E. (2011). A longitudinal analysis of relationships between adolescent personality and intelligence with adult leader emergence and transformational leadership. *The Leadership Quarterly*, 22, 471-481.

Oliver, P. H., Guerin, D. W., & Coffman, J. K. (2009). Big five parental personality traits, parenting behaviors, and adolescent behavior problems: A mediation model. *Personality and Individual Differences*, 47, 631-636.

Gottfried, A. W., Gottfried, A. E., & Guerin, D. W. (2009). Issues in early prediction and identification of intellectual giftedness. In F. Horowitz, R. Subotnik, & D. Mathews (Eds.), *Development of giftedness and talent across the life-span*. Washington, DC: American Psychological Association.

Guerin, D. W., Oliver, P. H., & Gottfried, A. W. (2008). Temperament. In E. M. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Gale/Cengage Learning.

Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2007). Temperamental task orientation: Relation to high school and college educational accomplishments. *Learning and Individual Differences*, 17, 220-230.

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- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W., Oliver, P. H., & Guerin, D. W. (2007). Multivariate latent change modeling of developmental decline in academic intrinsic math motivation and achievement: Childhood through adolescence. *International Journal of Behavioral Development, 31*, 317-327.
- Coffman, J. K., Guerin, D. W., & Gottfried, A. W. (2006). A psychometric analysis of the Parent-Child Relationship Inventory. *Psychological Assessment, 18*, 209-214.
- Gottfried, A. W., Gottfried, A. E., & Guerin, D. W. (2006). The Fullerton Longitudinal Study: A long-term investigation of intellectual and motivational giftedness. *Journal for the Education of the Gifted, 29*, 430-450.
- Ramos, M. C., Guerin, D. W., Gottfried, A. W., Bathurst, K., & Oliver, P. H. (2005). Family conflict and children's behavior problems: The moderating role of child temperament. *Structural Equation Modeling, 12*, 278-298.
- Guerin, D. W., Gottfried, A. W., Oliver, P. H., & Thomas, C. W. (2003). *Temperament: Infancy through adolescence*. New York: Kluwer Academic/Plenum.
- Gottfried, A. W., Gottfried, A. E., Bathurst, K., Guerin, D. W., & Parramore, M. (2003). Pervasiveness of socioeconomic status in children's development and family environment: Infancy through adolescence. In M. Bornstein & R. Bradley (Eds.), *Socioeconomic status, child development, and parenting* (pp. 189-207). Mahwah, NJ: Lawrence Erlbaum.
- Guerin, D. W., Sandwell, J. C., & Lovil, L. T. (1998). Kindergarten policies: Another look at the research. *Kindergarten Education: Theory, Research, and Practice, 3*, 29-45.
- Guerin, D. W., Gottfried, A. W., & Thomas, C. W. (1997). Difficult temperament and behavior problems: A longitudinal study from 1.5 to 12 years. *International Journal of Behavioral Development, 21*, 71-90.
- Junn, E. N., & Guerin, D. W. (1996). Factors related to earthquake preparedness among child care professionals: Theory and policy implications. *International Journal of Mass Emergencies and Disasters, 14*, 343-359.
- Gottfried, A. W., Gottfried, A. E., Bathurst, K., & Guerin, D. W. (1994). *Gifted IQ: Early developmental aspects*. New York: Plenum.
- Guerin, D. W. & Gottfried, A. W. (1994). Temperamental consequences of infant difficultness. *Infant Behavior and Development, 17*, 409-417.
- Guerin, D. W., Gottfried, A. W., Oliver, P. H., & Thomas, C. W. (1994). Temperament and school functioning during early adolescence. *Journal of Early Adolescence, 14*, 200-225.
- Guerin, D. W., & Gottfried, A. W. (1994). Developmental stability and change in parent reports of temperament: A ten-year longitudinal investigation from infancy through preadolescence. *Merrill-Palmer Quarterly, 40*, 334-355.

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Guerin, D. W., Griffin, J. R., Gottfried, A. W., & Christenson, G. N. (1993). Concurrent validity and screening efficiency of the Dyslexia Screener. *Psychological Assessment, 5*, 369-373.

Guerin, D. W., Griffin, J. R., Gottfried, A. W., & Christenson, G. N. (1993). Dyslexic subtypes and severity levels: Are there gender differences? *Optometry and Vision Science, 70*, 348-351.

Junn, E. & Guerin, D. W. (1992). Earthquake preparedness: Not just a California concern. *Daycare and Early Education, 19*, 11-14.

Perkins, D., Guerin, D., & Schleh, J. (1990). Effects of grading standards information, assigned grade, and grade discrepancies on students' evaluations. *Psychological Reports, 66*, 635-642.

Guerin, D., & Gottfried, A. W. (1987). Minnesota Child Development Inventories: Predictors of intelligence, achievement, and adaptability. *Journal of Pediatric Psychology, 12*, 595-609.

Guerin, D. & MacKinnon, D. P. (1985). An assessment of the California child passenger restraint requirement. *American Journal of Public Health, 75*(2), 142-144.

Gottfried, A. W., Guerin, D., Spencer, J. E., & Meyer, C. (1984). Validity of Minnesota Child Development Inventory in screening young childrens' developmental status. *Journal of Pediatric Psychology, 9*, 219-229.

Gottfried, A. W., Guerin, D., Spencer, J. E., & Meyer, C. (1983). Concurrent validity of the Minnesota Child Development Inventory in a nonclinical sample. *Journal of Consulting and Clinical Psychology, 51*, 643-644.

Funded Grants and Projects

1. Guerin, D. W. (2008). *Antecedents, correlates, and consequences of academic performance trajectories in high school*. One semester sabbatical leave.
2. Guerin, D. W. (2006). *Child and family predictors of language growth during middle childhood*. CSUF senior faculty intramural grant, \$5,000.
3. Guerin, D. W. (AY 2002-03). *Preschool age predictors of early school success*. Grant funded by the CSUF Center for Public Policy, \$2,000.
4. Guerin, D. W. (2002). *Temperament: Infancy through adolescence*. One semester sabbatical leave.
5. Guerin, D. W., & Szeszulski, P. A. (2000). *YRO for CHAD majors?* Survey project funded by CSUF Vice President for Academic Affairs. \$5,300.
6. Guerin, D. W. (AY 1998-99). *Developmental antecedents and consequences of delayed kindergarten entry: Implications for public policy*. Summer stipend awarded by the CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$5,168.
7. Guerin, D. W. (AY 1997-98). *Childhood temperament: Precursor to adult personality?* Summer stipend awarded by the CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$5,040.

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8. Guerin, D. W. (Spring 1999). *Developmental trajectories of three infant temperament groups*. Research-related assigned time awarded by dean.
9. Guerin, D. W., & Milburn, S. (1998). *Enhancing integration and assessment of CAS preparatory courses*. Assigned time provided by dean to identify learning outcomes and develop assessment tools for research methods course.
10. Guerin, D. W. (1996). *Using the Fullerton Longitudinal Study database to enhance student learning in the senior seminar course*. Assigned time funded by CSUF Faculty Development and Educational Innovation program.
11. Guerin, D. W. (AY 1995-96). *Social relationships during the transition to adolescence: Are the intellectually gifted at risk?* Summer stipend awarded by the CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$3,995.
12. Guerin, D. W. (1995). *The relation of child temperament to family functioning: A fourteen-year longitudinal investigation*. One semester sabbatical leave.
13. Guerin, D. W. (Principal author). (1995). *Classroom for collaborative teaching and learning*. UPC Planning Initiative Proposal funded to remodel EC-25. \$23,000.
14. Guerin, D. W., Gottfried, A. W., Gottfried, A. E., & Bathurst, K. (1994). *Precursors and predictors of successful high school performance: Fullerton Longitudinal Study*. Grant awarded by Spencer Foundation, D. W. Guerin, Principal Investigator, \$12,000.
15. Guerin, D. W. (AY 1994-95). *Behavior problems during childhood: Are temperamentally difficult infants at risk?* Summer stipend awarded by the CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$3,768.
16. Guerin, D. W. (AY 1993-94). *Predictors of academic success: A longitudinal investigation across the preschool and school entry years*. Summer stipend and minigrant awarded by the CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$3,658.
17. Guerin, D. W. (AY 1992-93). *Predictors and determinants of successful transition to high school*. Minigrant awarded by the CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$4,350.
18. Guerin, D. W. (AY 1991-92). *Preschooler's responses to natural disaster: Parent and teacher reports following the Loma Prieta Earthquake*. Summer research stipend awarded by the Summer Stipend Program, California State University Program for Research, Scholarships, and Creative Activity, \$3,492.
19. Guerin, D. W. (1991). *Development of a laboratory manual for CHILD 301L: Foundations of child development*. Assigned time funded by CSUF Faculty Enhancement and Instructional Development Grant.
20. Guerin, D. W. (AY 1990-91). *Infant temperament as a predictor of cognitive and behavioral functioning during childhood*. General faculty research grant awarded by CSUF Intramural Grants Program State Special Fund for Research, Scholarship, and Creative Activity, \$2,000.
21. Guerin, D. W., & Junn, E. (1988). *Earthquake preparedness among families of preschoolers*. Research grant awarded by California State University, San Bernardino.

22. Guerin, D. W., & Junn, E. (1988). *An assessment of earthquake preparedness among local preschools*. Research grant awarded by the Institute for Public and Social Policy Research, California State University, San Bernardino.

Invited Presentations

- 2009 Western Psychological Association, Portland, OR. The Fullerton Longitudinal Study: Developmental Roots of Leadership.
- 2004 Occasional Temperament Conference, University of Georgia, Athens. With P. H. Oliver & A. W. Gottfried.
- 1999 Western Psychological Association, Irvine, CA. The Fullerton Longitudinal Study: Cross-time continuities and environment-developmental relations from infancy through adolescence. With A. W. Gottfried & K. Bathurst.
- 1996 "Temperament in Context" Conference, Netherlands Institute for Advanced Study in the Humanities and Social Sciences, Wasenaar, Netherlands (Invited funded attendee); Eighth European Conference on Personality, University of Ghent, Belgium (Invited presenter). With A. W. Gottfried, C. W. Thomas, & P. H. Oliver.
- 1990 American Psychological Association, Boston, MA. Children's reactions to earthquake disaster. With E. Junn & S. Rushbrook.
- 1990 Western Psychological Association, Los Angeles, CA. Lessons from the Bay Area Quake: Factors mediating preschoolers' reactions. With E. Junn & S. Rushbrook.
- 1990 Professional Association for Childhood Education, Ontario, CA. What San Francisco preschool personnel told us about the Bay Area Quake. With E. Junn.

Scholarly Presentations (Underlined names were students)

Oliver, P. H., Guerin, D. W., Reichard, R. J., Rodriguez, A., Wray-Lake, L., Gottfried, A. W., & Gottfried, A. E. (2013, April). *Encouragement of leadership: From adolescence to early adulthood*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Guerin, D. W., Oliver, P. H., & Gottfried, A. W. (2012, April). *Adolescent self-concept, personality, and intelligence as predictors of psychological capital in adulthood*. Presented at the annual meeting of the Western Psychological Association, Burlingame, CA.

Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2012, April). *Childhood family relations as predictors of psychological capital in adulthood*. Presented at the annual meeting of the Western Psychological Association, Burlingame, CA.

Reichard, R. J., Gottfried, A. W., Gottfried, A. E., Guerin, D. W., & Oliver, P. H. (2012, April). *Longitudinal research on early predictors of adult leadership*. Presented at the annual meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.

Guerin, D. W., & Oliver, P. H. (2011, April). *Temperamental predictors of high school achievement*. Presented at the annual meeting of the Western Psychological Association as part of the WPA Outstanding Teacher Award Symposium, *Predictors and Pathways to Educational Success*. Los Angeles, CA.

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Guerin, D. W. (2009, April). *Adolescent personality, temperament, and self-concept as predictors of leadership in adulthood*. Presented at the annual meeting of the Western Psychological Association as part of the WPA President's Invited Symposium, *The Fullerton Longitudinal Study: Developmental Roots of Leadership*. Portland, OR.

Guerin, D. W., Coffman, J. K., Rodriguez, A. S., & Arruda, E. H. (2009, April). *Preschool-age temperamental predictors of adaptive behavior: A longitudinal investigation spanning ages 3 to 9*. Presented at the annual meeting of the Western Psychological Association, Portland, OR.

Coffman, J. K., Guerin, D. W., Arruda, E. H., & Rodriguez, A. S. (2009, April). *Predicting successful transitions into and out of school: A longitudinal analysis of adaptive behavior and intelligence, 6-17 years*. Presented at the annual meeting of the Western Psychological Association, Portland, OR.

Rodriguez, A. S., Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2009, April). *Environmental mediators of the relation between temperamental approach-withdrawal and intelligence: Ages 2 to 15 years*. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Guerin, D. W., Oliver, P. H., Gottfried, A. W., & Miller, S. A. (2008, October). *Relations among temperamental approach/withdrawal, home environment, and intelligence: 3 to 12 years*. Presented at the 17th Occasional Temperament Conference, San Rafael, CA.

Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2008, October). *Temperamental links to neuroticism: Infancy to adolescence*. Presented at the 17th Occasional Temperament Conference, San Rafael, CA.

Guerin, D. W., Coffman, J. K., Oliver, P. H., Martinez, A. S., & Gottfried, A. W. (2007, March). *Child and family predictors of intellectual growth trajectories*. Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Gottfried, A. E., Gottfried, A. W., & Guerin, D. W. (2005, November). *Development of intellectual and motivational giftedness from infancy through early adulthood: The Fullerton Longitudinal Study*. Invited Special Session at the 52nd Annual Meeting of the National Association for Gifted Children, Louisville, KY.

Coffman, J. K. & Guerin, D. W. (2005, April). *Correspondence between adolescents' and parents' assessments of their relationships with each other: Validity of the PCRI*. Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Oliver, P. H., Guerin, D. W., La Riviere, R., Adams, A., Montoya, A., & Gottfried, A. W. (2005, April). *Task orientation and educational accomplishments across adolescence and early adulthood: A longitudinal study*. Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

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Guerin, D. W. (2005, March). *Temperament from infancy through adolescence: Recent research from the Fullerton Longitudinal Study*. Invited presentation to developmental luncheon series, Claremont Graduate University.

Guerin, D. W., Oliver, P. H., & Gottfried, A. W. (2004, October). *Executive regulation and educational accomplishments during the transition to early adulthood*. Invited presentation at the Occasional Temperament Conference meeting at the University of Georgia, Athens, GA.

Oliver, P. H., Nguyen, H., La Riviere, R., & Guerin, D. W. (2004, April). *Adolescents' temperament and relationships with parents: A cross-informant investigation*. Presented at the annual meeting of the Western Psychological Association, Phoenix, AZ.

Oliver, P. H., Guerin, D. W., & Cook, C. R. (2003, April). *Relation of temperament to high school performance: A longitudinal, cross-informant, multi-domain study*. Presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Guerin, D. W. (2002, October). *Early temperamental approach/withdrawal as a predictor of IQ: Tests of an enriched environment mechanism*. Presented at the Occasional Temperament Conference, Newport Beach, CA.

Guerin, D. W., Oliver, P. H., Gottfried, A. W., Szewczyk, E. A., Cook, C. R., Ganga, V. I., & Morris, P. E. (2002, October). *Temperament in the extremes: Short- and long-term sequelae of four dimensions of challenging infant temperament*. Presented at the Occasional Temperament Conference, Newport Beach, CA.

Oliver, P. H., Valdez, S. M., Szewczyk, E., & Guerin, D. W. (2002, April). *Temperament and behavior problems: Longitudinal research from infancy to adolescence*. Presented at the annual meeting of Western Psychological Association, Irvine, CA.

Guerin, D. W., Gottfried, A. W., Valdez, S. M., & Oliver, P. H. (2001, April). *Precursors and developmental consequences of kindergarten entrance age: A longitudinal study from 1 to 17 years*. Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Ramos, M. C., Guerin, D. W., Bathurst, K., Marcoulides, G., Parramore, M. (2001, April). *Family conflict, temperament, and the behavioral adjustment of children: A vulnerability and resilience model*. Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Guerin, D. W., Gottfried, A. W., & Oliver, P. H. (2000, September). *The Fullerton Longitudinal Study: Temperament from infancy through adolescence*. Presented at the Occasional Temperament Conference sponsored by the University of Connecticut Culture, Health, and Human Development Center, Westbrook, CT.

Ramos, M.C., Bathurst, K., Guerin, D. W., Parramore, M., & Valdez, S. (2000, August). *Reliability, stability, and validity of the Parent-Child Relationship Inventory: Mothers, fathers,*

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adolescents. Presented at the annual meeting of the American Psychological Association, Chicago, IL.

Ramos, M. C., Valdez, S., Guerin, D. W., Bathurst, K., & Gottfried, A. W. (2000, April). *Child temperament as a predictor of satisfaction with parenting: A 15-year longitudinal investigation*. Presented at the annual meeting of the Western Psychological Association, Portland, OR.

Ramos, M., Guerin, D. W., Bathurst, K., & Gottfried, A. W. (1999, April). *Stability and continuity of the Family Environment Scale: Preschool through Adolescence*. Presented at the annual meeting of the Western Psychological Association, Irvine, CA.

Guerin, D. W., Thomas, C. W., Oliver, P. H., & Gottfried, A. W. (1999, April). *Easy vs. difficult temperament in infancy: Long-term developmental outcomes*. Presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Guerin, D. W., Oliver, P. H., & Thomas, C. W. (1999, April). *Childhood temperament: Precursor to adult personality?* Presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Guerin, D. W., Gottfried, A. W., Sandwell, J. C., & Lovil, L. T. (1998, August). *Scholastic correlates of kindergarten entry age: A 12-year study*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Lovil, L. T., Sandwell, J. C., Guerin, D. W., & Gottfried, A. W. (1998, April). *Predictive validity of the Minnesota Preschool Inventory: Early grade repetition*. Presented at the annual meeting of the Western Psychological Association, Albuquerque, NM.

Oliver, P. H., Thomas, C. W., & Guerin, D. W. (1998, March). *Cross-informant and cross-time consistency of dimensions of adolescent temperament*. Presented at the seventh biennial meeting of the Society for Research on Adolescence, San Diego, CA.

Gottfried, A. E., Gottfried, A. W., Bathurst, K., & Guerin, D. W. (1997, April). *Intellectual giftedness: A longitudinal study of continuities from infancy through adolescence*. Symposium paper presented at the biennial meeting of the Society for Research in Child Development, Washington, D. C.

Guerin, D. W., Au, J. G., Ellenberger, K. M., Knight, R., Brantley, J. (1997, April). *Raising confident children: Early home environment and adolescent self concept*. Presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Guerin, D. W., Gottfried, A. W., Thomas, C. W., & Oliver, P. H. (1996, July). *Stability of children's temperament from infancy through adolescence: A latent variable analysis of data from the Fullerton Longitudinal Study*. Invited symposium paper presented at the Eighth Annual European Conference on Personality, Ghent, Belgium.

DIANA WRIGHT GUERIN, PH.D.

Au, J., Guerin, D. W., Gottfried, A. W., Vadnais, B. B., & Christensen, J. (1996, June). *Early standardized cognitive test performance of children suspected of dyslexia at 10*. Presented at the annual meeting of the American Psychological Society, San Francisco, CA.

Thomas, C. W. & Guerin, D. W. (1996, June). *The consequence of temperamental difficultness on family environment and parental relationships*. Presented at the annual meeting of the American Psychological Society, San Francisco, CA.

Guerin, D. W., Lussier, C. M., Au, J., & Miller, C. (1996, April). *Gifted children's interpersonal relationships in the school setting*. Presented at the annual meeting of the Western Psychological Association, San Jose, CA.

Au, J., Guerin, D. W., & Gottfried, A. W. (1995, August). *Self-concepts of intellectually gifted and nongifted preadolescents*. Presented at the annual meeting of the American Psychological Association, New York, NY.

Gottfried, A. W., Guerin, D. W., Russell, A. K., Wayne, A. D., & Vadnais, B. B. (1995, June). *Difficult infants grow up: Correlates of difficult temperament*. Presented at the annual conference of the American Psychological Society, New York, NY.

Guerin, D. W., Russell, A. K., & Vadnais, B. B. (March, 1995). *Developmental stability of temperament from 8 to 14 years: The Fullerton Longitudinal Study*. Presented at the annual meeting of the Western Psychological Association, Los Angeles.

Oliver, P. H., Guerin, D. W., Gottfried, A. E., Wayne, A. D., Kies, C. M., & Borjorquez, J. C. (March, 1995). *Home environment and school adjustment during middle childhood*. Presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Guerin, D. W., Ellenberger, K. M., Wayne, A. D., Vadnais, B. B., Au, J., Russell, A., & Wynants, S. (March, 1995). *Temperament as a predictor of the quality of preadolescents' relationships with their parents*. Presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Guerin, D. W. & Gottfried, A. W. (1994, October). *Temperament and academic achievement from kindergarten to junior high school*. Presented at "Children's Temperament: Bridging the Gap Between Research and Clinical Practice" Conference, Berkeley, CA.

Guerin, D. W., Gottfried, A. W., & Wayne, A. (1994, October). *Temperament and teacher-reported classroom behavior and adjustment during the elementary school years*. Presented at "Children's Temperament: Bridging the Gap Between Research and Clinical Practice" Conference, Berkeley, CA.

Guerin, D. W., Gottfried, A. W., & Oliver, P. H. (1994, October). *Infant temperament and early home environment*. Presented at "Children's Temperament: Bridging the Gap Between Research and Clinical Practice" Conference, Berkeley, CA.

DIANA WRIGHT GUERIN, PH.D.

Oliver, P. H., Guerin, D. W., Wynants, S. A., & Au, J. G. (1994, August). *Family and child predictors of first grade achievement and adjustment*. Presented at the meeting of the American Psychological Association, Los Angeles, CA.

Thomas, C. W., Guerin, D. W., & Luoma, V. (1994, August). *Infant difficultness as a predictor of behavior problems throughout childhood*. Presented at the meeting of the American Psychological Association, Los Angeles, CA.

Guerin, D. W., Gottfried, A. W., & Lussier, C. M. (1993, March). *Stability, continuity, and change in parent reports of temperament: A ten-year longitudinal study from infancy through preadolescence*. Presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.

Guerin, D. W., Oliver, P. H., Thomas, C. W., & Lussier, C. M. (1993, March). *Infant difficultness: Convergent validity and temperament consequences during childhood*. Presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.

Brin, B. N., Griffin, J. R., & Guerin, D. W. (1992, November). *Mass screening for dyslexia*. Presented at the annual meeting of the American Public Health Association, Washington, DC.

Guerin, D. W., Gottfried, A. W., Bathurst, K., Oliver, P. H., Thomas, C. T., Havlena, J., Lieding, V., & Zuniga, B. (1992, August). *Gender differences in the influence of temperament on school functioning*. Presented at the annual meeting of the American Psychological Association, Washington, DC.

Guerin, D. W., Coffman, J. K., Gottfried, A. W., & Bathurst, K. (1991, November). *Stability and continuity of temperament during childhood: A ten year longitudinal study*. Presented at the "Lives Through Time" conference, Palm Springs, CA.

Guerin, D. W., Junn, E., & Rushbrook, S. (1991, April). Preschoolers' reactions to the 1989 Bay Area earthquake as assessed by parent report on the Child Behavior Checklist. In J. Vogel (Chair), *Children's responses to natural disasters: The aftermath of Hurricane Hugo and the 1989 Bay Area earthquake*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Goodlin, D. H., Guerin, D. W., Gottfried, A.W., & Bathurst, K. (April, 1991). *Infant temperament as a predictor of parental involvement throughout childhood*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Junn, E., Guerin, D. W., & Rushbrook, S. (1990, August). Children's reactions to earthquake disaster. In M. C. Roberts (Chair), *Children and disasters*. Invited symposium presented at the annual meeting of the American Psychological Association, Boston, MA.

Guerin, D. W., Gottfried, A. W., & Borst, P. (1990, April). *Sex differences in patterns of relation between temperament and intelligence*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

DIANA WRIGHT GUERIN, PH.D.

Guerin, D., Junn, E., & Rushbrook, S. (1990, April). Lessons from the Bay Area Quake: Factors mediating preschoolers' reactions. In E. Junn (Chair), *Waiting for the "Big One": Recent research on preparing, coping, and reacting to earthquakes*. Invited symposium presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Naghi, D. E., Guerin, D. W., & Gottfried, A. W. (1990, April). *Cognitive antecedents and consequences of entering kindergarten at age 6*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Bathurst, K., Gottfried, A. W., Hobson, L., Guerin, D. W. (1990, April). *Psychometric analysis of MMPI and MMPI-2 validity scales in child custody litigants*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Bathurst, K., Guerin, D., Gottfried, A. W., & Hobson, L. (1989, June). *Parental involvement and developmental outcome*. Presented at the annual meeting of the American Psychological Society, Arlington, VA.

Guerin, D., Bathurst, K., & Hobson, L. (1989, June). *Relationship between temperament and home environment from infancy through middle childhood*. Presented at the annual meeting of the American Psychological Society, Arlington, VA.

Guerin, D. & Hobson, L. (1989, April). *Five year temperament as a predictor of behavior problems at home and school during middle childhood*. Presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.

Junn, E. N., Guerin, D., & Dunn, K. F. (1989, April). *Correlates of earthquake preparedness among preschool directors*. Presented at the joint annual meeting of the Western and Rocky Mountain Psychology Associations, Reno, NV.

Guerin, D., & Gottfried, A. W. (1988, April). *Correlations of temperament from infancy through eight years*. Presented at the International Conference on Infant Studies, Washington, DC.

Bathurst, K., Gottfried, A. W., & Guerin, D. (1988, April). *Home environment and infant temperament: A longitudinal analysis*. Presented at the International Conference on Infant Studies, Washington, D. C.

Guerin, D. W., Gottfried, A. W., Nordquist, G., & DiBello, P. (1987, April). *Preschool temperament and behavior difficulties during the school entry years*. Presented at the annual meeting of the Western Psychological Association, Long Beach, CA.

Guerin, D. W., & Gottfried, A. W. (1987, April). *Long-term predictive validity of maternal reports on the Minnesota Child Development Inventories*. Presented at the annual meeting of the Western Psychological Association, Long Beach, CA.

DIANA WRIGHT GUERIN, PH.D.

Guerin, D. W., & Gottfried, A. W. (1987, April). *Infant temperament and behavior problems in early childhood: A longitudinal analysis*. Presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Guerin, D. W., & Gottfried, A. W. (1986, April). *Infant temperament as a predictor of preschool behavior problems*. Presented at the International Conference on Infant Studies, Los Angeles, CA.

Gottfried, A. E., Gottfried, A. W., & Guerin, D. W. (1986, April). *The relationship of early home environment to cognitive ability and achievement in the school entry years*. Presented at the International Conference on Infant Studies, Los Angeles, CA.

Gottfried, A. E., Gottfried, A. W., & Guerin, D. W. (1986, April). *Environmental predictors of cognitive development and early school success: A longitudinal study*. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Guerin, D. W., & Gottfried, A. W. (1983, August). *Validity of the MCDI in predicting young children's development*. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.

Guerin, D. W., Gottfried, A. W., Spencer, J. E., Meyer, C., & Pollack, M. (1982, April). *Utility of mothers' reports in screening young children's development*. Presented at the annual meeting of the Western Psychological Association, Sacramento, CA.

Renfeldt, S. V., Gottfried, A. W., Meyer, C., Guerin, D. W., & Schmierer, D. A. (1981, April). *Temperament, home stimulation, and intellectual development in infants*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Guerin, D. W., & Perkins, D. (1980, April). *Grading distributions and locus of control as predictors of student ratings*. Presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ.

McMeen, R., Guerin, D. W., Perkins, D., & Harris, J. (1980, April). *The effect of grading distributions and grades on student ratings of teaching*. Presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ.

Guerin, D., & Perkins, D. (1979, April). *Student perceptions of difficult and easy grading standards*. Presented at the annual meeting of the Western Psychological Association, San Diego, CA.

Guerin, D. W., & Perkins, D. (1978, April). *Do grades influence student evaluations of instruction?* Presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

SERVICE ACTIVITIES

Statewide Academic Senate

Chair, Academic Senate of the California State University (ASCSU) system (2012-13; 2013-14).
Senator, Academic Senate of the California State University (2004-07; 2007-10; 2010-2013).
Chair, ASCSU Faculty Affairs Committee (2011-12).
Secretary, ASCSU Executive Committee (2009-10; 2010-11).
Member, Intersegmental Council of Academic Senates (2009-11; 2012-14).
Member, Search Committee for CSU Executive Vice Chancellor/Chief Academic Officer (2010).
Reviewer, CSU Chancellor's Doctoral Incentive Program (2009-10; 2011-12).
Member, ASCSU Fiscal and Governmental Affairs Committee (2005-06; 2008-09).
Vice-Chair, ASCSU Faculty Affairs Committee (2007-08).
Member, ASCSU Faculty Affairs Committee (2006-07).

University-Wide Service

Judicial Hearing Officer, Student Affairs, appointed by campus president (2011-present).
Member, Executive Committee, Academic Senate (2004-current).
Liaison, Student Academic Life Committee and Faculty Development Center Board (2012-13).
Member, WASC Steering Committee (2006-12).
Member, WASC Writing Team, Educational Effectiveness Review Report (2009).
Member, Advisory Committee to the Trustees Committee for the Selection of the [Campus] President (2011-12).
Chair, Academic Senate (2006-08; 2010-11).
Member, WASC Writing Team, Educational Effectiveness Review Report (2011).
Member, ASI Board of Directors (2010-11).
Member, Search Committee, Vice President for Academic Affairs (2010-11).
Member, WASC Writing Team, Capacity and Preparatory Review Report (2009).
Member, Faculty Personnel Committee (2004-06; 2009-10).
Member, CSUF Auxiliary Services Corporation Board of Directors (2006-present).
Member, Search Committee, Director of State Relations and Advocacy (2005).
Academic Senator (College Constituency), CSUF Academic Senate (1993-95; 2000-02).
Senator (At-Large), CSUF Academic Senate (1995-98; 2002-04).
 Executive Committee, Member-at-Large (2002-03).
 Executive Committee, Secretary (2003-04).
 Executive Committee Liaison to PRBC (2003-05; 2006-08).
 Executive Committee Liaison to Elections Committee (2003-04).
 Executive Committee Liaison to Faculty Development Center Board (2002-03).
 Executive Committee Liaison to Faculty Affairs Committee (2006-08).
 Executive Committee Liaison to Student Academic Life Committee (2011-12).
Member, Academic Senate ad hoc committee to review proposal to form a College of Education (2003-04).
Member, Editorial Board, *Senate Forum* (2002-10).
Editor, *Senate Forum* (Spring 1999; 2002-06).

DIANA WRIGHT GUERIN, PH.D.

External reviewer, CSU Chico Child Development Program Review (2001).
External reviewer, CSU Bakersfield Child Development (2000).
Member, Search Committee for Director of Academic Advisement (2000).
Member, Professional Leaves Committee (1997-2000); Chair (1998-99).
Member, University Advancement Committee (1996-97).
Member, ad hoc committee to review university planning initiative proposals (1996).
Member, Long-Range Planning and Priorities Committee (1995-97).
Member, University Curriculum Committee (1993-95); Co-chair (1994-95).
Member, Academic Appeals Board (1991-93); Chair (1992-93).
Mentor, University Mentor Program (1988-93; 1997-98).

California Faculty Association

Member, CFA Fullerton Chapter Board (2011-2013).
Secretary, CFA Fullerton Chapter (1999-03; 2008-09; 2009-11).
Member-at-Large, CFA Fullerton Chapter Board (1998-01; 2006-08).
Assembly Delegate, CFA Fullerton (2003-06).
Membership and Organizing Chair, CFA Fullerton Chapter (1999-04).

Service to College

Chair, Search Committee for Associate Dean (2001-02).
Member, Search Committee for Dean of College (2000-02).
Member, ad hoc committee, Merger of Reading and Elementary/Bilingual Education
Departments (1996).
Member, ad hoc committee for Restructuring the School of HDCS (1994).
Member, HDCS Faculty Affairs Committee (1988-90).
Member, Post-Tenure Review Committee, Department of Nursing (1997).
Member, Faculty Search Committee, Department of Human Services (1997-98).

Service to Department

Member, Department Personnel Committee (1993-95; 1997-98; 2006-08; 2010-present).
Member, CAS Faculty Search Committee (1990-91; 1997-99; 2002-03); Chair (1995-96;
2002-03).
Member, Fullerton College Department of Child Development and Family Life Community
Advisory Committee (1998-99).
Member, Rancho Santiago College Human Development Department Community Advisory
Committee (1996).
Member, Saddleback College Human Development Program Community Advisory
Committee (1989; 1993; 1996).
Member, Irvine Valley College Early Childhood Education/Human Development
Department Community Advisory Committee (1994).
Faculty Co-Advisor to CASSA: Child and Adolescent Studies Student Association (2002-05).
Member, Post-Tenure Review Committee (1997).
Department Representative, Library Committee (1995-97).
Coordinator, Child Development Day (1992).
Faculty Coordinator, CAS Department Awards Tea (1992).
Advisor to Child Development Student Association (1991-92).

DIANA WRIGHT GUERIN, PH.D.

Publications Related to Collegial Governance

Guerin, D. W. (2012-13). Regular Chair's Reports in the [Faculty to Faculty](http://www.calstate.edu/AcadSen/Newsletter/) ASCSU newsletter (<http://www.calstate.edu/AcadSen/Newsletter/>).

Graboyes, R., Guerin, D. W., & Sullivan, E. (2010). [The transition to campus for newly hired faculty](#). *Senate Forum*, XXVI(1), 3-12.

WASC Steering Committee (2010). [They came, they saw, they recommended: What the WASC Visiting Team said](#). *Senate Forum*, XXV(2), 3-5.

Guerin, D. W., Huizinga, D., Salas, K. M., Sullivan, E., & Trotter, E. (2009). [What should our graduation rate be? An analysis and recommendation](#). *Senate Forum*, XIV(2), 7-10.

Guerin, D. W. (2008). Keeping our UPS (university policy statements) current: Progress report. *Senate Forum*, XXIII(2), 23-24.

Guerin, D. W. (2007). Sustaining quality at CSUF: An introduction. *Senate Forum*, XXIII(1), 1.

Fontaine, S., Guerin, D., Levesque, P., Renne, C., Rimmer, T., et al. (2007). Charting our campus future: Reaccreditation process update. *Senate Forum*, XXIII(1), 2-5.

Guerin, D. W., & Alva, S. (2007). Priorities 2007-2008: A survey at the Academic Senate/Academic Affairs retreat. *Senate Forum*, XXIII(1), 6-8.

Guerin, D. W. (2007). A message from the Senate chair. *Senate Forum*, XXII(2), 19.

Guerin, D. W. (2006). Chair's message: Access and excellence as the university turns 50. *Senate Forum*, XXII(1), 9-11.

Vura, D., & Guerin, D. W. (2005). What should our faculty look like in 2015? *Senate Forum*, XXI (1), 6-9. Available at http://www.fullerton.edu/senate/forum/Fall_2005.pdf

Guerin, D. W. (2004). How well have we "protected instruction" at CSUF? *Senate Forum*, XIX (4), 11-13.

Guerin, D. W., & Puri, A. (2003). Criteria and standards for temporary faculty. *Senate Forum*, XIX (2), 2-3. Available at http://www.fullerton.edu/senate/forum/dec_2003.pdf

Guerin, D. W. (2002). Inertia matters: CFA's disturbing trends. *Senate Forum*, XVIII (1), 10-12.

Guerin, D. W. (1999). A report card for CSUF—A challenge to the Academic Senate. *Senate Forum*, XIV, 4.

Guerin, D. W. (1997). Cornerstones: It just doesn't add up. *Senate Forum*, XII, 3-4.

DIANA WRIGHT GUERIN, PH.D.

Presentations Related to Collegial Governance

Guerin, D. W., Baaske, K., & Wiley, S. (April, 2013). Shared governance panel. Invited panel member CSU Dominguez Hills Joint Cabinet/Senate Executive Committee Retreat, Torrance, CA. Moderated by K. Boyum.

Guerin, D. W. (March, 2013). Preserving and maintaining shared governance. Invited workshop presented at the California AAUP Annual Meeting, San Diego, CA.

Guerin, D. W., Cheyne, B., & Taiz, L. (October, 2012). What's going on in California: An update on the California State University from three faculty leaders. Panel presentation at AAUP Shared Governance Conference and Workshops, Washington, D.C.

Guerin, D. W. & Bedell, J. (August, 2012). Being part of the California State University professoriate and shared governance. Presentation at New Faculty Orientation, CSU Fullerton.

Media Citations and Interviews

"Another view: Yes on Prop 30." *The Orange County Register*, Opinion, October 29, 2012.

"Deserted campus its own lesson" and "College costs up in hard times." *Los Angeles Times*, Letters to the Editor, Nov. 1, 2009. A. 39.

"Cal State may raise student fees up to 20% more." *Los Angeles Times*, July 8, 2009. A. 4.

"Provide incentives for inner-city teachers." *Los Angeles Times*, Letters to the Editor, Dec. 16, 2001.

"Professors decry overuse of part-timers." *Los Angeles Times*, October 16, 2001. B. 6.

"Ready or not: The kindergarten dilemma." *Los Angeles Times*, Living section, September 5, 2000.

"Children's fears may be heightened by crash." *Los Angeles Times*, Our Times section, April 13, 2000.

"Assembly bill to raise the age for kindergarten entry misguided." *Los Angeles Times*, Orange County Voices Op-Ed, p. B7, March 8, 1998.

"Faculty pay story didn't add up." *Los Angeles Times*, Letters to the Editor, Nov. 30, 1997.

DIANA WRIGHT GUERIN, PH.D.

"Learning as we grow: Fullerton Study has had an effect on social policy and understanding child development." *Orange County Register*, Oct. 12, 1997, Accent section, pp. 1 & 4.

"Parents play waiting game for a chance to get kids in Irvine preschools." *Irvine Citizen*, Thursday, May 8, 1997, p. 3.

"Parents play waiting game for a chance to get kids in Irvine preschools." *Orange County Register*, Thursday, May 8, 1997.

"Faculty unite for pay hikes." *Daily Titan*, March 18, 1997, p. 1.

"Professor studies influences on intelligence." *Daily Titan*, March 15, 1996, pp. 1-2.

"Gifted IQ." *Daily Titan*, Nov. 11, 1994, pp. 1, 3.

"Whiz kids tend to be persistent kids." *USA Today*, Oct. 24, 1994, Life Section, p. 1.

Interviewed by Wendy Tokuda, KNBC Los Angeles, Aug. 24, 1994.

Interviewed by Craig Wilson, CBS News, New York, Sept. 7, 1994.

"Infants' behavior signals school-age problems, study finds." *Special Education Report*, Sept. 7, 1994, p. 5.

"Infants' behavior signals school-age problems, study finds." *The Gram*, Sept. 1994, p. 7.

Interviewed by CNN Radio, Sept. 7, 1994.

"Get together for a family talk." *Sacramento Bee*, Aug. 29, 1994.

"Fussy babies are at greater risk for problems later." *The Atlanta Journal/The Atlanta Constitution*, Aug. 24, 1994.

"Fussy infants could have trouble later on." *Charleston Daily Mail*, Aug. 22, 1994.

"Fussy babies are at greater risk for problems later." *Chicago Tribune*, Aug. 17, 1994, News Section, p. 7.

"Fussy babies are at greater risk for problems later." *The Reporter*, Aug. 15, 1994, p. A-2.

"Behavior set early." *The Record*, Aug. 15, 1994.

"Being quake ready helps ease anxiety." *The Press-Enterprise*, Jan. 18, 1994, p. A-10.

"Study shows dyslexia doesn't discriminate." *Gannett News Services*, June 4, 1993.

DIANA WRIGHT GUERIN, PH.D.

“Preparing for the Big One.” *Daycare Health*, Oct. 1992, v. 7, p. 4.

Professional Offices

Orange County Association for the Education of Young Children

Treasurer (2000-02).
Past President (1998-2000).
President (1996-98).
President-Elect/Vice President for Professional Growth and Outreach (1994-1996).
Public Policy Chair (1993-94).

California Association for the Education of Young Children

Board of Directors, Section Representative (1996-98).
Member, Executive Director Search Committee (1998-99).
Member, Technology Panel (1997-99).
Legislative Intern (1991-92).

Manuscript Reviewer

Review Panel, *Child Development* (1995-97).

Guest reviews

Parenting: Science and Practice
Journal of Pediatric Psychology
School Psychology Review
Early Childhood Research Quarterly
Scandinavian Journal of Educational Research

Professional Memberships

American Psychological Association
Society for Research in Child Development
National Association for the Education of Young Children
Western Psychological Association

Ongoing Professional Development

Engineering success: Gearing up for the Future. Fall Plenary Session and Workshops of the Academic Senate for California Community Colleges, Irvine, CA, November 7-9, 2013.

California State University Advocacy Team Training Conference. CSU Long Beach, February 20, 2013.

CSUF Academic Affairs/Academic Senate Senate Retreat, “Engaging faculty in online teaching and learning,” January 17, 2012.

Fall Workshops of the CSU Graduation Initiative, “Engaged learning: How the CSU’s best educational practices can raise expectations, motivate persistence, and close gaps.” Los Angeles, CA, December 1, 2011.

DIANA WRIGHT GUERIN, PH.D.

Developmental Science Teaching Institute, Society for Research in Child Development, Boston, MA, March 2007.

Developmental Science Teaching Institute, Society for Research in Child Development, Atlanta, GA, April 2005.

“Maintaining the balance: A closer look at the USA Patriot Act.” CSUF Town Hall Community Dialogue Series, February 2004.

“How learners learn and teachers teach,” cosponsored by the CSUF College of Natural Sciences and Mathematics, Division of Academic Affairs, Faculty Development Center, January 2004.

Attended the Stauffer Symposium on Applied Psychology, Claremont Graduate University, January 2004.

JANNA L. KIM

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Fullerton, CA 92831-6868
Phone: (657) 278-5150 Fax: (657) 278-4456
jkim@fullerton.edu

EDUCATION

Ph.D.	University of Michigan, Ann Arbor, MI Developmental Psychology	2005
B.A.	Occidental College, Los Angeles, CA Psychology Magna cum laude with honors in Psychology	1999

PROFESSIONAL EXPERIENCE

Associate Professor	California State University, Fullerton Department of Child and Adolescent Studies	8/12-present
Assistant Professor	California State University, Fullerton Department of Child and Adolescent Studies	8/06-8/12
Research Consultant	San Francisco State University, San Francisco Center for Research on Gender and Sexuality	8/06-12/06
Postdoctoral Research Fellow	San Francisco State University, San Francisco Center for Research on Gender and Sexuality	1/05-8/06
Graduate Student Instructor	University of Michigan, Ann Arbor Department of Psychology	9/01-12/04
Pre-Doctoral Fellow	University of Michigan, Ann Arbor NICHD Developmental Training Grant	2003-2004
Visiting Lecturer	Eastern Michigan University, Ypsilanti Department of Education	1/03-5/03
Research Assistant	University of Michigan, Ann Arbor Department of Psychology	2002-2003
Summer Research Associate	RAND Corporation, Santa Monica, CA Division of Health	6/02-8/02
Pre-Doctoral Fellow	University of Michigan, Ann Arbor NICHD Developmental Training Grant	1999-2001

COURSES TAUGHT

California State University, Fullerton

CAS 300: Elements of Effective Professional Communication
CAS 325B: Age 9 through Adolescence
CAS 360: Adolescents and the Media
CAS 380: Adolescent Sexuality and Intimate Relationships

University of Michigan

PSYC 250: Introduction to Developmental Psychology
PSYC 351: Research Methods in Developmental Psychology
PSYC 101: Introduction to Psychology

Eastern Michigan University

EDPS 322: Human Development and Learning

COURSES DEVELOPED

California State University, Fullerton

CAS 380: Adolescent Sexuality and Intimate Relationships (lead author)
CAS 375: Adolescent Identity Development (secondary author)

ADDITIONAL TEACHING EXPERIENCES

Participant	Developmental Science Teaching Institute Society for Research on Child Development Denver, CO	2009
	Developmental Science Teaching Institute Society for Research on Child Development Boston, MA	2007
	Developmental Science Teaching Institute Society for Research on Child Development Atlanta, GA	2005
	National Institute for Teaching of Psychology University of Florida/American Psychological Society St. Petersburg, FL	2004
Teaching Fellow	University of Michigan Center for Research on Learning and Teaching University of Michigan, Ann Arbor, MI	2003

RESEARCH INTERESTS

Social and contextual influences on adolescent sexuality and sexual health with emphases on families, gender, culture, and the mass media; mixed method approaches to studying human development; normative social development in diverse contexts.

REFEREED JOURNAL ARTICLES

Manago, A. M., Greenfield, P. M., **Kim, J. L.**, & Ward, L. M. (in press). Changing cultural pathways through gender role and sexual development: A theoretical framework. *Ethos*.

Kim, J. L., & Ward, L. M. (2012). Striving for pleasure without fear: Short-term effects of reading a women's magazine on women's sexual attitudes. *Psychology of Women Quarterly*. doi:10.1177/0361684312442856

Kim, J. L. (2009). Asian American women's retrospective reports of sexual socialization. *Psychology of Women Quarterly*, 33, 334-350.

Schooler, D., Sorsoli, C. L., **Kim, J. L.**, & Tolman, D. L. (2009). Beyond exposure: A person-oriented approach to adolescent media diets. *Journal of Research on Adolescence*, 19, 484-508.

Kim, J. L., Sorsoli, L., Collins, K., Zylbergold, B., Schooler, D., & Tolman, D. L. (2007). From sex to sexuality: Exposing the heterosexual script on primetime network television. *The Journal of Sex Research*, 44, 145-157.

Kim, J. L., & Ward, L. M. (2007). Silence speaks volumes: Parental sexual communication among Asian American emerging adults. *Journal of Adolescent Research*, 22, 3-31.

Tolman, D. L., **Kim, J. L.**, Schooler, D., & Sorsoli, C. L. (2007). Rethinking the associations between television consumption and adolescent sexual health: Bringing gender into focus. *Journal of Adolescent Health*, 40, 84.e9-84.e16.

Schooler, D., **Kim, J. L.**, & Sorsoli, C. L. (2006). Setting rules or sitting down: Parental mediation of television consumption and adolescent well-being. *Sexuality Research and Social Policy*, 3, 49-62.

Kim, J. L., Collins, R., Kanouse, D. E., Elliot, M., Berry, S. D., Hunter, S., Kunkel, D., & Miu, A. (2006). Sexual readiness, household policies, and other predictors of adolescents' exposure to sexual content in mainstream entertainment television. *Media Psychology*, 8, 449-471.

Kim, J.L. (2005). The sexual socialization of Asian Americans: A multi-method study of cultural influences (Doctoral dissertation, University of Michigan, 2005). *Dissertation Abstracts International*, 66 (2-B), pp. 1198.

Kim, J. L., & Ward, L.M. (2004). Pleasure reading: Associations between young women's sexual attitudes and their reading of contemporary women's magazines. *Psychology of Women Quarterly*, 28, 48-58.

Gorman, A. H., **Kim, J.**, & Schimmelbusch, A. (2002). The attributes mid-adolescents associate with peer popularity and teacher preference. *Journal of School Psychology*, 40, 143-165.

BOOK CHAPTERS

Kim, J. L., & Ward, L. M. (2010). Silence speaks volumes: Parental sexual communication among Asian American emerging adults. In J. K. Davidson, N. B. Moore, & T. D. Fisher (Eds.), *Speaking of Sexuality: Interdisciplinary Readings* (3rd ed., pp. 455-467). Oxford University Press.

Schooler, D., & **Kim, J. L.** (2008). Bodies at the border: Cultural influences on the body image development of Latina girls. In C. Raghavan, A. E. Edwards, & K. E. Vaz (Eds.), *Benefitting by Design: Women of Color in Feminist Psychological Research* (pp. 104-115). Newcastle upon Tyne, UK: Cambridge Scholars.

Kim, J. L. (2007). Magazines for adolescent girls. In J.J. Arnett (Ed.) *Encyclopedia of Children, Adolescents, and the Media* (pp. 482-485). Thousand Oaks, CA: Sage.

JURIED CONFERENCE PRESENTATIONS (COMPETITIVE)

Kim, J. L., & Wells, B. (2014). Assessing the prevalence and overlap of alcohol and sexual content on reality dating programs. Paper to be presented at the biennial conference of the Society for Research on Adolescence. Austin, TX.

Kim, J. L. (2012). New media, new avenues of risk: Sexy social media, reality TV, and risky alcohol and sexual behaviors. Paper presented at the biennial conference of the Society for Research on Adolescence. Vancouver, Canada.

Kim, J. L., Fitzhugh, C., Rosas, D., Zarate, A., & Wells, B. E. (2010). "You rock my world": Sexual content on reality dating programs. Poster presented at the biennial conference of the American Psychological Association. San Diego, CA.

Kim, J. L. (2008). The correlates of sexual experience, sexual risk, and reasons for abstinence among Asian American emerging adults. Poster presented at the biennial conference of the Society for Research on Adolescence. Chicago, IL.

Kim, J. L. (2007). Age moderates the effects of sexy television viewing on adolescents' sexual health. Paper presented at the biennial conference of the Society for Research on Child Development. Boston, MA.

Kim, J. L. (2006). Good daughters: Asian American women's perceptions of parental expectations in adolescence and emerging adulthood. Paper presented at the biennial conference of the Society for Research on Adolescence. San Francisco, CA.

Kim, J. L., & Sorsoli, C.L. (2006). (Pre)scriptions for sexual behaviors on television: Adolescence, sexuality, and the heterosexual script. Paper presented at the biennial conference of the Society for Research on Adolescence. San Francisco, CA.

Melendez, R., **Kim, J. L.**, Gordon, A.R., Nunez, A., & Rouse Iniguez, J. (2006). "They say no to see if the man will seek her out": Latino adolescents, TV, and coercion. Poster presented at the biennial conference of the Society for Research on Adolescence. San Francisco, CA.

Gordon, A.R., Melendez, R., **Kim, J. L.**, Nunez, A., & Rouse Iniguez, J. (2006). Exploring the intersection of sexual behavior and gender ideology among Latino and White adolescents. Poster

presented at the biennial conference of the Society for Research on Adolescence. San Francisco, CA.

Kim, J. L. (2005). "The only conflict was my parents versus the rest of the world": Asian American women's negotiation of competing sexual discourses. Paper presented at the second conference on emerging adulthood. Miami, FL.

Kim, J. L. (2005). "No dating" or nothing at all: The sources and content of sexual communication provided to Asian American youth. Paper presented at the biennial meeting of the Society for Research on Child Development. Atlanta, GA.

Kim, J. L. (2004). Associations between media use and sexual attitudes among Asian Americans. Paper presented at the biennial meeting of the Society for Research on Adolescence. Baltimore, MD.

Kim, J. L., & Lowney, R.L. (2004). "It's very Cosmo": Mixed messages and young women's interpretation of sexual content in *Cosmopolitan* magazine. Poster presented at the biennial meeting of the Society for Research on Adolescence. Baltimore, MD.

Kim, J. L., & Ward, L. M. (2003). Striving for pleasure without fear: How exposure to *Cosmopolitan* magazine shapes women's attitudes about sexual roles and relationships. Paper presented at the biennial meeting of the National Communication Association. Miami, FL.

Kim, J. (2001). "Cosmo Chicks": The impact of contemporary women's magazines on readers' sexual attitudes and self-perceptions. Paper presented at the biennial meeting of the Society for Research on Adolescence. New Orleans, LA.

Kim, J., & Gorman, A.H. (2001). Adolescents' perceptions of popularity. Poster presented at the biennial meeting of the Society for Research on Adolescence. New Orleans, LA.

Kim, J. (2001). The teacher's pet phenomenon among high school students. Poster presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

Gorman, A.H., Schimmelbusch, A., & **Kim, J.** (1999). Adolescent loneliness in school: Sources and coping. Poster presented at the biennial meeting of the Society for Research on Child Development, Albuquerque, NM.

INVITED ADDRESSES AND COMMUNITY OUTREACH WORKSHOPS

Kim, J. L. (2012, October). Optimizing children's media experiences in middle childhood and adolescence. Lecture presented at the Orange County Children and Youth Summit. Rancho Santa Margarita, CA.

Kim, J. L. (2011, May). Asian Americans' sexual socialization: Findings from a comprehensive, mixed method project. Workshop presented at the Voice and Visibility Asian Pacific Islander Women's Health Summit. University of California, Irvine.

Kim, J. L. (2011, April). "Hot tots:" How we sometimes sexualize children and what we can do about it. Workshop presented at the City of Irvine's Super Saturday event for early childhood educators. Irvine, CA.

- Tolman, D. L., & **Kim, J. L.** (2009, July). Sexuality in adolescent television consumption: Shifting terms of inquiry. Paper presented to the Kaiser Family Foundation Research Roundtable on the Effects of Sexual Content in the Media on Adolescent Sexual Behavior. Washington D.C.
- Kim, J. L.** (2008, December). Getting in and succeeding in graduate school. Presentation for the Child and Adolescent Studies Student Association's Professional Development Series. California State University, Fullerton.
- Kim, J. L.** (2008, January). Adolescent media use: Implications for gender and sexual health. Presentation to the Human Development Seminar Series of the Center for Human Development. University of California, San Diego, CA.
- Kim, J. L.** (2007, March). "I don't know how you know. You just know": Asian American women's retrospective reports of parental sexual communication. Paper presented at the Annual Conference on Scholarship on Women. California State University, Fullerton, CA.
- Kim, J. L.** (2006, October). Adolescent sexual risk: A developmental perspective. Paper presented at the discussion panel, "Risky Business: Sex, Drugs, Smoking, and Alcohol" by the Department of Center for the Study of Economics of Aging and Health. California State University, Fullerton, CA.
- Kim, J. L.** (2005, November). Communication about dating and sexuality in Asian American families. Paper presented at the biennial conference of the Asian Consumer and Family Economics Association. Sacramento, CA.
- Kim, J. L.** (2005, April). The sources and content of sexual communication provided to Asian Americans. Department of Psychology. The University of California, Santa Cruz, CA.
- Kim, J. L.** (2005). Parents' direct and indirect sexual communication to Asian American women. Paper presented at the Western regional conference of the Society for the Scientific Study of Sexuality. San Francisco, CA.
- Kim, J. L.** (2005). Sexual rights and disability. Group moderator for the International Association for the Study of Sexuality, Culture, and Society, San Francisco, CA.

INTRAMURALLY FUNDED GRANTS

- Kim, J. L.** (2011, February). "Sex can ruin a girl's life": Exploring intersections of culture, gender, and sexuality among East Asian American women. CSU Summer Stipend Faculty Research Award, California State University, Fullerton (\$5995).
- Kim, J. L.** (2011, January). Reality television and young people's alcohol and sexual expectancies. Research mini-grant on health disparities awarded by the Health Promotion Research Institute (3 unit course release).
- Kim, J. L.,** Fitzhugh, C., & Zarate, A. (2009). The quest for roses, chains, and glasses of champagne: A content analysis of reality television programs. Student-Faculty Research Grant awarded by the Faculty Development Center, California State University, Fullerton (\$940).

MEDIA ATTENTION

Sakata, J. (2011, June 2). Talking about the unspoken. *Nguoi Viet*, 2, 4.

Benjamin, J. (2005, September) How *Cosmo* changed the world. *Cosmopolitan*, 239 (3), 109-113.

RESEARCH EXPERIENCE

Principal Investigator **Television and Alcohol and Sexual Expectancies** 2011- present
Department of Child and Adolescent Studies
California State University, Fullerton

This pilot project, supported by CSUF's Health Promotion Research Institute, examines associations between college students' media habits and alcohol and sexual attitudes and behaviors and the potential moderating role of ethnicity, ethnic identity, and acculturation.

Principal Investigator **Alcohol and Sexual Content on Reality Television** 2009- present
Department of Child and Adolescent Studies
California State University, Fullerton

This collaborative research project examines the concurrent portrayal of alcohol and sexual messages on reality dating programs popular among adolescents. I have trained and supervised a small team of undergraduate students at CSUF to code the programs reliably for sexual talk and sexual behavior.

Principal Investigator **Sexual Socialization among Asian Americans** 2003-present
Department of Psychology
The University of Michigan

This mixed method study examines sexual socialization among 197 Asian American emerging adults. As the principal investigator, I designed survey research questionnaires and interview protocols, coordinated participant recruitment and data collection, served as moderator of focus group and in-depth individual interviews, analyzed quantitative and qualitative data, and independently supervised two undergraduate research assistants.

Postdoctoral Research Fellow **Television Consumption and Adolescent Sexuality** 2005-2006
Center for Research on Gender and Sexuality
San Francisco State University
Dr. Deborah Tolman, Principal Investigator

This large-scale, longitudinal study examines television consumption and sexual health among nearly 1000 high school students. As a postdoctoral research fellow, I conducted longitudinal analyses, supervised graduate student research assistants, and lead an "acculturation mini-team," which investigated links between media use and acculturation among Latino participants.

Research Assistant **Media Body Attitudes Dating and Sexuality** 2002-2003
Department of Psychology
The University of Michigan
Dr. L. Monique Ward, Principal Investigator

This study examined connections between media use, ethnic identity, and sexual attitudes among emerging adult men and women. As a graduate student research assistant, I assisted in data collection, management, and analysis.

Principal Investigator **Contemporary Women's Magazines and Sexuality** 2001-2003
Department of Psychology
The University of Michigan

This three-pronged study examined the potential impact of reading contemporary women’s magazines (e.g., Cosmopolitan) on young women’s sexual attitudes and behaviors from correlational, experimental, and qualitative perspectives. I designed each study, collected and analyzed all data, and conducted focus group interviews with female college students.

Summer Research Associate **RAND Television and Adolescent Sexuality** 2002
 RAND Corporation
 Dr. Rebecca Collins, Principal Investigator

I was selected for participation at the Rand Corporation’s Graduate Student Summer Associate Program. I conducted an independent project examining adolescents’ selection of sexual content on television using prospective, national data and published the results in a peer-reviewed journal of media psychology.

“Femtor,” Feminist Mentor **Using Math Girls Investigate Real Life (UM-GIRL)** 2000
 Institute for Research on Women and Gender
 The University of Michigan
 Dr. Pamela T. Reid, Principal Investigator

I worked with middle school girls and teachers to implement a school-based intervention program to sustain girls’ interest in math and social sciences.

Research Assistant **Adolescent Loneliness in School and Peer Relations** 1998-1999
 Department of Psychology
 Occidental College
 Dr. Andrea Hopmeyer Gorman, Principal Investigator

As an undergraduate research assistant, I assisted with coding, entering, and analysis of sociometric data of middle school students. I also conducted an honors thesis examining the characteristics of middle school students identified by peers as “teacher’s pets.”

HONORS AND AWARDS

Jewel Plummer Cobb Diversity in Education Award 2010
 College of Health and Human Development
 California State University, Fullerton

Outstanding Faculty Recognition (Service to Students) 2009
 California State University, Fullerton

APA Jeffrey S. Tanaka Memorial Dissertation Award in Psychology 2006
 Committee of Ethnic Minority Affairs
 American Psychological Association
Biennial award for the most outstanding dissertation in psychology addressing concerns relevant to people of color

Outstanding Graduate Student Instructor Award 2003
 Department of Psychology
 The University of Michigan, Ann Arbor, MI
Annual award for outstanding teaching in the Department of Psychology

Graduate Student Research Award 2003
 Institute for Research on Women and Gender

The University of Michigan, Ann Arbor, MI
Annual award for scholarship on women and gender at the University of Michigan

Dissertation/Thesis Grant, \$1000 2003
 Department of Psychology
 The University of Michigan, Ann Arbor, MI

Outstanding Graduate Student Instructor Award 2002
 Department of Psychology
 The University of Michigan, Ann Arbor, MI
Annual award for outstanding teaching in the Department of Psychology

Presidential Scholar 1995-1999
 Occidental College, Los Angeles, CA

SERVICE
(listed in reverse chronological order by type)

Department of Child and Adolescent Studies

Course Coordinator	Child and Adolescent Studies, CAS 300	2011-present
Member	Child and Adolescent Studies Search Committee	2013-2014
Member	Child and Adolescent Studies Search Committee	2010-2011
Member	Child and Adolescent Studies Search Committee	2008- 2009
Chair	Adolescent/Youth Development Option Committee	2007- 2009
Faculty Co-Advisor	Child and Adolescent Studies Student Association	2007-2008
Chair	Lottery Proposal Committee	2007-2008
Member	Celebration of Achievement Committee	2007-2008
Participant	Child and Adolescent Studies Assessment Retreat	2007-2009
Library Liaison	Child and Adolescent Studies	2006- present

College of Health and Human Development and University

Member	College Curriculum Committee	2013- 2014
Member	College Curriculum Committee	2008- 2012
Chair	College Curriculum Committee	2011
Member	HHD Award Review Committee	2011
SafeSpace Trainer	CSUF SafeSpace Program	2008- present
Member	Lavender Working Group	2008- present
CAS Representative	Faculty Hearing Panel	2007-present
Trained Ally	CSUF SafeSpace Program	2007-present

Profession and Community

Professional Affiliations	Society for Research on Adolescence	2001-present
	American Psychological Association	2006-present
	Phi Beta Kappa	1999

Ad Hoc Reviewer	<i>Psychology of Popular Media Culture</i>	6/2013
	<i>Sex Education</i>	8/2012

	<i>Journal of Immigrant and Minority Health</i>	4/2012
	<i>Journal of Immigrant and Minority Health</i>	9/2011
	<i>Sex Roles</i>	10/2010
	<i>Journal of Adolescent Research</i>	8/2010
	<i>Journal of Adolescence</i>	5/2009
	<i>Journal of Adolescent Research</i>	3/2009
	<i>Journal of Adolescent Research</i>	9/2008
	<i>Culture, Health, and Sexuality</i>	8/2008
	<i>Journal of Applied Developmental Psychology</i>	6/2008
	<i>Media Psychology</i>	4/2008
	<i>Journal of Sex Research</i>	5/2007
	<i>Sexuality and Culture</i>	4/2007
	<i>Journal of Adolescent Research</i>	4/2005
Review Chair (Alternate)	Conference, Society for Research on Adolescence Panel 11, Gender and Sexuality	2011
Proposal Reviewer	Conference, Society for Research on Adolescence	2009, 2011, 2013

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Department of Child & Adolescent Studies
California State University Fullerton
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kkmiller@fullerton.edu

EDUCATION

Ph.D.	Arizona State University, Tempe, AZ Educational Psychology, Life-Span Development	December 1998
M.S.	University of Wisconsin, Madison, WI Educational Psychology, Human Learning	May 1993
B.S.	University of Wisconsin, Madison, WI Secondary Education, Social Studies	May 1990

PROFESSIONAL BACKGROUND

Chair	Department of Child and Adolescent Studies California State University, Fullerton, CA	8/07-present
Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	8/10-present
Associate Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	8/05-8/10
Assistant Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	8/99-8/05
Faculty Associate	Division of Psychology in Education Arizona State University-West, Phoenix, AZ	1/96-7/99
Faculty Associate	Metro-Phoenix Cohort Programs Northern Arizona University, Flagstaff, AZ	10/97-7/99
Faculty Associate	Division of Psychology in Education Arizona State University, Tempe, AZ	1/99-5/99

COURSES TAUGHT

California State University Fullerton	CAS 101: Introduction to Child & Adolescent Development CAS 301: Inquiry & Methodology in Child Development CAS 312: Human Growth & Development CAS 325: Middle Childhood CAS 325B: Age 9 Through Adolescence CAS 330: Adolescence & Early Adulthood CAS 350: Child Development in Elementary School Settings CAS 394: Practicum Seminar CAS 394L: Practicum in Child & Adolescent Development CAS 474: Seminar; Development in School Settings CAS 474L: Practicum; Development in School Settings CAS 490T: Senior Seminar (Cognition & Motivation) CAS 496: Tutorial CAS 499: Independent Studies HUM 495: International Service-Learning Internship (China Program) U 100A/B: Introduction to University Studies (Streamlined Teacher Education Program, Blended Teacher Education Program Student Cohorts)
Arizona State University-West	EDP 301: Learning and Motivation in Education EDP 303: Human Development EDP 310: Educational Psychology EDP 313: Childhood and Adolescence EDP 504: Learning and Instruction EDP 510: Essentials of Classroom Learning EED 401: Science and Social Studies Methods SPF 301: Culture and Schooling SPF 511: School and Society
Northern Arizona University	EDR 610: Educational Research EPS 610: Child Psychology
Arizona State University	EDP 303: Human Development EDP 510: Essentials of Classroom Learning

PUBLICATIONS

- Knutson Miller, K., & Gonzalez, A.M. (under review). Short-term international internship experiences for future teachers and other child development professionals.
- Boutakidis, I., Rodriguez, J. L., Knutson Miller, K., & Barnett, M. (2014). Academic engagement and achievement among Latina/o and Non-Latina/o adolescents. *Journal of Latinos and Education, 13*, 4-13.
- Knutson Miller, K., & Gonzalez, A. M. (2011). Challenges and rewards associated with service-learning in international contexts: Pre-service teacher outcomes. *Journal of Research in Service-Learning and Teacher Education, 1*, 56-68.
- Knutson Miller, K., & Gonzalez, A. M. (2010). Domestic and international service-learning experiences: A comparative study of pre-service teacher outcomes. *Issues in Educational Research, 20*, 9-38.
- Gomez, S., Strage, A., Knutson Miller, K., & Garcia Nevarez, A. (2009). Meeting the need for K-8 teachers for classrooms with culturally and linguistically diverse students: The promise and challenge of early field experiences. *Teacher Education Quarterly, 36*, 119-140.
- Garcia Nevarez, A., Gomez, S., Knutson Miller, K., & Strage, A. (2009). Service learning in preservice teacher preparation: Building foundations for engaged professionalism in the new millennium. *Academic Exchange Quarterly, 13*, 58-64.
- Knutson Miller, K., & Gonzalez, A. M. (2009). Pre-service teacher outcomes associated with service learning in domestic and international settings. *College Student Journal, 43*, 527-536.
- Knutson Miller, K., Zuniga Dunlap, C., & Gonzalez, A. (2007). The impact of a freshman year community-based service-learning experience on the achievement of standards articulated for teacher candidates. *The School Community Journal, 17*, 111-121.
- Knutson Miller, K., & Yen, S. (2005). Group differences in academic achievement: Service-learning in a child psychology course. *Teaching of Psychology, 32*, 56-58.
- Ridley, D. S., Hurwitz, S., Davis Hackett, M. R., & Knutson Miller, K. (2005). Comparing PDS and campus-based preservice teacher preparation: Is PDS-based preparation really better? *Journal of Teacher Education, 56*, 46-56.
- Knutson Miller, K., Yen, S., & Merino, N. (2002). Service-Learning and academic achievement in an undergraduate child development course: Findings, challenges, and recommendations. In A. Furco & S. Billig (Eds.), *Service-Learning Through a Multidisciplinary Lens* (pp. 199-213). Greenwich, CT: Information Age Publishing.
- Knutson Miller, K. (2001). Teacher perspective taking: Developmental and individual differences. *Educational Research Quarterly, 25*(2), 22-33.
- Knutson Miller, K. (1998). Individual differences in novice teacher ability to judge student comprehension (Doctoral dissertation, Arizona State University, 1998). *Dissertation Abstracts International, 59*, 121.

CONFERENCE PRESENTATIONS

National/International: Competitive

- Segura, A., Cervantes, J., & Knutson Miller, K. (2014, April). *Outcomes associated with international learning and service experiences in China*. Paper presented at the annual meeting of Phi Beta Delta Honor Society for International Scholars, Houston, TX.
- Knutson Miller, K., Gonzalez, A. M., Sek, A., Sandoval, V., & Mclaughlin, M. (2013, April). *Then and now: Longitudinal study of international internship outcomes*. Symposium

- presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Reno, NV.
- Gonzalez, J. I., Knutson Miller, K., & Knutson, K. A. (2013, April). *International internships in Northern Thailand: Pathways to professional and personal growth*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Reno, NV.
- Knutson Miller, K., & Gonzalez, A. M. (2012, April). *Initial and longitudinal outcomes associated with international internships*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), San Francisco, CA.
- Knutson Miller, K., Gonzalez, A. M., Bauserman, A., Mclaughlin, M., & Shoar, P. B. (2011, April). *Outcomes associated with undergraduate-level international internships*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Los Angeles, CA.
- Knutson Miller, K., Gonzalez, A. M., Woodland, C. L., Ho, N., & Shoar, P. B. (2011, April). *The impact of international internships on preservice teacher personal and professional development*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Boutakidis, I., Knutson Miller, K., Rodriguez, J. L., & Barnett, M. (2011, April). *Exploring the achievement gap in Latino adolescents: Impact of academic engagement and locus of control*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Knutson Miller, K., & Gonzalez, A. M. (2010, April). *Service-learning in international contexts: Pre-service teacher outcomes and recommendations*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Co.
- Knutson Miller, K., Gonzalez, A. M., Arteaga, M. E., Chaikittirattana, A. P., & Ramirez, S. W. (2010, April). *Professional development outcomes associated with international internships*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Cancun, Mexico.
- Knutson Miller, K., & Gonzalez, A. M. (2009, June). *A comparative examination of outcomes associated with service-learning in domestic and international contexts*. Paper presented at the second International Conference on Service-Learning in Teacher Education, Galway, Ireland.
- Knutson Miller, K., & Gonzalez, A. M. (2008, April). *Pre-service teacher outcomes associated with service learning in domestic and international settings*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.
- Knutson Miller, K., Gonzalez, A. M., Fisher, E., & Banh, L. (2007, July). *CAS 394 goes to China: Pre-service teacher outcomes associated with service learning in domestic and international settings*. Paper presented at the first International Conference on Service-Learning in Teacher Education, Brussels, Belgium.
- Knutson Miller, K., Quirk, S., Miyashiro, D., & Mecca, W. (2007, July). *The "relocation" of a child development course: Pre-service teachers learn and serve on site*. Paper presented at the first International Conference on Service-Learning in Teacher Education, Brussels, Belgium.
- Strage, A., Knutson Miller, K., Gomez, S. & Garcia Nevarez, A. (2007, February). *Meeting the need for K-8 teachers for classrooms with culturally and linguistically diverse students: The promise and challenges of early field experiences*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, NY.
- Knutson Miller, K., Gonzalez, A., & Fisher, E. (2006, October). *Pre-Service teacher outcomes*

- associated with service learning in domestic and international settings.* Paper presented at the annual meeting of the K-H Conference on Service Learning Research, Portland, OR.
- Knutson Miller, K., Strage, A., Gomez, S., & Garcia Nevarez, A. (2006, October). *Service learning, civic engagement, and professional commitment: A multi-campus examination of pre-Service teacher outcomes.* Paper presented at the annual meeting of the International K-H Conference on Service Learning Research, Portland, OR.
- Knutson Miller, K., & Gonzalez, A. (2006, April). *Teacher outcomes associated with service learning in domestic and international settings.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Strage, A., Knutson Miller, K., Garcia Nevarez, A., & Gomez, S. (2006, April). *Pinpointing the impact of early field experiences: A report from three child development departments.* Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Garcia Nevarez, A., Gomez, S., Strage, A., & Knutson Miller, K. (2006, April). *Service learning impacts on career goals and commitment to service: Results from a multi-campus collaboration.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Knutson Miller, K., Kim-Han, J., & Gonzalez, A. (2006, February). *Outcomes associated with experiential learning in domestic and international settings: The voices of preservice and experienced teachers.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.
- Gomez, S., Strage, A., Knutson Miller, K., & Garcia Nevarez, A. (2006, February). *The impact of early field experiences on career goal clarification and commitment to working with diverse learners: A multi-campus collaboration.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.
- Strage, A., Garcia Nevarez, A., Gomez, S. & Knutson Miller, K. (2005, November). *Factors influencing preservice teachers' career commitment and attitudes toward diversity across multiple service learning experiences: Results from a multi-campus collaboration.* Paper presented at the 5th annual meeting of the International K-H Conference on Service Learning Research, East Lansing, MI.
- Strage, A., Knutson Miller, K., Garcia Nevarez, A., & Gomez, S. (2005, October). *Pinpointing the impacts of early field experiences or does an early start down the road really get you to Rome quicker?* Paper presented at the annual meeting of the Coalition for Urban and Metropolitan Universities, Dominguez Hills, CA.
- Strage, A., Sliva, J., Gomez, S., Garcia Nevarez, A., Knutson Miller, K., Bumgarner, M., & Meyer, S., (2005, October). *Collaborating across educational level, campus and discipline to delineate optimal early field experiences for future teachers.* Symposium presented at the annual meeting of the Coalition for Urban and Metropolitan Universities, Dominguez Hills, CA.
- Garcia Nevarez, A., Gomez, S., Strage, A., & Knutson Miller, K., (2005, April). *A collaboration study of three child development departments on the impact of service-learning experiences.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Knutson Miller, K. (2005, March). *International education. Learn-plan-do: Advancing service-learning in teacher education.* Project presented at the National Service-Learning Conference, Long Beach, CA.
- Knutson Miller, K., & Wong, K. K. (2004, October). *Linking service-learning to standards articulated for teacher candidates: A pragmatic approach.* Paper presented at the 4th Annual International K-H Conference on Service-Learning Research, Greenville, SC.

- Knutson Miller, K., Yen, S., & Wong, K. K. (2004, October). *Service-learning and civic engagement from a disciplinary perspective*. Paper presented at the 4th Annual International K-H Conference on Service-Learning Research, Greenville, SC.
- Strage, A., Garcia, A., Gomez, S., & Knutson Miller, K. (2004, October). *Pinpointing when service-learning is most effective for future teachers: A report from a collaborative of three Child Development departments*. Paper presented at the 4th Annual International K-H Conference on Service-Learning Research, Greenville, SC.
- Knutson Miller, K., Ballard, E., & Gonzalez, A. (2004, April). *Differences in novice teacher abilities to judge the comprehension levels of elementary school children*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Knutson Miller, K., Gonzalez, A., & Ballard, E. (2004, April). *"Yeah, they get it": Novice teachers evaluate the comprehension of young children*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Strage, A., Knutson Miller, K., & Gomez, S. (2004, March). *Toward a more complete understanding of when service-learning is most effective*. Concurrent session presented at the Fifth Carnegie Colloquium on the Scholarship of Teaching and Learning, San Diego, CA.
- Knutson Miller, K., Zuniga Dunlap, C., & Gonzalez, A. (2003, November). *The impact of a freshman year service-learning experience on the achievement of standards articulated for teacher candidates*. Paper presented at the Third Annual International Conference on Advances in Service-Learning Research, Salt Lake City, UT.
- Knutson Miller, K., & Yen, S. (2003, November). *Service-learning and academic achievement: Outcomes mediated by service characteristics and reflection prompts*. Paper presented at the Third Annual International Conference on Advances in Service-Learning Research, Salt Lake City, UT.
- Knutson Miller, K. & Merino, N. (2002, August). *Impact of web-based course materials and activities on learning*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Knutson Miller, K., Yen, S. C., and Merino, N. (2001, October). *Service learning and academic achievement in an undergraduate child development course*. Paper presented at the First Annual International Conference on Service-Learning Research, Berkeley, CA.
- Knutson Miller, K., Yen, S. C., and Merino, N. (2001, August). *The integration of service learning into an undergraduate child psychology course*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Knutson Miller, K. (2001, March). *Developmentally appropriate teacher preparation?* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Dallas, TX.
- Knutson Miller, K. (2001, March). *BTEP: A view from the Child and Adolescent Studies Department*. In *Reform in Teacher Preparation Programs*. Symposium conducted at the annual meeting of the American Association of Colleges for Teacher Education, Dallas, TX.
- Ridley, D. S., Carlile, B. J., Hurwitz, S., & Knutson Miller, K. (2000, April). *An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Knutson Miller, K. A. (1998, April). *Teacher perspective taking: measurement and implications*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Ridley, D. S., Knutson Miller, K. A., & Carlile, B. (1998, April). *Examining the effectiveness of a reflective inquiry-oriented educational psychology class delivered in an urban PDS: Is it really better than a campus-based lecture course?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Knutson, K. A., & Farley, F. (1995, April). *Type T personality and learning strategies*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Knutson, K. A. & McCarthy-Tucker, S. N. (1993, April). *Gifted education for Native American students: A state of affairs*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Regional: Competitive

- Guzman, J. M., Cadiz, G. L., & Knutson Miller, K. (2014, April). *Longitudinal study of international internship experiences in diverse contexts*. Poster presented at the annual conference of the Western Psychological Association, Portland, OR.
- Hardenburg, S. M., Skinner, D. M., Vota, C. S., Zwick, A. M., Hom, M. A., Contreras, B., & Knutson Miller, K. (2014, April). *Outcomes associated with international learning and service experiences in Thailand*. Poster presented at the annual conference of the Western Psychological Association, Portland, OR.
- Segura, A., Cervantes, J., & Knutson Miller, K. (2014, April). *Learning and service in China: International internship outcomes*. Poster presented at the annual conference of the Western Psychological Association, Portland, OR.
- Cervantes, J., Segura, A., Rodriguez, J. L., & Knutson Miller, K. (2014, April). *Using data to inform practice: Promoting Latina college student success*. Poster presented at the annual conference of the Western Psychological Association, Portland, OR.
- Knutson Miller, K., Gonzalez, A. M., Meek, K., Ray, B., & Solorzano, K. (2012, April). *Child and adolescent development majors in Shanghai: International internship outcomes*. Poster presented at the annual conference of the Western Psychological Association, San Francisco, CA.
- Knutson Miller, K., Gonzalez, A. M., Bauserman, A., Mclaughlin, M. C., & Hernandez, D. (2011, April). *International internship outcomes associated with a developmental psychology course*. Poster presented at the annual conference of the Western Psychological Association, Los Angeles, CA.
- Knutson Miller, K., Gonzalez, A. M., Arteaga, M. E., Chaikittirattana, A. P., & Ramirez, S. W. (2010, April). *Professional development outcomes associated with international internships*. Poster presented at the annual meeting of the Western Psychological Association, Cancun, Mexico.
- Garcia Nevarez, A., Gomez, S., Knutson Miller, K., & Strage, A. (2007, February). *The impact of service-learning placement type on preservice teachers' career goals and commitment to working with diverse learners*. Paper presented at the Second Annual CSU Conference on Community Based Research and Teaching, San Jose, CA.
- Gomez, S., Strage, A., Garcia Nevarez, A., & Knutson Miller, K. (2006, March). *The promise and challenge of interdisciplinary collaborative research*. Paper presented at the First Annual CSU Conference on Community Based Research and Teaching, Pomona, CA.
- Strage, A., Knutson Miller, K., Gomez, S. & Garcia Nevarez, A. (2005, March). *What kinds of early field experiences are most beneficial for future teachers?* Paper presented at the biannual meeting of the California Council on Teacher Education, San Jose, CA.

- Dunlap, C. Z., & Knutson Miller, K. (2002, April). *The impact of early field experiences on freshmen enrolled in an undergraduate blended program*. Paper presented at the biannual meeting of the California Council on Teacher Education, San Jose, CA.
- Nelsen, E. A., Knutson, K. A., and Horton, M. S. (1993, November). *Preparation of teachers as intuitive child development theorists*. Paper presented at the annual meeting of the Arizona Educational Research Organization, Tucson, AZ.
- McCarthy-Tucker, S. N., Knutson, K. A., and Horton, S., and Spratlan-Mitchell, P. (1993, November). *Teaching logic to adolescents to enhance critical thinking skills*. Paper presented at the annual meeting of the Arizona Educational Research Organization.
- Nelsen, E. A., Knutson, K. A., McCarthy-Tucker, S. N., Mathews, L. B., Stark, C. L., Weber, B. C., & Zhu, X. (1993, April). *Teaching applied classroom research to pre-service teachers: A team approach*. Poster presented at the annual meeting of the Western Psychological Association, Phoenix, AZ.
- Nelsen, E. A., Curran, J. M., Horton, M. S., Knutson, K. A., Mathews, L. B., McCarthy-Tucker, S. N., Stark, C. L., Tjas, K., Weber, B. C., & Zhu, X. (1992, November). *Relating child development to classroom practice: A field-based approach*. Symposium conducted at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.
- McCarthy-Tucker, S. N., Knutson, K. A., & DeBerry, S. (1992, May). *Personality differences in elementary and secondary pre-service teachers*. Symposium conducted at the annual meeting of the Western Psychological Association, Portland, OR.

California State University Fullerton, Other Invited

- Knutson Miller, K. (2014, March). *Child and Adolescent Studies International Internship Cohort*. Presentation for the Defining and Incorporating High-Impact Practices: Round 2 Panel Discussion, Fullerton, CA.
- Cervantes, J., Segura, A., Knutson Miller, K., and Rodriguez, J. (2013, September). *Using data to inform practice: Promoting student success in the Department of Child and Adolescent Studies*. Poster presented at the 5th annual Closing the Latino Achievement Gap Summit, Fullerton, CA.
- Knutson Miller, K. (2013, March). *International Opportunities for Child and Adolescent Development (CHAD) Majors*. Presentation for the CAS International Opportunities Forum, Fullerton, CA.
- Knutson Miller, K. (2013, February). *Developmentally Appropriate Practice in Context of International Internships*. Presentation for the University Extended Education's Beijing Principals Program, Fullerton, CA.
- Knutson Miller, K., & Gonzalez, J. I. (2012, November). *International Internships: China*. Presentation at the Phi Beta Delta Induction Ceremony, Fullerton, CA.
- Knutson Miller, K., & Oliver, P. (2012, October). *Implementing the Program Performance Review Process: Department of Child and Adolescent Studies*. Presentation at the Program Performance Review and Assessment Institute, Fullerton, CA.
- Knutson Miller, K., Meek, K., Ray, B., & Solorzano, K. (2011, November). *Going to China: International Internship Experiences in Shanghai*. Presentation at the International Education Forum, Fullerton, CA.
- Knutson Miller, K., Bauserman, A., & McLaughlin, M. C. (2010, November). *Faculty/student research collaborations: International settings*. Presentation at the College of Health and Human Development Research Symposium, Fullerton, CA.
- Knutson Miller, K., & Boutakidis, I. (2010, October). *Beginning to "close the loop" in the assessment process: A department approach*. Presentation at Office of Assessment and

Educational Effectiveness Program Performance Review and Assessment Conference, Fullerton, CA.

Knutson Miller, K., Arteaga, M. E., Chaikittirattana, A. P., & Ramirez, S. W. (2010, April). *Professional development outcomes associated with international internships*. Presentation at Phi Beta Delta/CSUF International Scholars Honor Society Spring Program on Global Research: Faculty/Student Partnerships, Fullerton, CA.

Knutson Miller, K., & Quirk, S. (2006, September). *The relocation of CAS 474: A child development course moves from campus to community*. Paper presented at Engagement Through the Disciplines: Conference on Community Engagement, Fullerton, CA.

Knutson Miller, K., Fisher, E., & Cinadr, J. (2006, September). *CAS 394 goes to China: Outcomes associated with international field experiences*. Paper presented at Engagement Through the Disciplines: Conference on Community Engagement, Fullerton, CA.

Knutson Miller, K. (2006, September). Closing plenary session panelist. Engagement Through the Disciplines: Conference on Community Engagement, Fullerton, CA.

Knutson Miller, K., & Yen, S. (2005, August). Globalization of the curriculum. Presentation at the College of Health and Human Development Fall Retreat.

Knutson Miller, K. (2003, May). *Service-learning outcomes*. Presentation at Service-Learning Academy, Fullerton, CA.

Knutson Miller, K. (2001, November). *Service-learning in a blended teacher education program*. Presentation at Service-Learning in Teacher Preparation and K-12 Contexts, Fullerton, CA.

Knutson Miller, K., Yen, S. C., & Merino, N. (2001, August). *The integration of service learning into an undergraduate child development course*. Poster presented at Faculty Day, Fullerton, CA.

Knutson Miller, K. (2002, March). *Service-learning and scholarship opportunities*. Invited presentation at the California State University Northridge Service-Learning in Teacher Education Retreat, Northridge, CA.

SERVICE

California State University Fullerton

Department, College, and University Service

CAS Department Chair	F07-present
CAS Representative, HHD Council of Chairs	F07-present
Strategic Planning Committee, Co-Chair	F13-present
College Representative	
Planning, Resources, Budget Committee (PRBC)	F08-present
Chair, PRBC	F10-Sum12
Vice Chair, PRBC	F09-Sum10
Strategic Planning Steering Committee, Co-Chair	S11-F11
Internships and Service Learning Committee	F12-present
University Advancement Committee (UAC)	S11-S12
Secretary, UAC	F11-S12
CSUF Academic Senate Elections Committee	F04-S06
Promoting Undergraduate Research Experience (PURE) Group	F08-S11
Service-Learning Liaison	S01-S04
Senator, CSUF Academic Senate	F10-present

Member, Strategic Planning Steering Committee	F07-S13
Co-Chair, Curriculum/Co-Curriculum Working Group	F07-S09
Member, Teacher Preparation Committees	
EASEUP	F07-present
AURTEC	F07-present
CHAD Major Advisor, Integrated Teacher Education Programs	F01-F07
Member, Project Connect (College of Education, Fullerton School District)	F08-S12
Member, Search Committees	
Deputy Provost, Search Committee Chair	S14-present
Dean, College of Health and Human Development	F10-S11
Director of Financial Aid	F10
Director of Freshman Programs	F07-S08
Associate Dean, College of Health and Human Development	S08
CAS Faculty	F00-S06
Center for Internships and Service-Learning Director	S05
Service-Learning Director	S02
Member, CAS Personnel Committee	F05-S06
Member, CAS Awards Committee	S03-S06
Member, Department Curriculum Committees (CAS 325A, 325B, Practicum)	F00-S08
Author, CAS Course/Course Change Proposals	S00-S12
Various including CAS 310, CAS 350, CAS 474/474L, Multiple Online	
Co-Author, CAS Online WASC Fast-Track Proposal	S12-F12
Co-Faculty Advisor, Child & Adolescent Studies Student Association	F99-S01
Faculty Mentor, CAS 325	F99-F01
Faculty Mentor, McNair Scholarship Program	F99-S04
Chair, Service Learning in Teacher Preparation Task Force	S01-F01
Member, CSU Service-Learning Working Groups	S01-F06
 <u>Professional and Community Service</u>	
Symposium Chair, Western Psychological Association (APA Division 52 International Psychology), Reno, NV.	F12-S13
Member, Division 52/International Psychology Western Region Outreach Committee	F12-present
Member, Association for Research in Service Learning and Community Engagement (ARSLCE) Nominating Committee	F07-S09
Member, First and Second International Conferences on Service-Learning in Teacher Education Planning Committee	S06-Sum09
Member, CSU Conference on Community-Based Teaching and Research Planning Committees	F05-S07
Community Outreach	
Richman Elementary School/Fullerton Collaborative	S01-F13
Project Connect (Fullerton School District)	F09-S12
Presentations for TEPAC	F07-F13
Presentation to Future Teachers Groups	F99-S10
Presentation to CSUF America Reads and Counts Tutors	S01
Reviewer, MSAT test items	F00-S01
Proposal Reviewer	
International Research Conference on Service-Learning and Community Engagement	S01, S02, S06, S07, S10

First International Conference on Service-Learning in Teacher Education	S06
Second Annual Conference on Community-Based Teaching and Research	S08
Annual meeting of the American Educational Research Association	F99-S10
Annual meeting of the American Association of Colleges for Teacher Education	F00-S02, F05-S06
CSU Conference on Community Based Teaching and Research	S05, S06
Member, Bridging Cultures Advisory Committee	S01-S03

Arizona State University-West

Member, College of Education Teaching Excellence Committee	F97-S99
Member, College of Education Professional Development Group	F97-S99
Coordinator, Division 15 Conference	S97

PROFESSIONAL DEVELOPMENT ACTIVITIES

International Service Learning Summit: Building a Community of Practice. Northwestern University (10/23/13-10/15/13).

5th Annual Closing the Latino Achievement Gap Summit. CSUF (9/27/13).

Recruiting and Retaining a High-Quality and Diverse Faculty. Academic Senate/Academic Affairs Fall Retreat. CSUF (9/20/13).

From Research to Practice: How Do We Know What Works For Student Success? CSUF (2/15/13).

Program Performance Review and Assessment Institute 2012. CSUF (10/19/12).

New Zealand Early Childhood Professional Development Study Tour. Auckland, NZ (3/26/12-3/30/12).

Appraising the Future; Understanding Costs: Envisioning the New Normal in Higher Education. CSUF (2/23/12).

Program Performance Review and Assessment Institute 2011. CSUF (10/7/11)

Council on Undergraduate Research-California State University Fullerton Workshop (designing and institutionalizing undergraduate research programs). San Bernardino, CA (10/31/08-11/1/08).

New Department Chair's Workshop. CSU Chancellor's Office, Long Beach, CA (10/24/08).

Integrating Budgeting and Planning Forum. University Business Institute, CSUF (9/23/08).

Chairs Support Program (sponsored by the Vice President for Academic Affairs and the Faculty Development Center), CSUF (F07-present).

Learn-Plan-Do: Advancing Service-Learning in Teacher Education. National Service-Learning Conference, Long Beach, CA (3/17/05).

Where's the "Civic" in Community Service and Service-Learning? A Faculty Workshop on Civic Education, CSUF (5/14/04).

CSU Colloquium on Community Service Learning, CSU Chancellor's Office, Long Beach, CA (2/24/03-2/25/03).

Service-Learning in Teacher Education: 1997-2003 and Beyond, AACTE/NSLTEP Symposium, New Orleans, LA (1/23/03-1/24/03).

Forming Quality Partnerships in Service-Learning = Agencies + Schools Together, Volunteer Center of Orange County, Santa Ana, CA (11/8/04).

Unboxing the University: A Service Learning Institute for Southern California, Azusa Pacific University, Azusa, CA (11/1/02-11/2/02).
 AACTE/NSLTEP Service-Learning Partnership with CSUF/BTEP (Sp02).
 Ready to Act: Infusing Service-Learning into Teacher Preparation Institute. Menlo Park, CA (6/9/01-6/11/01).
 K-16 After-School Learning Partnerships. Long Beach, CA (6/19/01).
 AACTE/NSLTEP Service-Learning in Teacher Education Workshop. Dallas, TX (3/1/01).
 Active Learning Academy. CSUF (1/18/01-1/20/01).
 Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). CSUF (F00, Sp00, Sp01, Sp02).
 Instructional Technology Academy (Sum00).
 Bridging Cultures Institute and Dissemination Roundtable. West Educational Research Laboratory, San Francisco, CA (10/19/00).
 Connections: Infusing Service-Learning into Teacher Preparation Institute. Los Angeles, CA, (10/12/00-10/13/00).
 Faculty Development Center Summer Instructional Technology Academy (WebCT). CSUF (June 2000).

GRANTS

Instructionally Related Activities Grant (2013-2014); *CAS International Cohort (\$20,800)*
 Instructionally Related Activities Grant (2012-2013); *CAS International Cohort (\$20,000)*
 Instructionally Related Activities Grant (2011-2012); *CAS International Cohort (\$11,075)*
 Instructionally Related Activities Grant (2010-2011); *CAS International Cohort (\$9500)*
 PURE Student-Faculty Research Grant (2011)
 FDC International Travel Grant (2010); *Western Psychological Association (Cancun)*
 Instructionally Related Activities Grant (2009-2010); *CAS China Cohort (\$10,000)*
 FDC International Travel Grant (2007); *International Conference on Service-Learning in Teacher Education (Brussels)*
 CSU Special Fund Grant for Research, Scholarship, and Creative Activity (2003-2004); *The Impact of Service-Learning on Academic Achievement and the Attainment of Standards Articulated for Teacher Candidates*
 CSU Special Fund Grant for Research, Scholarship, and Creative Activity (2002-2003); *The Impact of Early Field Experiences on the Achievement of Standards Articulated for Teacher Candidates*
 Campus-Community Partnerships for Service-Learning Grant (2002)
 Service-Learning Research Grant (2002)
 Jr. Faculty Research Grant (2001-2002); *The Impact of Service-Learning on Academic Achievement in a Child Development Course Designed for Pre-Service Teachers*
 Western Region Campus Compact Consortium (2001-2002)
 Jr. Faculty Research Grant (2000-2001); *Child Development Standards: What Are Pre-Service Teachers Expected to Know?*
 Service-Learning Mini-Grant (2001)
 Summer Technology Grant (2000)

PROFESSIONAL AWARDS and HONORS

California State University Fullerton	Faculty Leadership in Collegial Governance (2013)
California State University Fullerton	Phi Beta Delta Faculty Spotlight Honoree (2012)
California State University Fullerton	Distinguished Faculty Member/Faculty Marshall (2012)

California State University Fullerton	Outstanding Faculty Recognition: Service (2006)
California State University Fullerton	Outstanding Service-Learning Instructor Award (2005)
California State University Fullerton	Outstanding Faculty Recognition: Teachers/Scholars (2005)
California State University Fullerton	Outstanding Faculty Recognition: Service to Students (2003)
California State University Fullerton	Outstanding Faculty Recognition: Teacher/Scholars (2002)
California State University Fullerton	Thomas Ehrlich Faculty Award for Service-Learning Nominee (2002)
Arizona State University	Outstanding Research Award (1999) Division of Psychology in Education
Arizona State University	Outstanding Teaching Award (1994) Division of Psychology in Education
Arizona State University	Doherty Fellowship (1992-1993)

MEMBERSHIPS

International Association for Research in Service-Learning and Community Engagement
 American Psychological Association
 The Society for the Teaching of Psychology (American Psychological Association, Division 2)
 Division of International Psychology (American Psychological Association, Division 52)
 Western Psychological Association
 American Educational Research Association
 American Association of Colleges for Teacher Education
 California Faculty Association
 Phi Beta Delta Honor Society for International Scholars

PAMELLA HALLEEN OLIVER

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Fullerton, CA 92834-6868
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Curriculum Vita

EDUCATIONAL HISTORY

- 2001 Doctor of Philosophy, Clinical Psychology
 University of Southern California
- 1994 Master of Arts: Psychology
 California State University, Fullerton
- 1966 University of California, Los Angeles
 Bachelor of Arts: Education, *Summa cum Laude*

ACADEMIC HONORS, AWARDS, AND GRANTS

- NIMH grant (2005- 2010)** *Adolescents Exposure to Community and Family Violence*
State Mini Grant (2010) California State University, Fullerton
FEID – Faculty Development Grant (Spring 2009)
Outstanding Teacher-Scholar Award *Exceptional Teaching Effectiveness* (2011)
Faculty Recognition Scholarly and Creative Activity *Scholarship that Results in the Highest Quality Peer Reviewed Journal Articles*(2010)
- Outstanding Teacher-Scholar Award *Sponsoring Student Research and Creative Activities* (2008)
State Mini Grant (2005), California State University, Fullerton Foundation
Outstanding Teacher-Scholar Award *Sponsoring Student Research and Creative Activities* (2005)
Junior Faculty Research Grant (2002), California State University Fullerton Foundation
Dissertation Fellowship (2000-2001), University of Southern California
Kellerman Graduate Student Research Award (1998), University of Southern California
California State University State Wide Research Competition: First place for Behavioral and Social Sciences, Graduate Division, (May, 1995)
Outstanding Psychology Graduate Student Award, Department of Psychology, CSUF (1994)
Outstanding Graduate Student Award, California State University, Fullerton (1994)
Psi Chi, National Psychology Honor Society (1992 lifetime member)
Phi Beta Kappa (1966 lifetime member)

PROFESSIONAL POSITIONS RELATED TO PSYCHOLOGY/ TEACHING

- 8/2012 to Professor, California State University, Fullerton, Department of Child and Adolescent
present Studies
- 8/2007 to Associate Professor, California State University, Fullerton, Department of Child and
7/2012 Adolescent Studies
- 8/2001 to Assistant Professor, California State University, Fullerton, Department of Child and
7/2007 Adolescent Studies
- 8/1999 to Clinical Psychology Intern, Long Beach Veteran's Administration Medical Center
9/2000 Supervisors: Dr. Richard Hanson, Dr. Reda Scott

PUBLICATIONS

- Borofsky, L., Kellerman, A., Baucom, B., **Oliver, P. H.**, & Margolin, G. (2013). Community violence exposure and adolescents' school engagement and academic achievement over time. *Psychology of Violence, 3*, 381-395.
- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W. & **Oliver, P. H.** (2013). Longitudinal pathways from math intrinsic motivation and achievement to math course accomplishments and educational attainment. *Journal of Research on Educational Effectiveness, 6*, 68-92.
- Gottfried, A. E., Gottfried, A. W., Reichard, R. J., Guerin, D. W., **Oliver, P. H.**, & Riggio, R. E. (2011). Motivational roots of leadership: A longitudinal study from childhood through adulthood. *The Leadership Quarterly, 22*, 510-519.
- Guerin, D. W., **Oliver, P. H.**, Gottfried, A. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Childhood and adolescent antecedents of social skills and leadership potential in adulthood: Temperamental approach/withdrawal and extraversion. *The Leadership Quarterly, 22*, 482-494.
- Oliver, P. H.**, Gottfried, A. W., Guerin, D. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Adolescent family environmental antecedents to transformational leadership potential: A longitudinal mediation analysis. *The Leadership Quarterly, 22*, 535-534.
- Reichard, R. J., Riggio, R. E., Guerin, D. W., **Oliver, P. H.**, Gottfried, A. W., & Gottfried, A. E. (2011). A longitudinal analysis of relationships between adolescent personality and intelligence with adult leader emergence and transformational leadership. *The Leadership Quarterly, 22*, 471-481.
- Margolin, G., Vickerman, K. A., **Oliver, P. H.**, & Gordis, E. B. (2010). Violence exposure in multiple interpersonal domains: Cumulative and differential effects. *Journal of Adolescent Health, 47*, 198-205.
- Oliver, P. H.**, Guerin, D. W., & Coffman, J. K. (2009). Big five parental personality traits, parenting behaviors, and adolescent behavior problems: A mediation model. *Journal of Personality and Individual Differences, 47*, 631-636.
- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W. & **Oliver, P. H.** (2009). A latent curve model of parental motivational practices and developmental decline in math and science academic intrinsic motivation. *Journal of Educational Psychology, 101*, 729-739.
- Margolin, G.; Vickerman, K.A., Ramos, M.C., Duman-Serrano, S., Gordis, E.B., Iturralde, E., **Oliver, P.H.**, & Spies, L.A. (2009). Youth exposed to violence: Stability, co-occurrence, and context. *Clinical Child and Family Psychology Review, 12*, 39-54.
- Guerin, D. W., **Oliver, P. H.**, & Gottfried, A. W. (2009). Temperament. In E. M. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. (Vol. 2, pp. 924-927). Detroit: Macmillan Reference USA. Retrieved September 8, 2011, from Gale Virtual Reference Library via
Gale: http://go.galegroup.com/ps/start.do?p=GVRL&u=csuf_main

- Oliver, P. H.**, & Margolin, G. (2008). Communication/problem-solving skills training. In W. O'Donohue, & J. E. Fisher (Eds.). *Cognitive behavior therapy: Applying empirically supported techniques in your practice (2nd Edition)* (pp. 101 -108). New York: Wiley.
- Marcoulides, G. A., Gottfried, A. E., Gottfried, A. W. & **Oliver, P. H.** (2008). A latent transition analysis of academic intrinsic motivation from childhood through adolescence. *Educational Research and Evaluation, 14*, 411-427.
- Oliver, P. H.**, Guerin, D. W., & Gottfried, A. W. (2007). Temperamental task orientation: Relation to high school and college educational accomplishments. *Learning and Individual Differences, 17*, 220-230.
- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W., **Oliver, P. H.**, & Guerin, D. W. (2007). Multivariate latent change modeling of developmental decline in academic intrinsic math motivation and achievement: Childhood through adolescence. *International Journal of Behavioral Development, 31*, 317-327.
- Proctor, L. J., Fauchier, A., **Oliver, P. H.**, Ramos, M. C., Rios, M. A., & Margolin, G. (2007). Family context and young children's responses to earthquake. *Journal of Child Psychology and Psychiatry, 48*, 941-949.
- Ramos, M. C., Guerin, D. W., Gottfried, A. W., Bathurst, K., & **Oliver, P. H.** (2005). Family conflict and children's behavior problems: The moderating role of temperament. *Structural Equation Modeling, 12*, 278-298.
- Margolin, G., Chien, D., Duman, S. E., Fauchier, A., Gordis, E. B., **Oliver, P. H.**, Ramos, M. C. & Vickerman, K. A. (2005). Ethical issues in couple and family research. *Journal of Family Psychology, 19*, 157 - 167.
- Margolin, G., Gordis, E. B., & **Oliver, P. H.** (2004). Links between marital and parent-child interactions: Moderating role of husband-to-wife aggression. *Development and Psychopathology, 16*, 753-771.
- Guerin, D. W., Gottfried, A. W., **Oliver, P. H.**, & Thomas, C. T. (2003). *Temperament: Infancy through adolescence*. NY: Kluwer Academic/Plenum Publishers.
- Junn, E. N., Kottler, E., Coffman, J. K., **Oliver, P. H.**, & Ramirez, F. (2003). Approaching faculty development support from the grassroots: Establishment of an innovative formal untenured faculty organization. *To Improve the Academy*. Fort Collins, CO: Professional and Organizational Development Network in Higher Education, 22, 189-205.
- Oliver, P. H.**, & Margolin, G. (2003). Communication/problem-solving skills training. In W. O'Donohue, J. E. Fisher, & S. C. Hayes (Eds.) *Empirically supported techniques of cognitive behavior therapy: A step-by-step guide for clinicians* (pp. 96-102). New York: Wiley.
- Margolin, G., Gordis, E.B., Medina, A.M., & **Oliver, P.H.** (2003). The co-occurrence of husband-to-wife aggression, family-of-origin aggression, and child abuse potential in a community sample: Implications for parenting. *The Journal of Interpersonal Violence, 18*, 413-440.

- Margolin, G., **Oliver, P. H.**, & Medina, A. M. (2001). Conceptual issues in understanding the relation between interparental conflict and child adjustment: Integrating developmental psychopathology and risk/resilience perspectives. In J. H. Grych & F. D. Fincham (Eds.), *Interparental conflict and child development: Theory, research, and application* (pp. 9-38). Cambridge: University Press.
- Margolin, G., **Oliver, P. H.**, Gordis, E. B., O'Hearn, H. G., Medina, A. M., Ghosh, C. M., & Morland, L. (1998). The nuts and bolts of behavioral observation of marital and family interaction. *Clinical Child and Family Psychology Review*, 1, 195-213.
- Margolin, G., Gordis, E. B., **Oliver, P. H.**, & Raine, A. (1995). A physiologically based typology of batterers - promising but preliminary: Comment on Gottman et al. (1995). *Journal of Family Psychology*, 9, 253-263.
- Guerin, D. W., Gottfried, A. W., **Oliver, P. H.**, & Thomas, C. T. (1994). Temperament and school functioning during early adolescence. *Journal of Early Adolescence*, 14, 200-225.

SELECTED CONFERENCE PRESENTATIONS (Refereed)

- Reichard, R.J., Gottfried, A.W., Dulay, J.P., & Oliver, P.H. (2013). Leader development: Role of early family environment and sports participation. Poster presentation at American Psychological Association Convention. Honolulu, Hawaii: July 31-Aug 4.
- Meussner, H.J., Preston, K., Oliver, P.H., Gottfried, A.W. & Hollaway, L. (2013, August). *Investigating longitudinal impact of early adaptability and family environment on behavior problems*. Poster to be presented at the 2013 Conference for the American Psychological Association. Honolulu, Hawaii.
- Meussner, H.J., Preston, K., Oliver, P.H., & Hollaway, L. (2013, April). *Stability of behavior problems mediates the impact of family environment*. Poster to be presented at the 92nd Annual Western Psychological Association Convention. Reno, Nevada.
- Meussner, H.J., Preston, K., & Gottfried, A.W. (2013, April). *Modeling family conflict during the transition to school and externalizing behavior problems in high school*. Poster to be presented at the Society for Research in Child Development Biennial Meeting. Seattle, Washington.
- Oliver, P. H., Guerin, D. W., Reichard, R. J., Rodriguez, A., Wray-Lake, L., Gottfried, A. W., & Gottfried, A. E. (2013, April). *Encouragement of leadership: from adolescence to early adulthood*. To be presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Reichard, R. J., Wray-Lake, L., Dulay, J. Pl, Gottfried, A. W., Oliver, P. H., & Gottfried, A. E. (2013, April). *Adolescent involvement in clubs and sports: Development of adult civic leaders*. To be presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Hollaway, L. C., Meussner, H., Oliver, P. H., & Gottfried, A. W. (2013, August). *Leisure reading behaviors from middle elementary through high school and academic achievement*. To be presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Guerin, D. W., Oliver, P. H., & Gottfried, A. W. (2012, April). *Adolescent self-concept, personality, and intelligence as predictors of psychological capital in adulthood*.

Presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

- Meussner, H. J. & Oliver, P. H. (2012, April). *Stability of family conflict and relationship to externalizing behavior problems*. Presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2012, April). *Childhood family relations as predictors of psychological capital in adulthood*. Presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Reichard, R. J., Gottfried, A. W., Gottfried, A. E., Guerin, D. W., Oliver, P. H., & Riggio, R. E. (2012, April). *Longitudinal research on early predictors of adult leadership*. Presented at the annual meeting of Society for Industrial and Organizational Psychology, San Diego, CA.
- Oliver, P. H., Baucom, B., & Margolin, G. (2011, May). *Patterns of daily family conflict: Continuance and spillover*. Presented at the annual meeting of the Association for Psychological Science, Washington, D. C.
- Moreno, L. & Oliver, P. H. (2011, April). *Early classroom behavior predicting later academic achievement*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.
- Guerin, D. W., & Oliver, P. H. (2011, April). *Temperamental predictors of high school achievement*. Presented at the annual meeting of the Western Psychological Association as part of the WPA Outstanding Teacher Award Symposium, Predictors and Pathways to Educational Success. Los Angeles, CA.
- Sy, S., Arruda, E., Rodriguez, A., Moreno, L., Gottfried, A. W., Gottfried, A. E., & Oliver, P. H. (2010, August). *From hands-on to hands-free: Parental involvement from early childhood through adolescence*. Presented at the annual convention of the American Psychological Association, San Diego, CA.
- Oliver, P. H. (2010, April). *The Fullerton Longitudinal Study: Family Antecedents of Leadership*. Paper presented at the annual Psychology Day, CSUF, Fullerton, CA.
- Oliver, P. H. (2010, April). *Family environmental origins of effective leadership qualities*. Presented at the annual meeting of the Western Psychological Association, Cancun, Mexico.
- Rodriguez, A., Gottfried, A. W., Arruda, E. H., Oliver, P. H., & Gottfried, A. E. (2009, May). *An analysis of the nomological network of relations surrounding the development of academic self-pressure: Ages 5 to 29 years*. Presented at the Psychology Day Symposium at California State University Fullerton.
- Oliver, P. H. (2009, April). *The Fullerton Longitudinal Study: Developmental roots of leadership. Demographics and family predictors of leadership*. Paper presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W., & Oliver, P. H. (2009, April). *Modeling math motivation and achievement to course accomplishments during high school and postsecondary educational success: A 20-year longitudinal investigation*. Paper presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Oliver, P. H., Spies, L. A., Vickerman, K. A., Serrano, S. D., Margolin, G. (2009, April). *Youth behavioral adjustment: a longitudinal examination of exposure to contextual risk factors*

and family and community violence. Poster presented at the biennial meeting of Society for Research in Child Development, Denver, CO.

Rodriguez, A., Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2009, April).

Environmental mediators of the relation between temperamental approach-withdrawal and intelligence: Ages 2 to 15 years. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Vaughan, R. B., Miller, S. A., & Oliver, P. H. (2009, April). *The building blocks of numeracy: Longitudinal analysis of early home experience and subsequent mathematics achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Rodriguez, A., Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2009, March).

The role of environment on the relation between temperamental approach-withdrawal and intelligence: A longitudinal analysis ages two to fifteen years. Presented at California State University Fullerton's Health and Human Development Symposium.

Oliver, P. H., Guerin, D. W., & Gottfried, A. W. (2008, October). *Temperamental links to neuroticism: Infancy to adolescence*. Poster presented at the 17th Occasional Temperament Conference, San Rafael, CA.

Oliver, P. H., Duman, S. E., Vickerman, K. A. & Margolin, G. (2008, March). Influence of cumulative violence exposure and family level factors on adolescent adjustment. Poster presented at the biennial meeting of Society for Research in Adolescents, Chicago, IL.

Oliver, P. H., Gordis, E., Duman, S., Vickerman, K. A., & Margolin, G. (2007, March). *Child behavioral adjustment related to family and community violence: Mediating effects of family subsystems*. Symposium presented at the biennial meeting of Society for Research in Child Development, Boston, MA.

Oliver, P. H., Vaughan, R. B., Martinez, A., & Ho, A. (2007, March). *Role of intrinsic motivation and math achievement in advanced math course taking throughout high school: A longitudinal study*. Poster presented at the biennial meeting of Society for Research in Child Development, Boston, MA.

Margolin, G., Fauchier, A., Ramos, M., Oliver, P. H., Gordis, E., & John, R. S. (2005, April). *Child Outcomes Related to Family and Community Violence: Mediating Effects of Daily Family Conflicts*. Poster presented at the biennial meeting of Society for Research in Child Development, Atlanta, GA.

Oliver, P. H., Guerin, D. W., LaRiviere, R., Adams, A., Montoya, A., & Gottfried, A. (2005, April). *Task Orientation and Educational Accomplishments Across Adolescence and Early Adulthood: A Longitudinal Study*. Poster presented at the biennial meeting of Society for Research in Child Development, Atlanta, GA.

Proctor, L. J., Ramos, M., Fauchier, A., Rios, M., Oliver, P. H., & Margolin, G. (2005, April). *Young Children's Persistent Distress Following an Earthquake: Effects of Pre- and Post-disaster Family Context*. Poster presented at the biennial meeting of Society for Research in Child Development, Atlanta, GA.

Oliver, P. H., Nguyen, H., La Riviere, R., & Guerin, D. W. (2004, April). *Adolescents' temperament and relationships with parents: A cross-informant investigation*. Poster presented at the annual meeting of the Western Psychological Association, Phoenix, AZ.

- Oliver, P. H., Coffman, J.K., & Valdez, S. M (2003, April). *Interaction of family conflict and child temperament: Links to child behavior problems*. Poster presented at the biennial meeting of Society for Research in Child Development, Tampa, FL.
- Oliver, P. H., Guerin, D. W., & Cook, C.R. (2003, April). *Relation of temperament to high school performance: A longitudinal, cross-informant, multi-domain study*. Poster presented at the biennial meeting of Society for Research in Child Development, Tampa, FL.
- Oliver, P.H. (2002, October). *The Interaction of Child Temperament and Family Conflict in Relation to Child Adjustment*. Paper presented at the fourteenth Occasional Temperament Conference, Newport Beach, CA.
- Oliver, P. H., Valdez, S. M., Szewczyk, E., & Guerin, D. W. (2002, April). *Temperament and behavior problems: Longitudinal research from infancy to adolescence*. Poster presented at the annual meeting of Western Psychological Association, Irvine, CA.
- Oliver, P. H., Lee, A., Rios, M. & Margolin, G. (2002, April). *Psychological distress: Potential moderator of work-stress effects on marital interactions*. Poster presented at the annual meeting of Western Psychological Association, Irvine, CA.
- Guerin, D. W., Oliver, P. H., & Thomas, C. T. (1999, April). *Childhood temperament: Precursor to adult personality?* Poster presented at the biennial meeting of Society for Research in Child Development, Albuquerque, NM.
- Guerin, D. W., Thomas, C. T., Oliver, P. H., & Gottfried, A. W. (1999, April). *Easy vs. difficult temperament in infancy: Long-term developmental outcomes*. Poster presented at the biennial meeting of Society for Research in Child Development, Albuquerque, NM.
- Oliver, P. H. (1998, October). *Links Between Marital Violence, Parenting, and Children's School Behavior*. Paper presented at the Fourth International Conference on Children Exposed to Family Violence, San Diego, CA.
- Oliver, P. H., May, M. L., & Oliver, J. M. (1998, August). *Adolescent Temperament, Parent-Child Relationship, and Behavior Problems: A Mediation Model*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Oliver, P. H., & Morland, L. (1998, March). *The Association between Parental Power Assertion and Pre-adolescent School Behavior Problems*. Poster presented at the biennial meeting of Society for Research in Adolescence, San Diego, CA.
- Oliver, P. H., & Thomas, C. T. (1998, March). *The Cross-Informant and Cross-Time Consistency of Dimensions of Adolescent Temperament*. Poster presented at the biennial meeting of Society for Research in Adolescence, San Diego, CA.
- Oliver, P. H., & Thomas, C. T. (1997, April). *The consequence of temperamental difficultness on parental and peer relationships in preadolescent girls and boys*. Poster presented at the biennial meeting of Society for Research in Child Development, Washington, DC
- Thomas, C. T., Oliver, P. H., & Guerin, D. W. (1996, October). *Temperamental difficultness as a predictor of negative interactions in family and peer social relationships*. Poster presented at the Eleventh Occasional Temperament Conference, Eugene, OR.
- Thomas, C. T., Guerin, D. W., Gottfried, A. W., & Oliver, P. H. (1996, June). *The consequence of temperamental difficultness on family environment and parental relationships*. Poster presented at the annual meeting of the American Psychological Society, San Francisco, CA.

- Gatz, M., Heller, K., Knight, B., Oliver, P. H., Rose, T., & Turk-Charles, S. (1995, November). *Age differences and intergenerational similarity in earthquake preparation*. Poster presented at the annual meeting of Gerontological Society of America, Los Angeles, CA.
- Gatz, M., Heller, K., Knight, B., Oliver, P., Rose, T., & Turk-Charles, S. (1995, May). *The role of family, friends, neighbors, and co-workers in earthquake impact and preparedness*. Paper presented at annual meeting of Southern California Academy of Sciences, Fullerton, CA.
- Oliver, P. H., Bathurst, K., & Gottfried, A. W. (1995, April). *Why are children of divorce at risk for lower academic achievement in early elementary school?* Poster presented at the biennial meeting of Society for Research in Child Development, Indianapolis, IN.
- Oliver, P. H., Guerin, D. W., Gottfried, A. E., Wayne, A. D., Kies, C. M., & Bojorquez, J. C. (1995, March). *Home environment and school adjustment during middle childhood*. Poster presented at the biennial meeting of Society for Research in Child Development, Indianapolis, IN.
- Guerin, D. W., Gottfried, A. W., Oliver, P. H., & Wayne, A. (1994, October). *Temperament and academic achievement from kindergarten to junior high school*. Paper presented at the Tenth Occasional Temperament Conference, Oakland, CA.
- Guerin, D. W., Gottfried, A. W., Wayne, A., & Oliver, P. H. (1994, October). *Temperament and teacher reported classroom behavior and adjustment during the elementary school years*. Paper presented at the Tenth Occasional Temperament Conference, Oakland, CA.
- Oliver, P. H., Guerin, D. W., Gottfried, A. W., & Wayne, A. (1994, October). *Infant temperament and early home environment*. Paper presented at the Tenth Occasional Temperament Conference, Oakland, CA.
- Oliver, P. H., Bathurst, K., Thomas, C. T., & Lussier, C. M. (1994, August). *Parental divorce, home environment, and children's academic achievement*. Poster presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Oliver, P. H., Guerin, D. W., Wynants, S. A., & Au, J. G. (1994, August). *Family and child predictors of first grade achievement and adjustment*. Poster presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Bathurst, K., Gottfried, A. W., & Oliver, P. H. (1994, April). *Home environment, intelligence and school achievement: A twelve-year longitudinal study*. Poster presented at the annual meeting of the Western Psychological Association, Kona, Hawaii.
- Guerin, D. W., Oliver, P. H., & Thomas, C. T. (1993, March). *The developmental course of infant difficultness: A ten-year longitudinal study*. Poster presented at the biennial meeting of Society for Research in Child Development, New Orleans, LA.
- Guerin, D. W., Gottfried, A. W., Bathurst, K., Oliver, P. H., Thomas, C. T., Havlena, J., Lieding, V., & Zuniga, B. (1992, August). *Gender differences in the influence of temperament on school functioning*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC

SELECTED WORKSHOPS PRESENTED:

- Oliver, P. H. (2013, June). *Research methods*. Workshop presented for McNair Scholars Program, CSUF, Fullerton, CA.

- Oliver, P. H. (2012, June). *Research methods: Reading and Writing Well*. Workshop presented for McNair Scholars Program, CSUF, Fullerton, CA.
- Oliver, P. H. (2011, July). *Research methods: An introduction*. Workshop presented for McNair Scholars Program, CSUF, Fullerton, CA.
- Oliver, P. H. (2010) *Helping children manage their emotions*. Workshop presented at the New Horizon School, Irvine, CA.
- Oliver, P. H. (2010, June). *Research methods: Basic concepts*. Workshop presented for McNair Scholars Program, CSUF, Fullerton, CA.
- Oliver, P. H. & Bono, K. (2008, April 19). *Working with temperamental styles*. Workshop presented at the Community Learning and Literacy Center Festival, Irvine, CA.
- Oliver, P. H. (2007, October 4). *The importance of play for young children*. Workshop presented at Mommie Time, Irvine, CA.
- Oliver, P. H. (2006, June 19). *Research methods: An overview of the scientific approach*. Workshop presented for McNair Scholars Program, CSUF, Fullerton, CA.
- Oliver, P. H., Guerin, D. W., & Montoya, A. (2006, April 21). *Helping parents to recognize, appreciate, and work with children's temperament*. Workshop presented at the annual meeting of the California Association of Education of Young Children, Anaheim, CA.
- Oliver, P. H., Montoya, A., & Guerin, D. W. (2005, October 15). *Recognizing, appreciating, and working with spirited temperament children*. Workshop presented at the Orange County Association for the Education of Young Children/ Services for Early Education and Development, Orange County Department of Education, fall conference, Garden Grove, CA.
- Montoya, A., Oliver, P. H., & Guerin, D. W. (2005, October 15). *Playing together: Characteristics of effective teams*. Workshop presented at the Orange County Association for the Education of Young Children/ Services for Early Education and Development, Orange County Department of Education, fall conference, Garden Grove, CA.
- Oliver, P. H., & Guerin, D. W. (2005, January 10). *Parenting for your child's style: What temperament means for parents*. Workshop presented for parents of children at the CSUF Children's Center, Fullerton, CA.
- Oliver, P. H. & La Riviere, R. (2004, November). *Do we make a difference? Mentoring and tutoring*. Workshop presented tutors in the Stepping Up Program, a program for tutoring at risk children in low income housing, Santa Ana, CA.

Department, College, and University Service

Department

CAS Personnel Committee – Chair	F12 - present
CAS Department Assessment Coordinator	F 09 - present
Member, Search Committee	F07 - Sp 08
Member, Department Curriculum Committees (CAS 201, 310)	F10 to present
Author, CAS Course Proposal (CAS 341)	F07 to S08
Course Coordinator for Research Methods (CAS 301)	F10 to present
Member, Celebration of Achievement Event Committee	F01 to present
Member, Graduate Program/Center Committee	F11 to present

College

Assessment Committee	S13 - present
Strategic Planning Committee	S13 - present
Deans Faculty Advisory Council	F05 - S08
Review intramural grant applications	F10

Personnel Committee School of Nursing	F10 – Sp11
Personnel Committee Department of Health Science	F07 – Sp 08
CHHD Curriculum Committee	F07 – Sp 08
Faculty Mentor – Junior Faculty in Human Services University	F06 – S09
Assessment Committee (Secretary)	S13 to present
McNair Scholars Advisory Board	F12 to present
Faculty Mentor, McNair Scholars Program	F01- present
Mc Nair Scholars Research Workshops (Yearly)	F07 to present
Committee on Conflict of Interests	F07 to present
University Curriculum Committee (Secretary)	F09 – S13
California Faculty Association Scholarship Program Chairman	F08 - S10
Dissertation Committee for Doctor of Education Program	F06 – S07

Professional and Community Service

Professional Service

Peer Reviewing (ongoing)

Journals

Editorial Board for *Journal of Family Psychology*

Peer reviewer for *Journal of Adolescence*

Peer reviewer for *Learning and Individual Differences*

Peer reviewer for *Personality and Individual Differences*

Peer reviewer for *International Journal of Behavioral Development*

Reviewer

Society for Research in Child Development Biennial Meeting 2011 to present

American Psychological Association for Annual Meeting 2011

Society for Research of Adolescents Biennial Meeting 2010 to present

Western Psychological Association

Council of Representatives 2009 – to present

Community Service

Violence Prevention Council of Orange County 2010 to present

Board of Directors

Secretary

Workshops

Oliver, P. H. (2010, December 15) *Helping children manage their emotions*.

Workshop presented at the New Horizon School, Irvine, CA.

Oliver, P. H. (2009, October) *Perseverance in College: Secret to Success*. Workshop presented at the *Lo Mejor Del Trigo*, Tijuana, Mexico.

Oliver, P. H. & Bono, K. (2008, April 19). *Working with temperamental styles*.

Workshop presented at the Community Learning and Literacy Center Festival, Irvine, CA.

Oliver, P. H. (2007, October 4). *The importance of play for young children*. Workshop presented at Mommie Time, Irvine, CA.

PROFESSIONAL DEVELOPMENT ACTIVITIES (Selected)

WASC Retreat on Student Learning and Assessment, Level II 10/21 – 10/23/2010

Annual Western Assessment Conference XV Sp 2011

PROFESSIONAL ASSOCIATIONS

American Psychology Association
Association for Psychological Science
Society for Research in Adolescents
Society for Research in Child Development
Western Psychological Association

RESUME

CURRICULUM VITAE

Diana Robles Nichols, M.A.

BUSINESS ADDRESS: California State University, Fullerton
Child and Adolescent Studies Department-EC-556
P.O. Box 6868
Fullerton, CA. 92834-6868 657-278-2877
E-mail: drobles@fullerton.edu

PERSONAL:

Home Address: 650 So. Chipwood Street
Orange, CA. 92869 cell (714) 875-0399
Place of Birth: Los Angeles, CA.

EDUCATION:

California State University, Los Angeles 1981-1985
Los Angeles, CA.
B.A. in Health and Safety Studies

California State University, Los Angeles 1986-1988
Los Angeles, CA.
M.A. in Health Science
Certificate in Alcohol and Substance Abuse Counseling

California Graduate Institute 1993-1996
Orange, CA.
M.A. in Marriage, Family, Child Counseling
MFCT Trainee #32716-1500 Pre-degree hours
-Certificate in the Treatment of Victims and
Perpetrators of Violent Crimes

CAREER:

California State University, Fullerton
Department of Child and Adolescent Studies and Department of Human Services
P.O. Box 6868
Fullerton, CA. 92834-6868

Title: Full-time Lecturer/Academic and Fieldwork Advisor-Child and Adolescent Studies
Department
Dates: Fall 2013 to present

Duties: Academic Advisor for the Child and Adolescent Studies (CAS) Department in the College of Health and Human Development. Conduct major overviews for new and transferring students. Individual advisement appointments with CHAD students to develop academic plans. Conduct summer New Student Orientations and Transfer Student Orientations for incoming university students. Process graduation department reviews, deferrals, TDA exceptions and the development of “Live Grad Checks”, as well as on-line resources, individual academic advisement. Fieldwork Advisor for the CAS Department providing Fieldwork Information Sessions, placements for students in the introductory and advanced practicums, assist sites with the Center for Internships and Community Engagement (CICE) registration, and support faculty teaching practicum courses.

Title: Lecturer/Academic Advisor-Child and Adolescent Studies Department

Dates: Summer 2011 to Summer 2013

Duties: Part-time Academic Advisor for the Child and Adolescent Studies (CAS) Department in the College of Health and Human Development. Conduct major overviews for new and transferring students. Individual advisement appointments with CHAD students to develop academic plans. Conduct summer New Student Orientations and Transfer Student Orientations for incoming university students. Process graduation department reviews, development of “Live Grad Checks”, as well as on-line resources.

Title: Lecturer/Fieldwork Advisor-Child and Adolescent Studies Department

Dates: Fall 2002 to Summer 2013

Duties: Part-time Lecturer for the Child and Adolescent Studies (CAS) Department in the College of Health and Human Development, CAS Fieldwork Advisor. Assignments include lecture and on-line courses. Provide Fieldwork Advisement for student internship placements and course registration. Locate and register suitable internship sites for students. Course Assignments: CAS 325A (Birth to age 2 years), CAS 340 (Parenting in the 21st C), CAS 394/L (Practicum Seminar), CAS 365 (Adolescent Pregnancy), CAS 312 (Life Span), CAS 315 (Child Development).

Coastline Community College District

Orange Coast Community College and	Golden West Community College
2701 Fairview Rd.	15744 Goldenwest Street
Costa Mesa, CA. 92628	Huntington Beach, CA. 92647

Title: Adjunct Faculty

Dates: Spring 2002 to present

Duties: Course lecturer for Early Childhood Education in the Department of Consumer and Health Sciences (OCC) and Business and Social Sciences (GWC) (both lecture and on-line courses).

Title: Lecturer-Human Services Department

Dates: Fall 2002 to Fall 2007

Duties: Part-time Lecturer for the Human Services Department in the College of Health and Human Development. Course Assignments: HUSR 430 (Child Abuse) and HUSR 380 (Counseling Theory and Techniques).

Health Care Agency (Maternal, Child, and Adolescent, Health):

CAL-LEARN Program/Adolescent Family Life Program (AFLP)
P.O. Box 70017

Anaheim, CA. 92825-0017

Dates: May 1994 to August 2007

Title: Program Supervisor II

Duties: Supervision of 9 Senior Social Workers, 4 Support Staff, 2 Account Assistants and various interns/volunteers. Social Workers case manage approximately 300 adolescent pregnant/parenting teens who are welfare eligible and are high risk for repeat pregnancies.

California State University, Los Angeles

5151 State University Drive

Los Angeles, CA. 90032

Dates: January 2, 2001-2002

Title: Adjunct Faculty

Duties: Course lecturer for the Communication Disorders Department, College of Health and Human Services.

South Orange County Community College District

Irvine Valley Community College and Saddleback Community College

5500 Irvine Valley Center Drive 28000 Marguerite Pkwy

Irvine, CA. 92618 Mission Viejo, CA. 92692

Title: Adjunct Faculty

Dates: Fall 2001 to Fall 2002

Duties: Course lecturer for Human Development/Early Childhood Education Department, Business and Social Sciences/Behavioral Division (lecture and on-line classes).

Orange County Children and Family Services/Child Protective Services:

Child Abuse Services Team (CAST)

401 The City Drive So., 2nd Floor

Orange, CA. 92613

Dates: August 24, 1990 to May 12, 1995

Title: Sr. Social Worker-Child Interview Specialist

Duties: Child Protective Services in child abuse and neglect, multidisciplinary team assessment of child victims of sexual abuse, forensic interviewing of victims of sexual abuse, crisis intervention and court evaluations. Interviewed over 1100 child victims. Community presentations regarding CAST and child abuse identification. Conducted parenting education classes for court mandated clients (both in English and Spanish).

California Graduate Institute:

MFCC Intern

1122 E. Lincoln Ave.

Orange, CA. 92665

Dates: February 1994-June 1995

Title: MFC Therapist Trainee #32716 (Supervised by Dr. R. Goltra, PhD., MFCC)

Duties: Conducted therapy sessions at the on-campus clinic. I advertised for clients, billed insurance's, and scheduled sessions. I provided individual/family, couples and group therapy. I saw approximately 10 clients per week and I co-led two groups every other week. I provided bilingual (Spanish/English) therapy sessions.

Los Angeles County Department of Children's Services/Child Protective Services:

564 South Mateo St.

Los Angeles, CA. 90013

Dates: June 6, 1986 to July 16, 1990

Title: Children's Social Worker III

Duties: Child protective services for child abuse and neglect investigations. Emergency Response, Family Maintenance/Reunification, Permanent Placement programs. Initiated court petition requests and investigated child abuse reports, referred families for counseling

and parenting classes (both in English and Spanish). Acting Supervisor for six Children's Social Workers and provided staff training, etc.

California Hispanic Commission on Alcohol and Drug Abuse:

Alcohol Services Improvement Program (ASIP)

5838 E. Beverly Blvd.

Los Angeles, CA. 90022

Dates: March 1984 to April 1986

Title: Project Director

Duties: Administration/management of program and employees. Assisted in preparing RFP's (request for proposal), contract implementation/development of a budget, solicitation of revenues, and fundraising. In-service training/supervision and evaluation of three employees and numerous volunteers.

Title: Senior Prevention Specialist

Duties: Drug/alcohol prevention program for minors from high-risk areas, community outreach/referrals, program survey and data collection, counseling and parent education.

La Puente Valley Adult School-Rowland Unified School

Driving Under the Influence Program (DUI)

15359 E. Proctor Ave.

La Puente, CA. 91744

Dates: April 1984 to January 1986

Title: DUI Counselor/Group Facilitator/Instructor

Duties: Intake/orientation of DUI (first time/multiple offender) programs. Individual counseling, group facilitation of DUI offenders and family counseling. Supervise/document clients progress/failure for court. Administered blood alcohol concentration (BAC) tests. Formulated an education module in Spanish. Obtained a Single Subject Credential.

SPECIALIZED SKILLS:

Forensic interviewer of child victims of violent crimes.

CAST Adolescent Treatment Group Facilitator-1991-1992

Experience in court testifying (Criminal and Juvenile Court)

Bilingual/bicultural-Spanish (Speak/write)

PROFESSIONAL MEMBERSHIP/BOARDS:

California Professional Society in the Prevention of Child Abuse (CAPSAC)

California Faculty Association

National Education Association

Board member-community based non-profits agencies:

-Frsters Adolescent Parent Support Program

-Heroes and Healthy Families

References available upon request.

Curriculum Vita
JAMES L. RODRÍGUEZ

Department of Child and Adolescent Studies
California State University, Fullerton
800 N. State College Blvd.
Fullerton, CA 92831
Office Tel: (657) 278-4048
Office Fax: (657) 278-4456
Email: jamesrodriguez@fullerton.edu

ACADEMIC APPOINTMENTS

2014-Present Interim Associate Vice President for Student Affairs, California State University, Fullerton

2013-Present Professor, Department of Child and Adolescent Studies, California State University, Fullerton

2008-2013 Associate Professor, Department of Child and Adolescent Studies, California State University, Fullerton

2003-2008 Associate Professor, Department of Policy Studies in Language and Cross-Cultural Education, San Diego State University

2001-2003 Assistant Professor, Department of Policy Studies in Language and Cross-Cultural Education, San Diego State University

1997-2001 Assistant Professor, School of Teacher Education, San Diego State University

EDUCATION

1996 Ph.D. Education with a specialization in Child and Adolescent Development. Stanford University

 Dissertation: “The impact of context on the educational attainment of Mexican American adolescents” (Advisor: Dr. Amado M. Padilla)

1991 B.A. Psychology. Pomona College

 Thesis: “Social ecology and the development of Mexican American adolescents” (Advisor: Dr. Raymond Buriel)

HONORS AND FELLOWSHIPS

2012	Faculty Service Award for Service, CSU Fullerton
2010-2011	Jewel Plummer Cobb Diversity in Education Award, CSU Fullerton
2005 (Summer)	Visiting Scholar, Educational Testing Service
1999-2000	June Burnett Institute Faculty Fellow, San Diego State University
1995-1996	James Irvine Dissertation Fellowship, University of San Francisco
1994-1995	National Hispanic Scholar
1991-1994	National Research Council-Ford Foundation Predoctoral Fellowship
1991-1992	William Lincoln Honnold Graduate Fellowship
1991	American Psychological Association Fellowship (Offer Declined)
1991	National Science Foundation Graduate Fellowship (Honorable Mention)
1990-1991	Ford Foundation Baccalaureate Grant
1990-1991	League of United Latin American Citizens (LULAC) Scholarship
1990-1991	Los Angeles Philanthropic Foundation Scholarship
1989-1991	National Hispanic Scholar
1989-1990	Pomona College Scholar

PUBLICATIONS

Boutakidis, I., Rodríguez, J. L., Barnett, M. & Knutson Miller, K. (2014). Academic engagement and achievement among Latina/o and Non-Latina/o adolescents. *Journal of Latinos and Education, 13*, 4-13.

Rodríguez, J.L., & Boutakidis, I. (2013). The association of school engagement and achievement across three generations of Mexican American students. *Association of Mexican American Educators Journal, 7*, 5-16.

Cabrera, N.J., Beeghly, M.J., Brown, C., Casas, J., Palacios, N., Phinney, J., Rodríguez, J., Rodríguez, M., Rowley, S., Santos, C., Smith, E., Smith, M.B., & Witherspoon, D. (2013). Positive development of minority children. *Social Policy Report: Society for Research in Child Development, 27*, 1-22.

*Note: Authors other than the first author are listed alphabetically.

Pérez, P.A., & Rodríguez, J.L. (2011). Access and Opportunity for Latina/o Undocumented College Students: Familial and Institutional Support Factors. *Association of Mexican American Educators Journal, 5*, 14-21.

Moreno, R.P., Lewis-Menchaca, K., & Rodríguez, J.L. (2011). Parental involvement in the home: A critical view through a multicultural lens. In E. Olivos, A. Ochoa, & O. Jimenez-Castellanos (Eds.), *Bicultural Parent Engagement: Advocacy and Empowerment* (pp. 21-38), New York, NY: Teachers College Press.

- Boutakidis, I.P., Chao, R. K., & Rodríguez, J.L. (2011). The Effects of Adolescents' Native Language Fluency on Quality of Communication and Respect for Parents in Chinese and Korean Immigrant Families. *Asian American Journal of Psychology*, 2, 128-139.
- Rodríguez, J.L. (2009). Understanding home, school, and community contexts: An ecological perspective of the educational experiences of Mexican Americans. *Association of Mexican American Educators Journal*, 7-14.
- Jimenez-Castellanos, O. & Rodríguez, J. L. (2009). Intradistrict Resource Reallocation for Latino English Language Learners: An Exploratory Multiple Case Study Approach. *Bilingual Research Journal*, 32, 298-316.
- Rodríguez, J.L. (2009). Considering the context of culture: Perspectives in the schooling of Latino adolescents from the classroom, home, and beyond. N. Hill & R. Chao (Eds.), *Families, Schools, and the Adolescent: Connecting Research, Policy, and Practice* (pp. 37-52), New York, NY: Teachers College Press.
- Rodríguez, J.L., & Cadiero Kaplan, K. (2008). Bilingualism and biliteracy: Issues of equity, access, and social justice for English language learners: Introduction to this special issue. *Equity and Excellence in Education*, 41, 275-278.
- Cadiero Kaplan, K., & Rodríguez, J.L. (2008). The preparation of highly qualified teachers for English learners: Educational responsiveness for unmet needs. *Equity and Excellence in Education*, 41, 372-387.
- Gonzales, S. A., & Rodríguez, J.L. (2007). Resource Implications of NCLB for the Recruitment, Preparation, and Retention of Highly Qualified Teachers for English Learners in California. In G. Rodríguez & A. Rolle (Eds.), *To What Ends & By What Means? The Social Justice Implications Of Contemporary School Finance Theory & Policy*, New York, NY: Routledge.
- Rodríguez, J.L., Jones, E.B., Pang, V.O., & Park, C.D. (2004). Promoting academic achievement and identity development among diverse high school students. *The High School Journal*, 87, 44-53.
- Rodríguez, J.L. (2002). Family environment and achievement among three generations of Mexican American high school students. *Applied Developmental Science*, 6, 88-94.
- Rodríguez, J.L., & Jackson, L.R. (2002). Context matters: Pathways to academic success among African American and Latino adolescents. *Applied Developmental Science*, 6, 60-61.
- Mattingly, D.J., Prislín, R., McKenzie, T.L., Rodríguez, J.L., & Kayzar, B. (2002). Evaluating evaluations: The case of parent involvement programs. *Review of Educational Research*, 72, 549-576.

- Jones, E.B., Pang, V.O., & Rodríguez, J.L. (2001). Culture matters: Teaching social studies in the elementary classroom. *Theory into Practice*, 40, 35-41.
- Jones, E.B., Young, R., Rodríguez, J.L. (1999). Identity and career choice among Mexican American and Euroamerican pre-service bilingual teachers. *Hispanic Journal of Behavioral Sciences*, 21, 431-446.
- Winsler, A., Díaz, R.M., Espinosa, L., & Rodríguez, J.L. (1999). When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. *Child Development*, 70, 349-362.
- Rodríguez, J. L., Díaz, R., Duran, D., & Espinosa, L. (1995). The impact of bilingual preschool education on the language development of Spanish-speaking children. *Early Childhood Research Quarterly*, 10, 475-490.
- Buriel, R., Mercado, R., Rodríguez, J., & Chavez, J.M. (1991). Mexican American disciplinary practices and attitudes toward child maltreatment: A comparison of foreign- and native-born mothers. *Hispanic Journal of Behavioral Sciences*, 13, 78-94.

EDITED VOLUMES

- Rodríguez, J.L., Pérez, W., Pérez, P.A. (2011). Guest editors for special issue of the *Association of Mexican American Educators Journal*, "Educational Opportunity for Immigrant Children: From Preschool to Higher Education."
- Cadiero Kaplan, K., & Rodríguez, J.L. (2008). Guest editors for special issue of *Equity and Excellence in Education*, 41(3) "Bilingualism and biliteracy: Issues of equity, access, and social justice for English language learners."
- Cadiero-Kaplan, K, Ochoa, A., Olivos, E., Rodríguez J., & N. Kuhlman (Eds. 2006). *Literacy Ideology, Teachers Beliefs, Language Policy and Parent Voice*. Los Angeles, CA: California Association of Bilingual Education.
- Jackson, L.R., Rodríguez, J.L. (2002). Guest editors for special issue of *Applied Developmental Science*, 6(2) "Context matters: Pathways to academic success among African American and Latino adolescents."

TECHNICAL REPORTS

- Rodríguez, J.L. (1997). Parent involvement, best practices, and educational leadership in Urban Schools. Final Evaluation Report. Partners in School Innovation, San Francisco, CA.

MANUSCRIPTS IN PREPARATION

- Rodríguez, J.L. (in preparation). Context matters: Psychological adjustment, family support, and achievement among Mexican-origin high school students.
- Rodríguez, J.L., & Boutakidis, I. (in preparation). The relation between cognitive and emotional engagement and school achievement among Mexican American adolescents.
- Rodríguez, J.L., & Buriel, R. (in preparation). The psychosocial development and educational experiences of Mexican descent adolescents: An examination of socio-ecological factors.
- Rodríguez, J.L. & Matas, A. (submitted for publication). The education of English learners in California following the passage of Proposition 227: A case study of an urban school district.
- Rodríguez, J.L. & Pérez, P.A. (in preparation). The role of Latino immigrant families in the education of undocumented college students.
- Rodríguez, J.L., Tschann, J.M., & Flores, E. (in preparation). Parental involvement and educational aspirations for Mexican American adolescents.
- Boutakidis, I.P., Lieber, E., Umaña-Taylor, A.J., & Rodríguez, J.L. (in preparation). Cultural status and adolescent adaptation: The importance of domain specificity in assessing acculturative outcomes.
- Zepeda, M., & Rodríguez, J.L. (submitted for publication). Bilingual language development in early childhood: Research and policy implication for Mexican American children. Chapter to appear in Y.M. Caldera & E. Lindsey (Eds.), *Handbook of Mexican American children and families: Multidisciplinary perspectives*.

GRANTS

- | | |
|-----------|--|
| 2011-2012 | Principal Investigator (Co-PI: Dr. Patricia Pérez). <i>Pathways to Academic Success for Mexican American College Students Attending an HSI</i> . Incentive Intramural Research Award, California State University Fullerton.
\$10,000 |
| 2008-2011 | Principal Investigator. <i>From Academic Pipelines to Educational Legacies: The Ford Foundation Minority Fellowship Program 1980-2004</i> . The National Academies.
\$297,000 |
| 2004-2005 | Principal Investigator. <i>Language, Cognition and Learning in Bilingual Settings</i> . San Diego State University, Research, Scholarship, and Creative Activity Grant.
\$2,600 |

- 2004 Principal Investigator. *Understanding the educational advancement of ethnic minority college students: An examination of home and school factors*. San Diego State University, College of Education Inquiry Grant. \$2,000
- 2003-2004 Principal Investigator. *Understanding the educational advancement of ethnic minority college students: An examination of home and school factors*. San Diego State University, Research, Scholarship, and Creative Activity Grant. \$3,750
- 1998-1999 Principal Investigator. *Critical Issues in Human Development and Educational Psychology for Teachers*. San Diego State University, Dean's Grant for Curriculum Excellence.
- 1997-1998 Principal Investigator. *Family support for academic achievement among ethnic minority high school students: Implications for teaching ethnically diverse students*. San Diego State University, Research, Scholarship, and Creative Activity Grant.

REFEREED CONFERENCE PRESENTATIONS

- Boutakidis, I., Lieber, E., Umaña-Taylor, A. J., & Rodríguez, J. L. (2013, June). *A new measure of cultural status: The importance of domain specificity in assessing acculturative outcomes*. Poster presented at the International Association of Cross-Cultural Psychology (IACCP) Annual Meeting. Los Angeles, California.
- Boutakidis, I., & Rodríguez, J. R. (2013, April) *The association between academic engagement and achievement across three generations of Mexican American adolescents*. Paper presented at the Western Psychological Association (WPA) Annual Meeting. Reno, Nevada.
- Pérez, P.A., & Rodríguez, J.L. (2012, April). *Promoting the educational advancement of Latina/o undocumented college students: The role of familial and institutional support factors*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Vancouver, British Columbia.
- Boutakidis, I., Rodríguez, J. L., Knutson Miller, K., & Barnett, M. (2011, April). *Exploring the achievement gap in Latino adolescents: Impact of academic engagement and locus of control*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New Orleans, Louisiana.
- Rodríguez, J.L., Tschann, J.M., & Flores, E. (2008, March). *Parental involvement and educational aspirations for Mexican American adolescents*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

- Rodríguez, J.L. (2007, April). *Academic engagement and achievement among adolescents of color*. Paper presented for the Committee on Scholars of Color in Education paper symposium at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rodríguez, J.L. (2007, April). *Family Involvement Interventions: Shining the Spotlight on Evaluation*. Interactive symposium panelist at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gonzales, S.A., & Rodríguez, J.L. (2007, April). *Resource implications of NCLB for the preparation and retention of highly qualified teachers for ELL students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rodríguez, J.L. (2005, October). *Sociocultural adaptation and academic performance amongst Mexican-origin adolescents: An ecological approach*. Paper presented at the 22nd Conference of Ford Fellows, Washington, DC.
- Rodríguez, J.L. (2005, April). *Parental involvement and perceptions of school support among Mexican-origin adolescents: An ecological approach*. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Rodríguez, J.L. (2004, April). *Promoting academic identity, engagement, and achievement among African American and Latino high school students*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rodríguez, J.L. (2002, April). *Promoting academic and personal development among diverse high school students*. Paper presented at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA.
- Rodríguez, J.L. (2001, February). *An ecological perspective of the educational experiences of Mexican American adolescents*. Paper presented at the annual meeting of the Society for Cross-Cultural Research, San Diego, CA.
- Rodríguez, J.L. (1999, April). *Family support for academic achievement among Mexican American high school students: A generational analysis*. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Rodríguez, J.L. (1996, March). *Pathways to educational achievement for Mexican American high school students*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Boston, MA.
- Rodríguez, J.L. (1995, March). *The influence of acculturative factors on the educational experiences of Mexican American adolescents*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Rodríguez, J. L. (1994, October). *Developing an ecological approach to the study of the educational experiences of ethnic minority high school students*. Paper presented at the Ford Foundation Conference of Fellows, Irvine, CA.

Pease-Alvarez, L., Hakuta, K., Kuwahara, Y.L., Rodríguez, J.L., Silva, G.J., Whitenack, D., & Winsler, A. (1992, April). *Language maintenance and shift in a Mexican immigrant community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Rodríguez, J. L. (1991, April). *Social ecology and the development of Mexican American adolescents*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

INVITED PRESENTATIONS & WORKSHOPS

Rodríguez, J.L. (2011, December). *Promoting positive development and learning among preschool English learners*. Invited workshop for the Orange County Association for the Education of Young Children, Fullerton, CA.

Rodríguez, J.L. (2011, November). *Preparing your application for the Ford Foundation Diversity Fellowship Program*. Invited workshop for the Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students program, California State University, Fullerton, Fullerton, CA.

Rodríguez, J.L. (2010, February). *Understanding context: An ecological perspective of the education of Latinos*. Invited presentation given at the School of Educational Studies, Claremont Graduate University. Claremont, CA.

Rodríguez, J.L. (2009, April). *Promoting language development and learning through partnerships for young English learners*. Invited presentation given at the National Council of La Raza Buenos Principios: Latino Birth-to-Three Policy Roundtable, Los Angeles, CA.

Rodríguez, J.L. (2008, November). *Mexican American family engagement and support for education*. Invited presentation given at the On New Shores: International Forum on Immigrant and Refugee Families Conference. University of Guelph, Guelph, Canada.

Rodríguez, J.L. (2008, April). *The psychosocial development and school experiences of Mexican American children, adolescents, and families*. Invited presentation given at the Department of Child and Adolescent Studies, California State University, Fullerton, Fullerton, CA.

Rodríguez, J.L. (2008, March). *From academic pipelines to educational legacies: The Ford Foundation Minority Fellowship Program 1980-2004*. Invited presentation to the National Academies of Science Policy and Global Affairs Committee, Newport Beach, CA.

- Rodríguez, J.L. (2007, January). *Psychosocial development and schooling experiences among Mexican-origin children and families: An Ecological Approach*. Invited presentation given at the Department of Child and Family Studies, California State University, Los Angeles, Los Angeles, CA.
- Rodríguez, J.L. (2006, July). *Family involvement in the schooling of Latino adolescents: Perspectives from the classroom, home, and beyond*. Invited paper presented at the “Family-School Relations during Adolescence: Linking Interdisciplinary Research and Practice” conference. Center for Child and Family Policy, Duke University, Durham, NC.
- Rodríguez, J.L. (2006, June). *Preschool English learners: Principles and practice to promote language, literacy and learning*. Invited panelist at the WestEd Preschool Educators Conference, Manhattan Beach, CA.
- Rodríguez, J.L. (2005, October). *Working with very young English language learners*. Invited panelist at the Graduate Conference of the Program for Infant Toddler Caregivers, California Department of Education and WestEd, Berkeley, CA.
- Rodríguez, J.L. (2005, May). Invited scholar to the McGraw-Hill Educational Psychology Symposium, New Orleans, LA.
- Rodríguez, J.L. (2003, August). *Developmental and sociocultural principles for teaching science in diverse secondary schools*. Invited presentation given at the San Diego City Schools Summer Science Teaching Institute, San Diego, CA.
- Rodríguez, J.L., & Rojas, G. (2002, July). *Achievement measures for San Diego State University first-time freshmen from the Sweetwater Union High School District*. Invited presentation given at the 2002 Sweetwater Union High School District Principal’s Academy, Chula Vista, CA.
- Mora, J.K., & Rodríguez, J.L. (2002, April). *Educating language minority students in the 21st century*. Invited presentation given at the CASE Media Fellowship Conference, San Diego State University, San Diego, CA.
- Rodríguez, J.L. (2002, February). *Bilingual teacher education and credentialing reform*. Invited panelist at the CAFE Teaching Institute, California Association for Bilingual Education, San Jose, CA.
- Rodríguez, J.L. (2001, April). *Understanding home and school contexts: language, identity and achievement in Mexican American communities*. Invited presentation given at the Gervitz Graduate School of Education, University of California, Santa Barbara, Santa Barbara, CA.
- Rodríguez, J.L. (1998, September). *Teaching bilingual and bicultural middle and high school students: A developmental perspective*. Invited presentation given at the BCLAD Teaching Institute, Department of Policy Studies in Language and Cross-cultural Education, San Diego, CA.

Rodríguez, J.L. (1997, March). *Building a tinker-toy model of child development: An ecological approach*. Invited presentation at Whittier College, Whittier, CA.

Rodríguez, J.L. (1996, January). *The development of a child-centered research program: Constructing ecological models*. Invited presentation given at the Department of Psychology, Santa Clara University, Santa Clara, CA.

Rodríguez, J.L. (1996, January). *Teaching ethnically and linguistically diverse children in urban settings*. Invited presentation given at St. Peter's School, San Francisco, CA.

Rodríguez, J.L., & Leiderman, P.H. (1993, November). *Ethnicity and school context: The Mexican American adolescent experience*. Invited presentation given at the Stanford Center for the Study of Families, Children and Youth, Stanford, CA.

OTHER CONFERENCE ACTIVITIES

Rodríguez, J.L. Moderator. (2010, October) *Views by Two: Looking Back to Move Forward Session*. Conference of Ford Fellows, Irvine, CA.

Rodríguez, J.L. Chair. (2010, May) *Fathers and Mothers: Parental Involvement in Diverse Contexts*. Paper session at the annual meeting of the American Educational Research Association, Denver, CO.

Rodríguez, J.L. Moderator. (2009, October) *Balancing Life and Career: Taking Care of Others Session*. Conference of Ford Fellows, Irvine, CA.

Rodríguez, J.L., Moderator & Panelist. (2008, September), *Teaching and Service Learning Session*. Conference of Ford Fellows, Irvine, CA.

Rodríguez, J.L., Moderator. (2007, October), *Counseling and Education Academic Exchange Session*. Conference of Ford Fellows, Irvine, CA.

Rodríguez, J.L., Moderator & Panelist. (2007, October), *Teaching Special Interest Session*. Conference of Ford Fellows, Irvine, CA.

Rodríguez, J.L. Discussant for Invited Symposium. (2007, March). *How is immigration changing the nature of what we do? Perspectives toward understanding immigrant children and families*. Biennial meeting of the Society for Research in Child Development, Boston, MA.

Rodríguez, J.L. Co-Chair. (2007, March). *Where is the field going? Implications for Latino child development*. Roundtable discussion symposium of the Latino Caucus at the biennial meeting of the Society for Research in Child Development, Boston, MA.

- Rodríguez, J.L., Moderator & Panelist. (2006, October), *Teaching Special Interest Session*. Conference of Ford Fellows, Washington, DC.
- Rodríguez, J.L. Discussant. (2006, June), *Language, cognition, and context: Multiple dimensions of early bilingual development*. Symposium at the 8th National Head Start Research Conference, Washington, DC.
- Rodríguez, J.L. Discussant. (2006, March), *Cross-cultural variability and stability in risk and protective processes for adolescent risk behavior*. Symposium at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Rodríguez, J.L., Organizer and Discussant. (2005, April). *Inaugural Latino Caucus Discussion Hour*. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Rodríguez, J.L. Organizer and Chair. (2005, April). *Multi-ethnic perspectives of parental involvement in the education of children and adolescents*. Symposium at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Rodríguez, J.L. Organizer, Chair, and Discussant. (2003, April). *Ethnic identity, discrimination, and achievement amongst African American and Latino adolescents*. Symposium at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Rodríguez, J.L. Discussant. (2003, April). *Developing the self: Identity and achievement*. Symposium for Division E at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rodríguez, J.L. Chair. (2003, April). *Hispanics in education: Quienes son los estudiantes*. Paper session for the Hispanic Research Issues Special Interest Group at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rodríguez, J.L. Chair and Discussant. (1999, April). *The role of self-concept in the school experiences of students of color*. Symposium for the Black Caucus Pre-conference at the biennial meeting of the Society for Research in Child Development. Albuquerque, NM.
- Rodríguez, J.L. Chair. (1998, April). *Teachers and students understanding their cultural selves*. Paper session for Division K at the annual meeting of the American Educational Research Association. San Diego, CA.
- Rodríguez, J.L. Chair. (1998, April). *Border crossing: The cultural and political complexities of living on the U.S.-Mexico frontera*. Invited session for the Hispanic Research Issues Special Interest Group at the annual meeting of the American Educational Research Association. San Diego, CA.

COURSES TAUGHT

- 2008-Present California State University, Fullerton
CAS 340: Parenting in the 21st Century
CAS 394/L: Practicum Seminar/Practicum in Child and Adolescent Development
CAS 474/L: Practicum Seminar/Practicum in Development in School Settings
CAS 494/L: Practicum Seminar/Practicum in Youth and Families in Community Settings
CAS 490T: Senior Seminar on Culture and Ethnicity in Development
CHIC 331: The Chicana/o Child
- 1997-2008 San Diego State University
ED 804: Bilingual Education: Models and Current Research Trends
ED 806: Diverse Learners: Policy & Practice
PLC 603: Communities and Schools in a Diverse Society
PLC 903: Bilingual Secondary Student Teaching Seminar
PLC 923: Psychological Foundations of Education in the Bilingual Classroom
PLC 924: Behavioral & Psychological Aspects of Teaching in the Bilingual Classroom
TE 626: Advanced Educational Psychology
TE 922: Behavioral & Psychological Aspects of Teaching
- 1996-1997 University of San Francisco
ED 301: Psychology for Teaching (general credential course)
- 1995-1997 San Jose State University
CD 163: Critical Issues in Adolescent Development
EDEL 102: Psychological Foundations of Education
EDSC 173: Psychological Foundations of Teaching

DOCTORAL COMMITTEES

- Amanda Matas, Dissertation Proposal Committee, SDSU-CGU Ph.D.
- Pablo Ramirez, Dissertation Proposal Committee, SDSU-CGU Ph.D.
- Larry Natividad, Dissertation Proposal Committee, CSUF-UCI Ed.D.
- Mary Flores Leeds (Ed.D., 2008), Dissertation Committee, SDSU-USD Ed.D.
- Eduardo Ochoa (Ph.D., 2008), Dissertation Committee (Co-chair), SDSU-CGU Ph.D.

EDITORIAL WORK

- Consulting Editorial Board, *Journal of Research on Adolescence*, 2012-present
- Editorial Board, *Association of Mexican American Educators Journal*, 2011-present
- Consulting Editor, *Child Development*, 2007-2012

Ad Hoc Journal Reviewer:

Association of Mexican American Educators Journal
Child Development Perspectives
Developmental Psychology
Early Childhood Research Quarterly
Hispanic Journal of Behavioral Sciences
Journal of Applied Developmental Psychology
Journal of Research on Adolescence
Learning and Individual Differences
Sex Roles
Sociological Perspectives
Urban Education

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)
Division E: Counseling and Human Development
Division G: Social Context of Education
Bilingual Education Research SIG
Hispanic Research Issues SIG

Latino Caucus of the Society for Research in Child Development
National Association of Student Personnel Administrators (NASPA)
Society for Research on Adolescence (SRA)
Society for Research in Child Development (SRCD)

OTHER PROFESSIONAL ACTIVITIES

2013 Chair, Ford Foundation Diversity Fellowships, Education Panel, Irvine, CA.

2012-13 Chair, Division E Faculty Mentoring Program, American Educational Research Association.

2012 Member, Organizing Committee, Inaugural Senior Ford Fellows Conference, Irvine, CA.

2012 Chair, Ford Foundation Diversity Fellowships, Education Panel, Irvine, CA.

2010-2012 Co-Chair, 2012 Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

2011 Chair, Ford Foundation Diversity Fellowships, Education Panel, Washington, DC.

- 2011 Member, Planning Committee, 2011 Conference of Ford Fellows, Irvine, CA.
- 2010-2011 Participant, Faculty/Student Mentoring Program, Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students, CSU Fullerton.
- 2010 Co-Chair, 2010 Conference of Ford Fellows, Irvine, CA.
- 2010 Chair, Ford Foundation Diversity Fellowships, Education Panel, Washington, DC.
- 2009-2011 Program Co-Chair (Human Development), Division E, American Educational Research Association, Washington, DC.
- 2009 Member, Planning Committee, 2010 Conference of Ford Fellows, Irvine, CA.
- 2008-present Expert Advisor, *Early Childhood Educator Competencies Project*, California Department of Education, Child Development Division, Sacramento, CA.
- 2008 Reviewer, 2009 Biennial Meeting of the Society for Research in Child Development, Review Panel on Education and Development.
- 2007-present Inaugural Chair, Latino Caucus of the Society for Research in Child Development. (Acting Chair, 2009-present)
- 2007 Expert Commentator, *A World Full of Language: Supporting Preschool English Learners* DVD, California Department of Education, Child Development Division, Sacramento, CA.
- 2007 Reviewer, 2008 Biennial Meeting of the Society for Research on Adolescence, Review Panel on Race, Ethnicity, and Diversity.
- 2007 Senior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development, Boston, MA.
- 2006-2008 Advisor, *Early Childhood Education Faculty Initiative Project*, California Department of Education, Child Development Division, Sacramento, CA.
- 2006-2008 Member, Society for Research in Child Development Task Force on Caucuses.
- 2006-2008 Reviewer, Ford Foundation Diversity Fellowships, Education Panel, Washington, DC.

- 2005-2006 Member, Society for Research in Child Development Task Force on Cultural and Contextual Diversity.
- 2005 Program Reviewer, California State University, Northridge, Department of Child and Adolescent Development, Northridge, CA.
- 2005 Reviewer, 2006 Biennial Meeting of the Society for Research on Adolescence, Review Panel on Cultural and International Perspectives.
- 2005 Reviewer, National Science Foundation, Developmental and Learning Science Program, Arlington, VA.
- 2005 Senior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development, Atlanta, GA.
- 2004-2007 Co-Chair, Founding Committee of the Latino Caucus of the Society for Research in Child Development.
- 2004-2007 Co-Chair, Steering Committee of the Latino Caucus of the Society for Research in Child Development.
- 2004 Member, Society for Research in Child Development Task Force on Membership.
- 2003-2007 Member, Society for Research in Child Development Committee on Ethnic and Racial Issues.
- 2003 Reviewer, 2004 Biennial Meeting of the Society for Research on Adolescence, Review Panel on Schools, Education, and Academic Achievement.
- 2002-2007 Reviewer, Division E, American Educational Research Association.
- 2002 Reviewer, Division K, American Educational Research Association.
- 2002 Reviewer, Hispanic Research Issues SIG, American Educational Research Association.
- 1999 Member, Planning Committee, 1999 Conference of Ford Fellows, Washington, DC.
- 1998 Member, Planning Committee, 1998 Conference of Ford Fellows, Irvine, CA.
- 1996-1997 Reviewer, Adolescence SIG, American Educational Research Association.

PROFESSIONAL DEVELOPMENT SERVICES AND CONSULTANCIES

- 2008-present Faculty Consultant. *Early Childhood Education Faculty Initiative Project*, California Department of Education, Child Development Division.
- 2007 Research Consultant. Policy and Global Affairs Division, National Academy of Sciences, Washington, DC.
- 2004-2005 Expert Panelist. Revision of the publication: *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide (Published in 2007)*. California Department of Education, Child Development Division.
- 2003-2005 Project Advisor. *Is Science Me (ISME) Project*, Caltech Pre-College Science Initiative (CAPSI), California Institute of Technology, Pasadena, CA.
- 1998-2003 Academic Coordinator. *The National Cancer Institute-San Diego State University Science Enrichment Program*. San Diego State University, San Diego, CA.
- 1996-1997 Program Evaluator. *Partners in School Innovation*. San Francisco, CA.
- 1996-1997 Educational Consultant. *The Academy Program at Roosevelt Middle School*. University of San Francisco, San Francisco, CA.
- 1995-1997 Educational Consultant. *Home Link Mentor Program*. University of San Francisco, San Francisco, CA.

UNIVERSITY SERVICE - CALIFORNIA STATE UNIVERSITY, FULLERTON (CSUF)

- 2013-present Chair, Student Success and Graduation Initiative Committee, Department of Child and Adolescent Studies, CSUF.
- 2013-present Co-Chair, Community Partner Advisory Board Planning Committee, Department of Child and Adolescent Studies, CSUF.
- 2013-present Member, Closing the Gap Strategic Planning Task Force, CSUF.
- 2013-present Member, Strategic Planning Steering Committee, College of Health and Human Development, CSUF.
- 2013-present Member, Athletics Equity Committee, CSUF.
- 2013 (Fall) Chair, Faculty Search Committee, Department of Child and Adolescent Studies.

2012-present	<u>Faculty Co-Chair</u> , Graduation Initiatives Committee, CSUF.
2012-present	<u>Co-Chair</u> , Committee on Graduate Studies and Center Development, Department of Child and Adolescent Studies, CSUF.
2012-present	<u>Co-Faculty Advisor</u> , Child and Adolescent Studies Student Association, CSUF.
2012-2013	<u>Chair</u> , Faculty Search Committee, Department of Child and Adolescent Studies.
2012-2013	<u>Member</u> , University Strategic Planning Workgroup (Goal 2), CSUF.
2012-2013	<u>Member</u> , Faculty Hearing Panel, CSUF.
2011-present	<u>Member</u> , Advisory Board, HACU Student Success Collaborative Project, CSUF.
2011-2012	<u>Member</u> , Intramural Review Committee, College of Health and Human Development, CSUF.
2011	<u>Member</u> , Graduate Forum Planning Committee, CSUF.
2010-2012	<u>Member</u> , Dean's Faculty Advisory Committee, College of Health and Human Development, CSUF.
2010-2012	<u>Member</u> , Scholarship Committee, College of Health and Human Development, CSUF.
2010-2011	<u>Member</u> , Personnel Committee, Department of Social Work, CSUF.
2010-2011	<u>Alternate Member</u> , Personnel Committee, Department of Chicana/o Studies, CSUF.
2009-2011	<u>Member</u> , Athletics Equity Committee, CSUF.
2008-2011	<u>Chair</u> , Personnel Committee, Department of Child and Adolescent Studies, CSUF.
2008-2009	<u>Member</u> , Early Childhood Development Option Committee, Department of Child and Adolescent Studies, CSUF.
2008-2009	<u>Member</u> , Faculty Development Center Board, CSUF.

2008-2009 Member, Program Assessment Committee, Department of Child and Adolescent Studies, CSUF.

UNIVERSITY SERVICE - SAN DIEGO STATE UNIVERSITY (SDSU)

2005-2008 Member, Academic Senate, SDSU.

2007-2008 Chair, Diversity Committee, College of Education, SDSU.

2007-2008 Chair, Senate Faculty Honors and Awards Committee, SDSU.

2006-2008 Chair, Personnel Committee, Department of Policy Studies in Language and Cross-Cultural Education, SDSU.

2006-2007 Member, Search Committee for the Director of the Compact for Success Program, SDSU.

2005-2007 Director, Bilingual Emphasis Single Subject Credential Program, Department of Policy Studies in Language and Cross-Cultural Education, SDSU.

2005-2007 Member, Search Committee for the Dean of the Graduate Division, SDSU.

2005-2007 Member, Senate Faculty Honors and Awards Committee, SDSU.

2005-2006 Member, Senate Committee on Committees and Elections, SDSU.

2004-2005 Member, Faculty Search Committee for Literacy Position, Department of Policy Studies in Language and Cross-Cultural Education, SDSU.

2003-2006 Member, College of Education Policy Council, SDSU.

2003-2004 Member, Honors and Awards Committee, College of Education, SDSU.

2002-2004 Chair, Diversity, Equity and Outreach Committee, Department of Policy Studies in Language and Cross-Cultural Education, SDSU.

2001-2004 Member, Advisory Board for the Pre-collegiate Academic Development Program, SDSU.

2000-2005 Faculty Representative, SDSU-Sweetwater Union High School District Compact for Success Steering Committee, SDSU.

- 2000-2003 Faculty Coordinator, Single Subject Teaching Credential Program with Sweetwater Union High School District, School of Teacher Education, SDSU.
- 2000-2001 Chair, Committee on Admissions Reform. School of Teacher Education, SDSU.
- 2000-2001 Member, Faculty Merit Increase Committee, School of Teacher Education, SDSU.
- 2001-2005 Faculty Advisor, Compact for Success College Advisors Program, SDSU.
- 1999-2008 Faculty Advisor, Bilingual Student Teachers Association, SDSU.
- 1999-2008 Chair, Elections Committee. College of Education, SDSU.
- 1999-2001 Chair, Single Subject Admissions & Retention Committee. School of Teacher Education, SDSU.
- 1998-1999 Co-Chair, Professional Activities Committee. College of Education, SDSU.
- 1998-1999 Member, Single Subject Admissions & Retention Committee. School of Teacher Education, SDSU.
- 1998-1999 Member, Elections Committee. College of Education, SDSU.

SELECT COMMUNITY SERVICE, OUTREACH & EDUCATIONAL ACTIVITIES

- 2001-2003 Member, School Reform Collaborative Committee, Sweetwater Union High School District, Chula Vista, CA.
- 2000-2003 Advisor, District Curriculum Committee, Sweetwater Union High School District, Chula Vista, CA.
- 2000-2003 Chair, Bank of America Achievement Awards. San Diego, CA.
- 1998-1999 Invited Speaker, Sweetwater High School Career Day, National City, CA.
- 1994-1996 Program Coordinator, Rains Multicultural Theme House, Stanford University, Stanford, CA.
- 1994-1995 Chair, The Guiding Council of El Centro Chicano, Stanford University, Stanford, CA.
- 1993-1994 Instructor, Upward Bound, Stanford University, Stanford, CA.

1990-1991

Resident Advisor, Oldenborg Center for Modern Languages & International Relations, Pomona College, Claremont, CA.

1988-1990

Academic Advisor, UC Riverside Early Outreach Program, Riverside, CA.

SHARON E. WILLMER

California State University: Full-Time Faculty Lecturer

Clinical Therapist

Hacienda Psychological Services

M. Ed Counseling, MA Clinical Psychology

1900 Sunset Lane

Fullerton, Ca. 92633

(714) 315-7258 (cell)

(714) 441-1383 (home)

HIGHLIGHTS of QUALIFICATIONS

- ◆ **Exceptional Teaching Skills**
- ◆ **Extensive & Current Knowledge of Developmental Psychology, Theoretical Trends, Perspectives & Practice**
- ◆ **38+yrs Teaching, Therapy Practice, Public Speaking & Consulting**
- ◆ **Skilled in Writing, Speaking, Organizing, and Analyzing Theory & Interventions**
- ◆ **Works well with Colleagues, Administration & Staff**
- ◆ **Two Masters Degrees: Clinical Psychology & Counseling Education**
- ◆ **Special interests:**
 - **Development of Productive, Educative Psychological Theoretical Paradigms**
 - **Analysis & Development of Theory and Therapeutic Interventions**
 - **Analysis & Development of Theory Paradigms**
 - **Relational Injury Prevention**
 - **Analyzing, Teaching & Consulting in Maturation Development Processes: Personal development, Professional Development, Cultural & Political paradigms and implementations**

PROFESSIONAL EXPERIENCE

University Full-Time Faculty & Lecturer - 20+ years:

Course load:

- Developmental Psychology – Life Span
- Infancy & Early Childhood
- Middle Childhood
- Adolescence & Early Adulthood
- Developmental & Behavioral Disorders of Children & Adolescents
- Practicum Seminar in Child & Ado.: Development/Professional Practice
- Practicum Seminar Lab in Child & Adolescent Development
- Advanced Internship Seminar in Youth & Families in Community Settings
- Advanced Internship Seminar Lab: Youth & Families in Community Settings
- Parenting 21st Century

University Service:

Course Curriculum Development Projects (2004-2009):

- Developmental & Behavioral Disorders of Children & Adolescents
- Middle Childhood
- Practicum Seminar Child & Adolescent: Professional Development
- Practicum Seminar Lab Child & Adolescent: Professional Dev.
- Advanced Internship Seminar in Youth & Families in Community
- Advanced Internship Sem. Lab in Youth & Families in Community

Fieldwork Coordinator & Liaison with Fieldwork office (20004-2007)
Graduate School Development Project Exploration (2007)

Seminar & Conference Speaker: various settings & variety of topics

Various Settings: Public & Private Schools – In-service Trainings – World Conferences – Private Organizations - Social Agencies

Borrowing & Using the Power of the Role (Spring & Fall 2005, 2006, 2007,2008, 2009))
Boundaries: Purpose & Function – (Fall 2005)
Multi-Cultural Identity (Strengths, Difficulties and Developmental tasks 1984-2008)
The Nature and Understanding of Abuse (1984-2008)
Corporate Identity (1984-87)
Understanding Development & Relational Laws (2007-2009)
Understanding Human Nature Development & Relational Laws (2009)
Concepts of Self and Personhood – The Maturation Process (1984-2009)
Comfort & Forgiveness (1984-87)
Child & Adolescent Development (2004-2009)

Clinical Therapist:

Individual and Family Therapy (private practice) – 20+ years
Child Therapy Practicum (under excellent supervision) - 1 year
Crises Intervention Counseling (international arena) - 8 years

Cross-cultural Experience:

Traveled extensively to parts of the world in various Professional & Personal capacities:

Professional Consultant – Cambridge, England - December 2007- 2014
Speaker ACSI World Conference – Fall 2007
Member of International Steering Committee (ICMK)

As member worked with Anthropologists, Sociologists, Educators and Psychologists developing two world conferences ICMK - Philippines and Ecuador. Speaker at both conferences, as well as, Crises Intervention Therapist

Lived & Worked with children on Indian Reservation in Canada – Summer 1970
Lived in Japan - two years

EMPLOYMENT HISTORY

- 2001-2014** **Full Time Faculty Lecturer**
Child and Adolescent Studies Department
California State University, Fullerton (CSUF)
- 1995-2001** **Part-Time Faculty Instructor**
Child and Adolescent Studies Department
California State University, Fullerton (CSUF)
- 1995-2008** **Clinical Therapist** (private practice)
Hacienda Psychological Services
Hacienda, California
- 1995-1999** **Faculty Instructor**
Psychology & Human Services Department
Fullerton College
- 1974-1980** **Faculty Instructor**
Psychology Department
Roberts Wesleyan College, Rochester, NY

EDUCATION

- 1994** **Masters of Science Clinical Psychology**
Rosemead School of Psychology – Biola, University
La Habra, California
- 1988** **Extended Graduate Work Clinical Psychology**
Wheaton College
Wheaton, Illinois
- 1973** **M.Ed. Counseling & Guidance**
Seattle Pacific University (GPA 4.0)
- 1971** **Psychology BA**
Seattle Pacific University
Seattle, Washington

VOLUNTEER AND SPECIAL INTEREST

- 1984-2014** **Consultant & In-service Training Speaker in multiple professional Settings** (Domestic & International)
- 1989-2014** **Therapist & Consultant: Developmental Perspective**
Development of Relational Injury Prevention Concepts
- 1984-1987** **Member of International Steering Committee: International Conference on Trans-cultural Children** (Regarding Missionary, Military, Diplomatic, Expatriate and Business children) Quito, Ecuador; Manila, Philippines

AWARDS & HONORS

- 2013 **Awarded the Associated Students Incorporated: CSUF
“Outstanding Educator of the Year” Award, for 2012-2013**
- 2008 **Recognized as an Extraordinary Professor:** Delta Chapter of Gamma Phi Beta
California State University – Fullerton
- 1993 **Letter of Commendation & Recognition** from Robert's Wesleyan College for being
nominated by students as the teacher
“Who most inspired and had a lasting impact on their lives”
-

REFERENCE EXCERPTS

“Professor Willmer’s joy in teaching and belief in the value of a quality education is readily apparent in her highly sophisticated and reflective narrative on teaching effectiveness. Predictably her students respond favorably to sound teaching practices and the abundant record of student comments with recurring themes of ‘life changing’ ‘amazing’ and value of the classes for their personal and professional growth. The Community, Department, Students and her Colleagues benefit from her vast experience as a clinical therapist and consultant to a wide array of professionals who are informed and enriched by her exceptional understanding of development.”

Dr. Patricia Szeszulski, Ph.D –Department Chair

“Sharon is a Person of remarkable character. Not only is she an exceptional psychotherapist, she is an exceptional human being as well. In my capacity as consulting psychologist on many of her cases, I have come to know Sharon both professionally and personally, and despite my years of seniority in the field have learned a great deal from her...she is a brilliant writer who is able to synthesize the abstract psychodynamics of any case in a cohesive clear and thorough manner. Her psychological reports are among the most readable and therapeutically sound I have ever read, and rival, in my opinion, those of even the most senior therapists in the field.”

Dr. Karen Palmer, Ph.D Clinical Psychologist

“In addition to Sharon’s deep compassion for her students, she is highly knowledgeable in the field of psychology and developmental psychology. I have consulted with her many times about cases that have been difficult in my practice and she has always been able to give me wise and insightful consultation.”

Dr. Daniel McQuoid, PsyD

“Sharon’s file continues to document extraordinary performance in the area of teaching ... and is commended for her continued involvement in curriculum development...the Department and the University are fortunate to have Sharon as member of the CAS faculty.”

Dean Roberta Rikli

CURRICULUM VITAE

Shelli Anne Wynants

Department of Child & Adolescent Studies
California State University, Fullerton
800 N. State College Blvd.
Fullerton, CA 92834-6868
(657) 278-5832 swynants@fullerton.edu

EDUCATION

- Ed.D. California State University, Fullerton, Expected Fall 2015
Educational Leadership
- M.A. California State University, Fullerton, August 1995
Psychology: Emphasis in Social-Developmental
Thesis: A Path Model of the Reciprocity of Children's Intelligence and Families'
Intellectual-Cultural Environment
- B.A. California State University, Fullerton, June 1992
Major: Psychology
Minor: French

HONORS

Member of Psi Chi National Honor Society
Member of Golden Key Honor Society
Graduated CSUF with Highest Honors
Deans Honor Student, 1988 to Graduation

PROFESSIONAL EXPERIENCE

2001 to Present Full-Time Lecturer
Department of Child and Adolescent Studies
California State University, Fullerton

Continued instruction of courses taught as a lecturer with addition of 8 new courses, CAS 490 – Senior Seminar – Controversial Issues in Development; CAS 360 – Media and Adolescents (which I co-wrote with a fellow faculty); CAS 101 – Introduction to Child Development; CAS 201 – Child, Family, and Community; CAS 315 – Child Development; UNIV 100 – Freshman Programs; and Online Creations of CAS 101, 201 and 312. Added responsibilities included participation in departmental meetings, developing new department courses, department committee assignments, faculty director of the CAS student organization, SIBS Peer Mentoring/Networking Program, Faculty Advisor for the Child and Adolescent Studies Student Association (CASSA).

1995 – 2001 Instructor/Lecturer – Developmental Inquiry & Methodology
Instructor/Lecturer – Assessment & Observation of Children
Instructor/Lecturer – Adolescence & Early Adulthood
Instructor/Lecturer – Writing for Child Development Professionals
Instructor/Lecturer – Human Growth and Development
Department of Child and Adolescent Studies
California State University, Fullerton

Shelli Anne Wynants

PROFESSIONAL EXPERIENCE (Cont.)

1996 to 2005 Guest Lecturer
 Criminal Justice Department
 California State University, Fullerton

Presented lectures on rape and sexual assault for the Sex Crimes course and lectured on teen suicide for the Juvenile Justice course in the Criminal Justice department. Assisted Dr. Garrett Capune in working with students and grading assignments in these courses.

1992 – 1997 Research Assistant and Senior Tester
 Fullerton Longitudinal Study

Responsibilities involved yearly assessments of study children (including administration and scoring of the Woodcock-Johnson Test of Achievement, WISC-3R Intelligence test, and multiple self-concept and behavioral questionnaires), organization and preparation of data for analysis, data coding, and co-authorship of conference presentations. Developmental Longitudinal Research Study headed by Dr. Allen Gottfried, Dr. Diana Guerin, and Dr. Kay Bathurst.

1993 – 1995 Graduate Assistant
 Child Development Department
 California State University, Fullerton

Responsibilities included assisting in the instruction of students in research methods by leading discussion groups, supervising lab activities, and conducting office hours for one-to-one clarification of course material. In addition, I assisted the professor in grading class assignments and in preparation of course materials. Supervised by Dr. Patricia Szeszulski.

1994 – 1995 Graduate Assistant
 Criminal Justice Department
 California State University, Fullerton

Responsibilities included assisting the instructor in exam preparation, grading, and office hours to aid students in understanding course material.

1995 Guest Lecturer
 Psychology and Child Development Department
 California State University, Fullerton

Presented lectures on research methodology and basic statistics for Child Development 301: Developmental Inquiry and Methodology. Presented lectures on family environment and children's intelligence for Psychology 361: Developmental Psychology and Psychology 464: Advanced Developmental Psychology.

1993 – 1995 Academic Counselor
 Student Academic Services/Intensive Learning Experience
 California State University, Fullerton

Responsibilities included counseling freshman who are enrolled in remedial math and English, advising students on appropriate general education requirements, academic counseling, and helping students acquire good skills and time management schedules. Supervised by Alice Maxwell.

PROFESSIONAL EXPERIENCE (Cont.)

1993 – 1994 Academic & Career Counselor
 Psychology Department
 California State University, Fullerton

Responsibilities included advising psychology majors and potential transfer students about university and department requirements, aiding students in career exploration, and helping students establish a graduation plan. Supervised by Dr. Dan Kee.

1993 – 1994 Statistics Tutor
 California State University, Fullerton

Responsibilities included tutoring college students in elementary and advanced statistics.

1993 Summer Resident Counselor
 Summer Bridge Program
 California State University, Fullerton

For this summer program, I served as a mentor and counselor for incoming freshman from low-income backgrounds and underrepresented groups. I planned and assisted in activities for student development and study skill preparation for college and provided assistance in campus orientation, academic advisement, and social activities. Supervised by Fran Zareh-Smith.

1992 – 1993 Volunteer Intern
 Advanced Resources for Foster Kids (ARK)

ARK is an Orange County based organization that provides essential support services to foster parents and the abused children placed under their care. I helped plan special events for the children, monitored court ordered visits, and I was a member of their Speakers' Bureau to inform companies and the community of ARK's services.

PROFESSIONAL AFFILIATIONS

American Psychological Association, Affiliate
APA-Division 35-Women in Psychology, Affiliate
Western Psychological Association, Affiliate
Society for Research in Child Development, Affiliate
Society for Research in Adolescence, Affiliate
American Psychological Society, Affiliate

PAPERS PUBLISHED

Perkins, D., Schenk, T. A., Stephan, L., Vrungros, S. & Wynants, S. (1995). Effects of rapport, intellectual excitement, and learning on students' perceived ratings of college instructors. Psychological Reports, 76, 627-635.

POSTERS AND PAPERS PRESENTED

Coffman, J. K., Wynants, S. A., Cheng, E., & Caron, S. J. (2002, April). *Parent/child discrepancies in academic expectations: Accommodation or stress?* Poster presented at the annual convention of the Western Psychological Association, Irvine, CA.

Szeszulski, P. A. & Wynants, S. A. (2000, March). *The salience and importance of weight on adolescents' attributions and expectations for girls.* Poster presented at the biennial convention of the Society of Research on Adolescence, Chicago, IL.

Szeszulski, P. A. & Wynants, S. A. (1999, April). *Perceptions of fictitious female targets as a function of characteristics and ethnicity.* Poster presented at the annual convention of the Western Psychological Association, Irvine, CA.

Szeszulski, P. A. & Wynants, S. A. (1999, April). *Trait attributions and likeability of fictitious female adolescents as a function of race and instrumental/expressive qualities.* Poster presented at the biennial convention of the Society of Research in Child Development, Albuquerque, NM.

Szeszulski, P. A. & Wynants, S. A. (1998, February). *Ethnic variation on peer culture values: Implications for personal relevance of intelligence and academic achievement.* Poster presented at the biennial convention of the Society of Research in Child Development, San Diego, CA.

Szeszulski, P. A. & Wynants, S. A. (1997, March). *Culture and achievement level differences in high school students' perceptions of facilitators of academic success.* Poster presented at the biennial convention of the Society of Research in Child Development, Washington, DC.

Szeszulski, P. A. & Wynants, S. A. (1997, March). *Perceived competencies and self-satisfaction among male and female Mexican-American and European-American adolescents.* Poster presented at the biennial convention of the Society of Research in Child Development, Washington, DC.

Wynants, S. A., Killian, C., & Luoma, V. (1995, April). *Generalizability of the factor structure of the family environment scale: Methodological considerations.* Poster presented at the biennial convention of the Society of Research in Child Development, Washington, DC.

Guerin, D. W., Ellenberger, K. M., Wayne, A. D., Vadnais, B. B., Au, J., Russell, A., & Wynants, S. A. (1995, April). *Temperament as a predictor of the quality of preadolescents' relationships with their parents.* Poster presented at the biennial convention of the Society for Research of Child Development, Indianapolis, IN.

Wynants, S. A., & Luoma, V. (1994, August). *Stability and change in family environment: A longitudinal study.* Paper presented at the annual convention of the American Psychological Association, Graduate Division, Los Angeles, CA.

Gottfried, A. W., Bathurst, K., Wynants, S. A., Luoma, V., & Lussier, C. M. (1994, April). *Home and family environment and children's self-concept: A longitudinal study.* Poster presented at the annual convention of the Western Psychological Association, Kona, HI.

POSTERS AND PAPERS PRESENTED (cont.)

Oliver, P. H., Guerin, D. W., Wynants, S. A., & Au, J. G. (1994, August). *Family and child predictors of first grade achievement and adjustment*. Poster presented at the annual convention of the American Psychological Association, Los Angeles, CA.

Bathurst, K., Gottfried, A. W., Gottfried, A. E., Havlena, J., Zuniga, B., & Wynants, S. A. (1993, March). *Mothers' and children's perception of family functioning are differentially related to children's development*. Poster presented at the biennial convention of the Society for Research in Child Development, New Orleans, LA.

Perkins, D., Schenk, T. A., Stephan, L., Vrungros, S. & Wynants, S. (1992, May). *The effects of rapport, learning, and enthusiasm on students' ratings of instructors*. Poster presented at the annual convention of the Western Psychological Association, Portland, OR.

SCHOLARSHIPS/AWARDS

Certificate of completion for Faculty Development Center – *Student Learning and Teaching Excellence Academy (SLATE)* (Fall 2011- Fall 2012)

Certificate of completion for CSUF *Academic Advising Certificate in Excellence (AACE)* (Fall 2009)

Certificate of completion for CSUF Faculty Development Center's *Teaching and Learning Academy* (Fall 2006)

Recipient of CSUF Student Organization Resource Center's Faculty Advisor of the Year, two years in a row (2007-2008 and 2008-2009)

Recipient of the Faculty Development Center Summer Technology Institute Grant (Summer 2002)

Recipient of the Phi Delta Gamma Honors Fraternity Scholarship (Spring, 1993 & Spring, 1994)

Student Travel Award (Spring, 1993 & Spring, 1994). Department Association Council, California State University, Fullerton

Certificate of completion for the Educating Myself for Better Racial Awareness and Cultural Enrichment (EMBRACE) Program, California State University, Fullerton, 1993

ORGANIZATIONS/COMMITTEES

CSUF disABILITY Task Force, Co-Chair with Dr. Robinson, 2012-2014

Untenured Lecturer Organization, California State University, Fullerton, 2002-2010

Completion of four courses towards the Crime Analysis Certificate Program at California State University, Fullerton, 1994-1995

Member of the Independent Student Latino Association (ILSA), 1993 to 1995

Historian, Phi Delta Gamma Honors Fraternity, 1994 to 1996

Omega Chapter Representative for Western Regional Phi Delta Gamma Honors Membership Committee, 1995

Secretary, American Psychological Society Student Caucus (APSSC), 1994 to 1995

REFERENCES

Dr. Suzanne Robinson
Special Education Department
California State University, Fullerton
Fullerton, CA 92831

Dr. Pamela Oliver
Child & Adolescent Studies Department
California State University, Fullerton
Fullerton, CA 92831

Dr. Janna Kim
Child & Adolescent Studies Department
California State University, Fullerton
Fullerton, CA 92831

CURRICULUM VITAE
Shu-Chen Jenny Yen, Ph. D

Child and Adolescent Studies
California State University, Fullerton
P.O.Box 6868
Fullerton, CA 92834
Phone: (657) 278-5326
Fax: (657) 278-4456
Email: syen@fullerton.edu
Website: <http://faculty.fullerton.edu/syen>

25 Washington Street
Irvine, CA 92696
Tel: (949) 733-1038

Education

Ph.D., major in Early Childhood Development, Department of Human Development and Family Studies, July 1998, University of Missouri-Columbia, Columbia, Missouri.
M.Ed., major in Early Childhood Education, Department of Curriculum and Instruction, 1993, University of Missouri-Columbia, Columbia, Missouri.
B.A., major in Economics, 1990. Tung-Hai University, Taiwan, R. O. C.

Teaching

Aug 06-Present Associate Professor, Department of Child and Adolescent Studies, California State University, Fullerton, California
Aug 00- Aug 06 Assistant Professor, Department of Child and Adolescent Studies, California State University, Fullerton, California.
Aug 98- Aug 00 Assistant professor, Department of Early Childhood And Elementary Education, Eastern Illinois University, Charleston, Illinois.
Aug 93-Dec 96 Assistant Instructor in Infant/Toddler classroom, Child Development Laboratory (CDL), University of Missouri-Columbia, Columbia, Missouri.

Working experiences

Aug 93-Dec 96 Assistant Teacher, Infant/Toddler classroom, Child Development Laboratory (CDL), University of Missouri-Columbia, Columbia, Missouri. CDL was rated by *Child Magazine* as a top-ten child care center in the United States in 1992. CDL also was rated by *Project Construct* as a Constructivist demonstration school.
Aug 94-Jun 95 Assistant Teacher, Sacred Heart Preschool (SHP), Columbia, Missouri. SHP is a Montessori based preschool.
Jun 90-Jan 91 Head Teacher, Dr. Rabbit's Child Care Center, Taiwan, R.O.C.
Jun 89-Jun 90 Elementary school substitute teacher, Chung-Shau Elementary School, Tai-Chung, Taiwan, R. O. C.

Training and Certification

- December 1995 Montessori Teacher Certification for 3- to 6-year-old children, American Montessori Society.
- Jun 93-Aug 93 Montessori teacher training program for 3- to 6-year-old children. Montessori Education Centers Associated (MECA), Chicago, Illinois.

Research

Publications

- Yen, S.C. J., Baba, S., & Junn, E. (2010). Aiding young children in Taiwan's Typhoon disaster: How an NAEYC Interest Forum takes action, *Young Children*, 65(5), 62-64
- Yen, S. C., Lee, S. C., & Miller, K. K. (in press). Undergraduate student personality, technological proficiency, and communication media choice: A comparative study. *Computers in Human Behavior*.
- Knutson Miller, K., & Yen, S. (Winter, 2005). Group differences in academic achievement: Service-learning in a child psychology course. *Teaching of Psychology*, 32 (1), 56-58.
- Yen, S. C. , & Chen, S. C. (December, 2005). *The Relations between Children's Temperament and Behavioral Adjustment in Early Childhood Programs*. *NTTU Educational Research Journal*, 16 (2).
- Knutson Miller, K., Yen, S., & Merino, N. (2002). Service-Learning and academic achievement in an undergraduate child development course: Findings, challenges, and recommendations. In A. Furco & S. Billig (Eds.), *Service-Learning Through a Multidisciplinary Lens* (pp. 199-213). Greenwich, CT: Information Age Publishing.
- Yen, S. C. (2001). What Happened Today? A Book for Young Children about the Attack on America. Available on the World Wide Web: <http://hdcs.fullerton.edu>.
- Yen, S. C. (2000, Winter). Web Makes Montessori Album Accessible to All. *Public School Montessorian*, 12(2), 10.
- Yen, S. C., & Ispa, J. M. (2000). Children's Temperament and Behavior in Montessori and Constructivist Early Childhood Programs, *Early Education and Development*, 11 (2), 171-186.
- Yen, S. C. (1999). A Comparison of Children's Behavior in Montessori and Constructivist Preschools. *THE OPEN FORUM*, 3(4), 16-17.

Presentations

- Yen, S. C. (March, 2014). High-impact practices and student success: Lessons learned from the Fullerton Jumpstart Model. Paper got accepted for presentation at the 17th Annual Symposium on University Teaching, San Marcos, CA.
- Yen, S. C. (May, 2013). Temperament and development. Invited workshop presentation at the Clever Endeavour Preschool, Orange, CA.
- Yen, S. C. (April, 2013). Self-control and young children. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, April 25-28, 2013.

- Yen, S. C., Lin, W. H., Feng, C., & Lee, A. (2013). The impact of culture on Chinese children's social development, emotional regulation, and expression of temperament. Poster presented at the 2013 Western Psychological Association Convention, Reno, CA.
- Yen, S. C., Lin, W. H., Feng, C., & Lee, A. (2013). Temperament, culture, and Chinese children's social development and emotion regulation. Poster presented at the 19th Occasional Temperament Conference, Salt Lake City, UT.
- Lin, W. H., Yen, S. C., Feng, C., & Lee, A. (2012). The impact of culture on Chinese children's social development, emotional regulation, and expression of temperament. Poster presented at the Southern California Conferences for Undergraduate Students, Channel Islands, CA.
- Yen, S. (2012, March). Asian American and Pacific Islander children's development and mental health. Workshop presentation at CAEYC Conference, San Diego, CA.
- Yen, S. C. (March, 2011). Self-control and Young Children. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, March 25-28, 2011.
- Yen, S. C. (November, 2011). Why Harry Potter Got a Lamborghini and Hermione Got a Prius. The CSU Chancellor's Office AAPI Initiative "Journey to Success" Outreach Event, Fullerton, Nov. 5th, 2011.
- Yen, S. C., Boutakidis, I., & Smith, B. (2010) "Goodness of Fit" in Preschool: Children's Temperament and Behavioral Adjustment in Three Early Childhood Programs. Poster presentation for the 18th Occasional Temperament Conference, October 8-10, 2010, Brunswick, MN.
- Yen, S. C. (April, 2010). Social story and its implication in early childhood classrooms. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, April 7-9, 2010.
- Yen, S. C., & Franke, R. (2008). Service-learning and pre-service teachers' competencies in early care and education. Paper presentation for the 3rd CSU Annual Conference on Community Based Teaching and Research: From Local to Global Perspectives, March 7-8, 2008.
- Yen, S. C. (March, 2007). Temperament and Development. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, March 8-10, 2007.
- Yen, S. C. (November, 2006). Temperament and children's computer play patters in preschool age children. Paper presentation for the Orange County Association for the Education of Young Children (OCAEYC) Annual Conference, November 3-4, 2006, Anaheim, CA.
- Yen, S. C., & Chen, S. F. (2006). *Parental choice on child care centers: Montessori vs. constructivist early childhood programs*. Paper presentation for the Fourth Annual Hawaii International Conference on Education 2006, Honolulu, Hawaii, January 6-9, 2006.
- Yen, S. C., & Nguyen, T. (2005). Parental choice on child care centers: Montessori vs. constructivist early childhood programs. Paper presentation for the 2005 National Association for the Education of Young Children Conference (NAEYC), Washington, D.C., December 7-10, 2005.
- Yen, S. C. (2005). *Young children's temperament and their behavioural adjustment in Montessori programs*. Paper presentation for Hawaii International Conference on Education, January 4 to 7, 2005, Honolulu, HI.
- Yen, S. C., & Yen, S. N. (2005). *Children's literature and cyberculture*. Paper presentation for Hawaii International Conference on Education, January 4 to 7, 2005, Honolulu, HI.

- Yen, S. C., & Herwe, L. (2004). *How to set up a computer center in early childhood classrooms*. Workshop presentation for the 2004 National Association for the Education of Young Children Conference (NAEYC), Anaheim, California, November 10-13.
- Yen, S. C. (2004). *Temperament and children's adjustment in early childhood programs*. Poster presentation for Hawaii International Conference on Education, January 3 to 6, 2004, Honolulu, HI.
- Yen, S. C., Lee, S. C., & Miller, K. K. (2004). *Undergraduate student personality, technological proficiency, and communication media choice: A comparative study of students in management information systems (MIS) and child and adolescent studies (CAS)*. Paper presentation for Hawaii International Conference on Education, January 3 to 6, 2004, Honolulu, HI.
- Knutson Miller, K., & Yen, S. (2003, November). *Service-learning and academic achievement: Outcomes mediated by service characteristics and reflection prompts*. Paper presented at the Third Annual International Conference on Advances in Service-Learning Research, Salt Lake City, UT.
- Yen, S. C., & Lucie Herwe (2003). *How to set up a computer center in early childhood classrooms*. Workshop presentation for the Orange County Association for the Education of Young Children Technology Conference, Fullerton, California.
- Yen, S. C. (2002, October). *Temperament and Young Children's Behavior Adjustment in Early Childhood Programs*. Poster Presentation for Occasional Temperament Conference 2002, Newport Beach, California.
- Yen, S. C. (2002, November). *Selecting Software: What's Developmentally Appropriate?* Workshop presentation for the Orange County Association for the Education of Young Children 2002 Annual Fall Conference, Fullerton, California.
- Yen, S. C. (2002). *Selecting Software: What's Developmentally Appropriate?* Workshop presentation for the Orange County Association for the Education of Young Children Technology Conference, Fullerton, California.
- Yen, S. C. & Lee, S. (2001). *Undergraduate Students' Communication Media Choice and Their Personality: A Comparative Study for Students in Management Information System and Child and Adolescent Studies*. Paper presented at the America's Conference on Information Systems (AMCIS-2001), Boston, MA.
- Yen, S. C. & Lee, S. (2001). *Undergraduate Students' Communication Media Choice and Their Personality: A Comparative Study for Students in Management Information System and Child and Adolescent Studies*. Poster presentation for the Showcasing CSUF Faculty Research and Creative Activity, Fullerton, California.
- Miller, K., Yen, S. C., & Merino, N. (2001). *Service-Learning and Academic Achievement in an Undergraduate Child Development Course*. Paper presented at 1st Annual International Service-Learning Research Conference 2001, Berkeley, California.
- Miller, K. & Yen, S. C. (2001). *The Integration of Service-Learning Into an Undergraduate Child Psychology Course*. Poster presentation for the Showcasing CSUF Faculty Research and Creative Activity, Fullerton, California.

- Miller, K. & Yen, S. C. (2001). *The Integration of Service-Learning Into an Undergraduate Child Development Course*. Poster presentation for the Annual Meeting of the American Psychological Association, San Francisco, California.
- Yen, S. C. (2000). *The Impact of ECE Website and How to Make One*. Workshop presentation for the Orange County Association for the Education of Young Children Fall Conference, Fullerton, California.
- Yen, S. C. (1999). *Children's Temperament and Their Behavior Adjustment in Montessori and Constructivist Preschools*. Poster presented at 2nd Annual Research Fair, College of Education and Professional Studies, Eastern Illinois University.
- Yen, S.C. (1999, October). *Integrating the Separate Strands of a Program-The Thematic Unit Approach in Early Childhood Classrooms*. Workshop presentation for the 35th Annual East Central/EIU Reading Conference, Eastern Illinois University, Charleston, Illinois.
- Yen, S.C. (1998, October). *How to Integrate Children's Literature into the Early Childhood Curriculum?* Workshop presentation for the 34th Annual East Central/EIU Reading Conference, Eastern Illinois University, Charleston, Illinois.
- Yen, S.C. (1998, March). *Children's Temperament and Their Behavior Adjustment in Constructivist and Montessori Preschool*. Paper presented at the Research and Creative Activities Forum, University of Missouri-Columbia, Columbia, Missouri.

Memberships

- Full member of Sigma Xi, The Scientific Research Society, The Eastern Illinois University Chapter of the Society, 1999-Present.
- Member of the Society for Research in Child Development (SRCD), since 1993-Present.
- Member of the National Association for the Education of Young Children (NAEYC), since 1993-Present.
- Member of the American Montessori Society (AMS), since 1994-Present.
- Member of Illinois Association for Early Childhood Teacher Educators (ILAECTE), since 1999-Present.
- Member of Association of Childhood Education International (ACEI), since 1999-Present.

Service

California State University, Fullerton

Department, College, and University Service

2014	Chair, CAS Search Committee
2014	Member, CAS Department Personnel committee
2014	Member, CSUF Climate Survey Focus Group #5, Tenured Faculty-Women
2013	Member, CAS Department Personnel Committee
2013	Grant Reviewer, Faculty Development Center

2012-Present	Member, Online Committee
2011-2012	Chair, CAS Department Personnel Committee
2012	Member, CAS Search Committee
2012	Member, HHD College Technology Committee
2012	Chair, the Asia and Pacific Islanders Graduation Ceremony
2012	Facilitator, Renew MOU between CSUF and the National Taitung University
2011-2013	Secretary, the Asia and Pacific Islanders Faculty and Staff Association
2009-Present	Course Coordinator, CAS 325A Development from 0-8
2008-2013	Member, Department Personnel Committee, Master of Social Work Program
2006-2008	Member of the University Technology Committee
2005	Facilitator for the international partnership between CSUF and Da-Yeh University, Taiwan.
2004-2006	Member of International Education Committee, CSUF
2004-2005	Public Relations Chair, Asia Faculty and Staff Association (AFSA), CSUF
2004	Facilitator for the international partnership with National Taitung University, Taiwan. The international agreement had been signed by Presidents from both institutions on December 13, 2004.
2004-2005	Member of the Early Childhood Development Options Committee
2004-2005	Member of the Early Childhood Education Certificate Committee
2003-2004	Member of New Children's Center Committee, Cal State Fullerton
2002-Present	Member of the Researchers and Critical Educators (RACE)
2003-Present	Member of Technology Committee, Human Development and Community Service College (HDCS), Cal State Fullerton
2000	Advisor of Taiwanese Student Association, California State University, Fullerton
2001-2003	Co-Advisor of Child and Adolescent Studies Student Association (CASSA), California State University, Fullerton
2000- Present	Member of Department Curriculum Committee, Department of Child and Adolescent Studies, California State University, Fullerton

Eastern Illinois University

2000	Committee member of The President's Award, EIU.
1998-2000	Member of the graduate faculty, Eastern Illinois University.
2000	Consultant of the Mark Twain Elementary School, Charleston, IL

Professional and Community Service

2013	Poster Judge, Division 52, Western Psychological Association Convention, Reno, CA.
2012-Present	Chair, CAEYC Membership Committee
2012-Present	Vice President, California Association for the Education of Young Children
2011-Present	Member, Community Advisory Committee, Team Kids, Inc.

2011-Present	Member, Community Advisory Committee, Children and Families Commission of Orange County
2010-Present	Member, School Site Council, Irvine High School
2010-Present	Member of the Dual Language Learner Teacher Competencies (DLLTC) Advisory Committee
2008-Present	Asia Interest Forum Facilitator, National Association for the Education of Young Children (NAEYC)
2005-Present	Facilitator of the Mandarin workshops for the California Association for the Education of Young Children (CAEYC)
2005-2007	Secretary of the California Association for the Education of Young Children (CAEYC)
2005-Present	Reviewer for the NTTU Educational Research Journal
2004-2009	Member of Committee for Long-Range Planning of the CAEYC Advocacy Center
2004-2005	Community Outreach. Presentation to Future Teachers Groups
2004	Reviewer for conference proposals for the Hawaii International Conference on Education
2003-2006	Board Member of the Orange County Association for the Education of Young Children
2003	Member of Program committee, Orange County Association for the Education of Young Children (OCAEYC)
2002	Members of the Occasional Temperament Conference 2002 Committee, Newport Beach, CA, October 3-6, 2002.
2001-2003	Co-Chair of Peace and Environmental Issues Committee, Orange County Association for the Education of Young Children (OCAEYC)
2000-Present	Member of the Child Development and Family Life Advisory Committee, Fullerton College, Fullerton, CA
2001-2003	Consultant of the CSUF Children's Center, Fullerton, CA
2001	Reviewer for NHSA DIALOG Journal
2001	Presenter at the CSUF/Downtown Brea Partnership Event

Grants

- Yen, S. C. (2014). Mini grant from the Center for Internships and Community Engagement (CICE).
- Yen, S. C. (2013). FDC eFellows Grant.
- Yen, S. C. (2013). International Research and Creative Activities Travel Reimbursement grant, Faculty Development Center, CSUF.
- Yen, S. C. (2012). Faculty-undergraduate Student Research/Creative Activity Grant, Faculty Development Center, CSUF.
- Yen, S. C. (2012). Faculty Enhancement and Instructional Development grant, Faculty Development Center, CSUF.
- Yen, S. C. (2012). Intramural grant.
- Yen, S. C. (2012). TECO grant.

- Yen, S. C. (2006). *Jumpstart program and its impact on at-risk children's literacy skills*. CSU Fullerton Junior Faculty Research Award.
- Yen, S. C. (2006). *Jumpstart program and its impact on at-risk children's literacy skills*. Center of Service-Learning and Internship Research Grant.
- Yen, S. C., & Tao, N. (2006) *Jumpstart program and its impact on at-risk children's literacy skills*. FDC Faculty-Student Research/Creativity Activity Grants
- Yen, S. C. (2004). *Young children's temperament and their computer play patterns at homes and in early childhood programs*. CSU Fullerton State Minigrant Award.
- Yen, S. C. (2003). *Temperament and behavior: Does early childhood curriculum moderate the impact of temperament on children's behavior?* CSU Fullerton State Award.
- Yen, S. C. (2002). *Undergraduate Students' Communication Media Choice and Their Personality: A Comparative Study for Students in Management Information Systems and Child and Adolescent Studies*. CSU Fullerton Junior Faculty Research Award.
- Yen, S. C., & Milburn, S. (2001). *The Integration of Service-Learning Into CAS 499T: Young Children with Computer*. CSU Fullerton Fall 2001 Service-Learning Grant.
- Yen, S. C. (2001). *Undergraduate Students' Personality and Their Preference in Using WebCT for CAS 320: Infancy and Early Childhood*. CSU Fullerton 2001 Summer Technology Grant.
- Yen, S. C. (2000). *The Integration of Service-Learning Into CAS 325: Middle Childhood*. CSU Fullerton Spring 2001 Service-Learning Grant.
- Yen, S. C. (1999). *Children's Temperament and Their Behavior Adjustment in Montessori and Constructivist Preschools*. The proposal received 2nd Annual Research Fair Award, College of Education and Professional Studies, Eastern Illinois University.
- Yen, S. C. (1998). *Children's Temperament and Their Behavior Adjustment in Montessori and Constructivist Preschools*. Margaret Mangel Faculty Research Catalyst Fund Award, University of Missouri-Columbia, Columbia, Missouri.

Awards and Honors

- 2013 Outstanding Honors Thesis Mentor Award
- 2006 Outstanding Faculty for Community Engagement, Center for Internships and Service Learning, CSUF
- 2006 Outstanding Service Award, CSUF
- 2005 Outstanding Teacher and Scholar, CSUF
- 2002 CSUF Faculty Globalization Projects Award, CSUF.
- 1999 Elected as a full member of Sigma Xi, The Scientific Research Society, The Eastern Illinois University Chapter of the Society, EIU.
- 1998 Elizabeth Nelson Vemer Memorial Minority Scholarship, University of Missouri-Columbia, Missouri.
- 1996 Grant-in-aid, International Student Office, University of Missouri-Columbia, Columbia, Missouri.
- 1993 Grant-in-aid, International Student Office, University of Missouri-Columbia, Columbia, Missouri.

APPENDIX VIII. Required Classes by Option

Bachelor of Science in Child and Adolescent Development

The Bachelor of Science degree in Child and Adolescent Development requires the successful completion of a minimum of 51 units in the major. The Child and Adolescent Development major consists of a 9-unit basic core completed by all majors and 42 units in one of the following four options: (1) Early Childhood Development, (2) Elementary School Settings, (3) Adolescent/Youth Development, and (4) Family and Community Contexts. The option will be posted on students' transcripts following the successful completion of required coursework. A grade of "C" (2.0) or better is required in all courses applied to the major. Course prerequisites are strictly enforced. Basic Core Courses (9 units): CAS 101 Introduction to Child and Adolescent Development (3), CAS 201 Child, Family and Community (3), and Special Ed 371 Exceptional Individual (3).

Option in Early Childhood Development (42 units)

The option in Early Childhood Development is designed for students pursuing careers working with young children and their families. In keeping with the National Association for the Education of Young Children's professional standards for bachelor's programs and the education requirements of the California Child Development Permit Matrix, the coursework emphasizes children's early development and learning; strategies to engage in developmentally appropriate practices; creation of early childhood environments rich in language, literacy, and other foundational skills; observation and assessment of young children and their environments; and effective work with diverse populations.

Option-Specific Core Courses (18 units)

CAS 215 Observations in Early Childhood Settings (3)
CAS 305 Advanced Assessment in Early Childhood (3)
CAS 321 Infant/Toddler Development (3)
CAS 322 Preschool-Age Development (3)
CAS 323 Primary-Age Development (3)
CAS 491 Leadership Seminar in Early Childhood (3)

Practicum Courses (6 units)

CAS 140/L Introduction to Early Childhood/Practicum (3) **or** CAS 394/L Practicum Seminar in Child and Adolescent Development (3)
CAS 464/L Practicum Seminar/Practicum in Early Care and Education (3)

Topical Developmental Courses (18 units)

CAS 341 Working with Parents of Young Children (3) **or** CAS 340 Parenting in the 21st Century (3)
CAS 346 Modern Culture and Early Childhood (3) **or** CAS 326 Optimizing Development of School Age Children (3)
Nursing 306 Health and Safety for Early Childhood (3)
Special Ed 400 Early Childhood Special Education (3) **or** CAS 494/L Practicum Seminar/Practicum in Youth and Families in Community Settings (3)

And one class from each cluster:

Language and Literacy:

CAS 351 Language and Literacy Development in Early Childhood (3)

READ 340 Promoting Language and Literacy Readiness in Young Children – Reading (3)

SPED 425 Language and Culture for Special Populations (3)

Curriculum:

CAS 352 Numeracy and Science in Early Childhood (3)

CAS 353 Learning and Motivation in Early Childhood (3)

ART 380 Art and Child Development (3)

BIOL 453 Life Science Concepts (3)

GEOL 410 Physical Earth/Space Systems (3)

MUS 433 Music in Childhood (3)

or approved alternate.

Option in Elementary School Settings (42 units)

The option in Elementary School Settings (ESS) is designed for students interested in teaching at the elementary school level and emphasizes an understanding of cognitive, physical, and socio-emotional development, subject-matter knowledge, and consideration of pedagogical strategies and programs that promote academic achievement as well as other positive developmental outcomes for elementary school children.

Option-Specific Core Courses (18 units)

CAS 300 Elements of Effective Professional Communication (3)

CAS 301 Inquiry and Methodology in Development (3)

CAS 310 Assessing and Observing Development (3)

CAS 325A Conception through Age 8 (3)

CAS 325B Age 9 through Adolescence (3)

CAS 490T Topical Senior Seminar in Child and Adolescent Development (3)

Fieldwork Courses (6 units)

CAS 394/L Practicum Seminar/Practicum in Child and Adolescent Development (3)

CAS 474/L Practicum Seminar/Practicum in Development in School Settings (3)

Topical Developmental Courses (18 units)

One class from each cluster:

Arts:

ART 380 Art and Child Development (3)

DANC 471 Creative Dance for Children (3)

MUSC 433 Music in Childhood (3)

THTR 402A Dramatic Activities for Children (3)

Kinesiology:

KNES 386 Movement and the Child (3)

Language Arts:

ENGL 341 Children's Literature (3)

THTR 311 Oral Interpretation of Children's Literature (3)

Math:

MATH 303A Fundamental Concepts of Elementary Mathematics (3)

Science:

BIOL 453 Life Science Concepts (3)

GEOL 410 Physical Earth/Space Systems (3)

Developmental Elective:

CAS 326 Optimizing Development of School Age Children (3)

CAS 340 Parenting in the 21st Century (3)

CAS 345 Child and Adolescent Development in Diverse Family Contexts (3)

2nd CAS 490T Topical Senior Seminar (3)

Teaching Credential Preparation - Multiple Subject or Special Education

A Teaching Credential is required to teach in California public elementary schools. Completion of both the California Basic Educational Skills Test (CBEST) and the California Subject Examinations for Teachers (CSET) is an entrance requirement for Multiple Subjects Teaching Credential programs. Further information is available from the Center for Careers in Teaching.

Prerequisite Courses ('B-' or better required in both classes)

Multiple Subject Credential Program:

EDEL 315 Introduction to Elementary Classroom Teaching (3)

EDEL 325 Cultural Pluralism in Elementary Schools (3)

Special Education Credential Program:

SPED 322 Introduction to Positive Behavior Support (3)

SPED 425 Language and Culture for Special Populations (3)

Option in Adolescent/Youth Development (42 units)

The option in Adolescent/Youth Development (AYD) provides advanced understanding of cognitive, physical and socio-emotional development during the adolescent age period. It is designed for students who intend to work with youth in community-based settings and/or to pursue graduate studies related to adolescent development.

Option-Specific Core Courses (18 units)

CAS 300 Elements of Effective Professional Communication (3)

CAS 301 Inquiry and Methodology in Development (3)

CAS 310 Assessing and Observing Development (3)

CAS 325A Conception through Age 8 (3)

CAS 325B Age 9 through Adolescence (3)
CAS 490T Topical Senior Seminar in Child and Adolescent Development (3)

Fieldwork Courses (6 units)

CAS 394/L Practicum Seminar/Practicum in Child and Adolescent Development (3)
CAS 484/L Practicum Seminar/Practicum in Adolescent and Youth Services (3) **or** CAS 494/L
Practicum Seminar/Practicum in Youth and Families in Community Settings (3)

Topical Developmental Courses (18 units):

One class from each cluster:

Family and Parenting:

CAS 340 Parenting in the 21st Century (3)
CAS 345 Child and Adolescent Development in Diverse Family Contexts (3)

Interpersonal Issues:

HCOM 220 Interpersonal Conflict Management (3)
SOC 341 Social Interaction (3)

Recreation and Health:

CAS 360 Adolescents and the Media (3)
KNES 387 Movement and the Adolescent (3)

Diversity and Identity:

CHIC 332 The Chicano Adolescent (3)
EDSC 340 Diversity in Secondary Schools (3)
SOC 354 Gender, Sex and Society (3)

Adolescents at Risk:

CAS 365 Adolescent Pregnancy and Parenting (3)
CAS 490T At-Risk Adolescents (3)
CRJU 425 Juvenile Justice Administration (3)
CRJU 455 Gangs and the Criminal Justice System (3)
HESC 321 Drugs and Society (3)
SOC 413 Juvenile Delinquency (3)

Program Planning and Evaluation/Statistics:

HUSR 385 Program Design and Proposal Writing (3)
POSC 320 Introduction to Public Management and Policy (3)
PSYC 201 Elementary Statistics (3)
SOC 303 Statistics for the Social Sciences (3)

Option in Family and Community Context (42 units)

The option Family and Community Contexts (FCC) is designed for students planning to work with children, adolescents, and their families in community-based settings and/or preparing for graduate studies in human/child development, counseling, social work or related fields.

Option-Specific Core Courses (18 units)

- CAS 300 Elements of Effective Professional Communication (3)
- CAS 301 Inquiry and Methodology in Development (3)
- CAS 310 Assessing and Observing Development (3)
- CAS 325A Conception through Age 8 (3)
- CAS 325B Age 9 through Adolescence (3)
- CAS 490T Topical Senior Seminar in Child and Adolescent Development (3)

Fieldwork Courses (6 units)

- CAS 394/ L Practicum Seminar/Practicum in Child and Adolescent Development (3)
- CAS 494/L Practicum Seminar/Practicum in Youth and Families in Community Settings (3)

Topical Developmental Courses (18 units):

One class from each cluster:

Abnormal Behavior:

- PSYC 341 Abnormal Psychology (3)
- SOCI 466 Deviant Behavior (3)

At-Risk Issues:

- CAS 365 Adolescent Pregnancy and Parenting (3)
- HESC 321 Drugs and Society (3)
- HUSR 415 Treatment Issues in Drug Addiction (3)
- HUSR 430 Child Abuse and the Human Services (3)
- SOCI 385 Family Violence (3)
- SOCI 408 Sexual Abuse in American Society (3)

Biology:

- BIOL/KNES 210 Human Anatomy and Physiology
- BIOL 305 Human Heredity and Development (3)
- PSYC 306 Biopsychology (3)

Family Systems:

- CAS 340 Parenting in the 21st Century (3)
- CAS 345 Child and Adolescent Development in Diverse Family Contexts (3)
- SOCI 351 Sociology of Families (3)

Measurement/Statistics:

- PSYC 201 Elementary Statistics (3)
- SOCI 303 Statistics for the Social Sciences (3)

Theoretical Perspectives:

- HUSR/COUN 380 Theories and Techniques of Counseling (3)
- HCOM 407 Language Development for Educators (3)
- PSYC 431 Theories of Personality (3)
- PSYC 481 Survey of Clinical Psychology (3)
- SOCI 300 Social Work (3)

Minor in Child and Adolescent Development

A minor in Child and Adolescent Development requires 21 units. A minimum of 12 units of coursework for the minor must be distinct from coursework that is applied to the student's major. No more than 6 units of lower-division coursework may be applied to the minor.

Core Courses (9 units)

One Developmental Survey Course (3)

CAS 101 Introduction to Child and Adolescent Studies (3)

CAS 312 Human Growth and Development (3)

CAS 315 Child Development (3)

One Developmental Context Course (3)

CAS 201 Introduction to Child, Family, and Community (3)

One Developmental Depth Course (3)

CAS 321 Infant/Toddler Development (3)

CAS 326 Optimizing Development of School Aged Children (3)

CAS 330 Adolescence and Early Adulthood (3)

or approved alternate

Research Methods (3 units)

CAS 301 Inquiry and Methodology in Development (3)

or CAS 305 Advanced Assessment in Early Childhood (3)

or approved alternate

Electives (9 units)

Nine units selected in consultation with department adviser. May include CAS 394/L Practicum Seminar/Practicum in Child and Adolescent Development (3)

Appendix IX: Curriculum Map: Student Learning Goals, CAS Core Courses, and Year of Assessment

Year	SLG	101	201	215	394	300	301	305	310	325A	325B	321	322	323	AdvPr	490	491
3	1a. Describe and explain relevant theories, concepts, and related research findings.	I	I	*	*	*	*	*	*	D/M	D/M	D/M	D/M	D/M	*	M	M
	1b. Identify and describe normative development.	I	*	*	*	*	*	*	*	D/M	D/M	D/M	D/M	D/M	*	*	*
5	1c. Describe individual, cultural, and environmental differences.	I	I	*	*	*	*	D	*	D	D	D	D	D	*	M	M
	1d. Identify the purpose and structure of community and government systems	*	I/DM	*	*	*	*	*	*	*	*	*	*	*	*	*	M
2	2a. Identify, access, analyze and synthesize relevant sources	*	*	*	*	I	I	I/D	D	D	D	D	D	D	D	M	M
	2b. Critically analyze research studies.	*	*	*	*	I	I	I/D	*	D	D	D	D	D	*	M	M
4	3a. Write effectively in APA style, taking purpose and audience into account	*	*	I	*	I/D	I/D	I/D	*	D	D	D	D	D	*	M	M
	3b. Make effective oral presentations, taking purpose and audience into account	*	*	*	*	I	I	I	*	*	*	*	*	*	D	M	M
1	4a. Apply theories, concepts and research findings to promote child well-being	I	I	*	I	*	*	*	*	D	D	D	D	D	M	M	M
	4b. Identify relevant ethical and legal issues and the impact of possible actions in real-world situations	*	I	I	D/M	*	I	I/D	*	*	*	*	*	*	M	*	M

Notes:

CAS 201, 4a Bronfenbrenner

CAS 394, 4b M for Child Abuse Reporting Requirements

101	Intro to Development	325B	Development from Age 8 through Adolescence
201	Child, Family, and Community	321	Infant Toddler Development (ECD)
215	Observation in Early Childhood (ECD)	322	Preschool-Age Development (ECD)
394	Practicum (Introductory)	323	Primary-Age Development (ECD)
300	Elements of Effective Professional Communication	AdvPr	Advanced Practicum (Various Courses)
301	Developmental Inquiry and Methodology	490	Senior Seminar
305	Advanced Assessment in Early Childhood (ECD)	491	Leadership in Early Childhood Development (ECD)
310	Assessment and Observation of Child and Adolescent Development		
325A	Development from Conception through Age 8		

APPENDIX X. Alumni Survey Response Rates

Graduation Year of Respondents	N	Sample Percentage
2009	34	24.3
2010	31	22.1
2011	37	26.4
2012	32	22.9
2013	6	4.3
Total	140	100

APPENDIX XI. Student Co-Authors on Scholarly Presentations and Publications

**CAS faculty and student authors are in bold font. Student authors are also underlined.

2009-2010

Knutson Miller, K., Gonzalez, A. M., **Arteaga, M. E., Chaikittirattana, A. P., & Ramirez, S. W.** (2010, April). *Professional development outcomes associated with international internships*. Symposium presented at the annual meeting of the Western Psychological Association, Cancun, Mexico.

Knutson Miller, K., Gonzalez, A. M., **Arteaga, M. E., Chaikittirattana, A. P., & Ramirez, S. W.** (2010, April). *Professional development outcomes associated with international internships*. Poster presented at the annual meeting of the Western Psychological Association, Cancun, Mexico.

2010-2011

Bono, K. E., Michel, M., Redd, K., Schaffer, E., & Watanabe, K. (2011, April). Associations among language ability, private speech, and self-control in preschool-Aged children. Poster presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.

Carrick, N., Osmialowski, D., Redd, K., Collins, R., & Michel, M. (2010, August). *Preschoolers' judgment of the reality status of emotional events*. Poster presented at the meeting of the American Psychological Association, San Diego, CA.

Kim, J. L., Fitzhugh, C., Rosas, D., Zarate, A., & Wells, B. (2010). *You rock my world: Sexual content on reality dating programs*. Poster presented at the annual convention of the American Psychological Association. San Diego, CA.

Knutson Miller, K., Gonzalez, A. M., **Bauserman, A., Hernandez, D., Mclaughlin, M., & Shoar, P. B.** (2011, April). *Outcomes associated with undergraduate-level international internships*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Los Angeles, CA.

Knutson Miller, K., Gonzalez, A. M., **Bauserman, A., Mclaughlin, M. C., & Hernandez, D.** (2011, April). *International internship outcomes associated with a developmental psychology course*. Poster presented at the annual conference of the Western Psychological Association, Los Angeles, CA.

Manzer, M., Bui, T., Schaffer, E., Watanabe, K., & Carrick, N. (2011, April). *Individual differences in preschoolers' judgments of emotional fantasy and reality*. Presented at the annual Western Psychological Association conference. Los Angeles, CA.

Moreno, L., & Oliver, P. H. (2011, April). *Early classroom behavior predicting later academic achievement*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Sy, S., Arruda, E., **Rodriguez, A.**, Moreno, L., Gottfried, A. W., Gottfried, A. E., & **Oliver, P. H.** (2010, August). *From hands-on to hands-free: Parental involvement from early childhood through adolescence*. Poster presented at the annual convention of the American Psychological Association, San Diego, CA.

Yen, S. C., Boutakidis, I., & Smith, B. (2010, October). *"Goodness of Fit" in preschool: Children's temperament and behavioral adjustment in three early childhood programs*. Poster presented at the 18th Occasional Temperament Conference, Bowdoin, MA.

2011-2012

Knutson Miller, K., Gonzalez, A. M., **Meek, K., Ray, B., & Solorzano, K.** (2012, April). *Child and adolescent development majors in Shanghai: International internship outcomes*. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

McDonald, N., Gordon, H., Baker, J. K., & Messinger, D. M. (2012, May). *Parent-child interaction quality and empathy in toddlers at risk for an autism spectrum disorder*. Poster presented at the International Meeting for Autism Research (IMFAR), Toronto, CAN.

Meussner, H. J., & **Oliver, P. H.** (2012, April). *Stability of family conflict and relationship to externalizing behavior problems*. Poster session presented at Western Psychological Association, San Francisco, CA.

2012-2013

Bono, K.E., & **Bizri, R.** (2013). The role of language and private speech in preschooler's self regulation. *Early Child Development and Care* doi: 10.1080/03004430.2013.813846

Carrick, N., Erhart, A., & **Hwang, E.** (2013, April): *Individual differences in children's understanding of positive and negative events*. Poster, Western Psychological Association, Reno, NV.

Gonzalez, J. I., Knutson Miller, K., & **Knutson, K. A.** (2013, April): *International internships in Northern Thailand: Pathways to professional and personal growth*. Symposium, Western Psychological Association (APA Division 52 International Psychology), Reno, NV.

Howland, M., Baker, J. K., & **Fenning, R. M.** (2013, April): *Expressed emotion in mothers of Children with FASD*. Poster, Convention of the Western Psychological Association , Reno, NV.

Knutson Miller, K., Gonzalez, A. M., Sek, A., **Sandoval, V.,** & Mclaughlin, M. (2013, April): *Then and now: Longitudinal study of international internship outcomes*. Symposium, Western Psychological Association (APA Division 52 International Psychology), Reno, NV.

Rodriguez, A., Conforti, H., Murakami, C., Meussner, H., Fenning, R.M., & **Baker, J.K.** (2013, April): *Predictors of delay of gratification in children with FASD*. Poster, Convention of the Western Psychological Association , Reno, NV.

Yen, S. C., Lin, W. H., Feng, C., & Lee, A (2013, January): *Temperament, culture, and Chinese children's social development and emotion regulation*. . Poster, 19th Occasional Temperament Conference, Salt Lake City, UT.

Yen, S. C., Lin, W. H., Feng, C., & Lee, A. (2013, April): *The impact of culture on Chinese children's social development, emotional regulation, and expression of temperament*. Poster, 2013 Western Psychological Association Convention, Reno, CA.

APPENDIX XII. Undergraduate Student Research Assistants

2009/2010

Regina Collins
Maya Dennis
Caryn Fitzhugh
Maricela Michel
Destiny Osmialowski
Kimberly Redd
Danielle Rosas
Adanari Zarate

2010/2011

Ashley Bauserman
Tiffany Bui
Joyce Chiao
Caryn Fitzhugh
Grace Gonzalez
Daisy Hernandez
Shelley Manzer
Megan Mclaughlin
Michelle Moriarty
Carina Palomino
Elise Schaffer
Elizabeth Solyom
Kristin Watanabe
Sam Wilson

2011/2012

Rana Bizri
Tiffany Bui
Esther Hwang
Harry Meussner
Madisienne Ramirez
Elise Schaffer
Elizabeth Solyom
Hannah Conforti
Kelsey Meek
Eunice Miranda
Paige Polichetti
Brianne Ray
Jennafer Wegelin
Kimberly Solorzano

2012/2013

Auriana Arabpour
Hannah Conforti
Aubree Erhart
Cindy Feng
Jacquelyn Gonzalez
Mariann Howland
Quinn Howard
Esther Hwang
Minnie Lin
Harry Meussner
Christopher Murakami
Paige Polichetti
Audrey Rodriguez
Michelle Atienza
Jenny Dai
Steve D. Harris
Kimberly Kern
Michelle Lopez
Jacquelyn Moffitt
Stephanie Ryan
Sara Schutt

Table 1. CAS Program Assessment Findings

Year	#	SLO	Measure	Using Findings to Improve Learning
10/11	1a	Students can describe and/or explain relevant theories, concepts, and related research findings.	325A/B: Common exam items (both multiple choice and short essays)	<p>Concern: Description of theory</p> <p>Actions: Discussed findings with all instructors;</p> <p>Revised CAS 325A and CAS 325B learning goals for clarification of theories to be taught;</p> <p>Gathered pedagogical strategies for effective, engaging approaches to teaching theory and posted on Department LMS.</p>
10/11	1b	Students can describe normative development.	325A/B: Common exam items (e.g. developmental milestones)	Overall, 82% of students demonstrated mastery.
12/13	1c	Students can describe individual, cultural, and environmental difference.	325B: Common assessment items (5 multiple choice and 1 short essay scored with rubric)	Students demonstrated competency on the majority of questions and the majority of students described individual differences well in their short essays.
12/13	1d	Students can identify the purpose and structure of community and government systems.	325B: Common assessment items (multiple choice).	Students demonstrated mastery in their understanding of community systems -but were challenged in understanding of government structure. Consider in faculty meetings this year how we will close the loop.
09/10	2a	Students can identify access, analyze, and synthesize relevant sources.	301: Computer exam (library component); specified common final exam items. 301 and 490T (synthesize): Embedded assignment (e.g.	<p>Students demonstrated competency in identifying and accessing relevant sources.</p> <p>Concern: Synthesis of relevant sources in written format.</p>

Year	#	SLO	Measure	Using Findings to Improve Learning
			single page requiring explanation/purpose/strategy for article selection)	<p>Action: Integrate synthesis expectation across upper-division core content courses; Include synthesis task in writing assignments across upper-division core content courses;</p> <p>Facilitated two workshops requested by department faculty (one focused on synthesis in student writing, a second focused on improvement of student/peer feedback process); Posted synthesis workshop content on LMS for all faculty.</p>
09/10	2b	Students can critically analyze research studies.	301: Common final; embedded assignment (e.g. article analysis). 325A/B: common assignment critically analyzing research articles	<p>Students demonstrated mastery in critically analyzing research studies (82% of CAS 325A and 72% of CAS 325B sample).</p> <p>Concern: Interpretation of correlation coefficients and description of interactions.</p> <p>Action: Implement Course Coordinator system in designated courses (e.g. CAS301); Support for faculty/ increased clarity of learning goals through Course Coordinator system.</p>
11/12	3a	Students write in APA style and effectively take purpose and audience into account.	Signature assignment that represents final product w/o faculty scaffolding; senior paper (490T, 491) scored with common rubric	<p>Students met competency in formatting and content. Concern: Students were challenged in APA style for in-text citations, reference page, syntax and mechanics, synthesis and narrative style.</p> <p>Action: Created online support tutorials requested by department faculty to enhance student writing (grammar, plagiarism); Identified department expectations for</p>

Year	#	SLO	Measure	Using Findings to Improve Learning
				“essentials” in APA style, posted on LMS. Posted APA style tutorial on LMS; Facilitated faculty workshop on writing instruction.
11/12	3b	Students make effective oral presentations taking purpose and audience into account.	Video recordings of student oral presentations; scored with common rubric	Students met mastery in organization, effective language and content but did not meet mastery in delivery of oral presentations. Action: Facilitated workshop to norm rubric and discussed strategies for increased student competence; Oral presentation workshop given for faculty; Posted oral presentation workshop on Department LMS. Distributed rubric to all faculty per faculty request.
08/09	4a	Students can effectively apply theories, concepts, and research findings to promote child well-being.	Imbedded prompts/ short answer items	Students demonstrated mastery in applying research to practice. Concern: Theory to practice. Action: Modify preamble and course-specific learning goals in advanced practicum courses to provide content specification (theory and application).
08/09	4b	Students can identify relevant ethical and legal issues and the impact of possible actions in real-world situations.	310: Embedded assignment/s (e.g. emphasize application of observation and assessment for 4a; testing mandates, family rights and privacy for 4b)	Concern: Identification of ethical and legal principles. Action: Modify preamble and course-specific learning goals in advanced practicum courses to provide content specification (ethical and legal issues).