

**WSU Five-Year Program Review  
Self-Study**

Department/Program: Child and Family Studies

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## **A. Brief Introductory Statement**

The Department of Child and Family Studies is part of the Jerry and Vickie Moyes College of Education. The Department offers three majors: Family Studies (FS), Early Childhood Education (ECE), and Early Childhood (EC). The Early Childhood major prepares professionals who work with prekindergarten children and their families. The Early Childhood Education major prepares professionals to work with and teach Pre-Kindergarten to 3<sup>rd</sup> grade and to be eligible for state licensure as a teacher. The Family Studies major prepares graduates to be Provisionally Certified Family Life Educators, which is a certification administered by the National Council on Family Relations. The department also supports a degree with Departmental Honors and a Bachelor of Integrated Studies area in Child and Family Studies. Minors include Child Development and Family Studies. The department also offers an Associate of Applied Science in Early Childhood. The department developed two new courses since the last departmental review: CHF 4300 Latino Child and Family Development and CHF 4711 Advanced Guidance and Planning for Teacher Education. The CHF 1500 Human Development course and CHF 2400 Family Relations course are offered as concurrent enrollment courses at area high schools. Faculty supervise these courses and the high school teachers who serve as adjunct faculty in the department. CHF 1500 is designated as a Social Science General Education course and participates in the university wide assessment protocols.

## **B. Mission Statement:**

The mission of the Department of Child and Family Studies is to utilize contemporary educational practices to prepare students to become Early Childhood and Family Life Educators who respect diversity, use culturally competent practices, and apply their knowledge to create environments that enhance the lives and healthy development of adults, children, and families over the lifespan.

## **C. Curriculum:**

The Early Childhood and Early Childhood Education Program outcomes are based on the standards of the National Association for the Education of Young Children (NAEYC) and the Utah Effective Teaching Standards. The learning outcomes include: 1) Create and maintain a positive classroom environment; 2) Plan curriculum and design instruction to enhance children's learning; 3) Engage and support all children in learning; 4) Assess and evaluate children's learning; 5) Demonstrate professionalism to support children's learning. Within the Teaching and Learning outcome, subcategories include Connecting with children and families, Using developmentally effective approaches, Understanding content knowledge in early education, Building meaningful curriculum, and Becoming a Professional.

The Family Studies Program Outcomes are based on the ten outcomes standards of the National Council of Family Relations and one additional department standard. These outcomes standards require a knowledge base and related skills that address the following areas: 1) Families in Society, 2) Internal Dynamics of Families, 3) Human Growth and Development Over the Life Span, 4) Human Sexuality, 5) Interpersonal Relationships, 6) Family Resource Management, 7) Parent Education and Guidance, 8) Family Law and Public Policy, 9) Ethics, 10) Family Life Education Methodology, and one additional department standard, 11) Professional Development. Student learning outcomes have been designed to meet NAEYC and Utah Effective Pre-service Teaching Standards for Early Childhood Education Standards and the NCFR Standards.

## **Early Childhood and Early Childhood Education Outcomes and Assessment**

Assessment in the Early Childhood and Early Childhood Education programs have changed frequently over the past five years in response to changes in national and state standards and outcomes. For example, the National Association for the Education of Young Children (NAEYC) changed their core standards and assessment criteria in 2009. Additionally, the Utah State Office of Education has also

changed standards and assessments in the past five years. Subsequently, assessment and outcomes for courses in this program have modified to reflect the changes occurring at national and state levels. The current assessment plan going forward is included in this document and reflects the current assessment activities in the Early Childhood and Early Childhood Education programs. Currently, the following outcomes and measures are used to assess student learning in the Early Childhood and Early Childhood Education programs. The Student Teacher Evaluation Rating Scale is administered by the professional supervising mentor teacher in the Melba S. Lehner Children's School. The scale assesses the student teacher's performance at the end of the semester in the areas of Guidance, Planning, Family, Teamwork, and Personal. Students are also required to complete a written capstone essay exam consisting of six essay questions. This comprehensive essay examination is given at the end of the term to the students registered in the Seminar in Child Development (CHF 4990A), which is a capstone course for Early Childhood and Early Childhood Education majors. The questions assess the students' ability to describe, in written form, their understanding of pertinent early childhood principles and practices. These include the goals, theories, and strategies of guidance; guidelines for constructing developmentally appropriate curriculum that includes an anti-bias strand relative to elements of diversity; using components of various developmental and learning theories for planning and evaluating instruction; describing the purpose of the NAEYC Code of Ethical Conduct and its major principles; describing an effective family involvement program in the school using the Epstein model; and explaining the purposes of two federal laws, IDEA and Section 504.

The Pre-Post Teacher Beliefs and Practices Survey is administered to students in lower division courses and the post-test occurring in upper-division courses. This survey measures the students' awareness of developmentally appropriate (DAP) versus developmentally inappropriate practices (DIP). The results from this survey demonstrated that students DAP scores increased and their DIP scores decreased between the pre and post-tests. Finally, the Follow-up Evaluation for ECE/EC Graduates is completed by recent graduates to better understand their experiences in developing the skills they need to be educators of children and their parents. Overall, assessments show that students meet competency standards.

### **Family Studies Outcomes and Assessment**

Students in Family Studies are assessed on their competency and proficiency in 11 substance areas of the Certified Family Life Education credential. Students in the Senior Seminar course (4990B) are required to create a portfolio of all their projects, papers, and other artifacts to demonstrate their competence in each of the 11 substance areas. These portfolios are reviewed by faculty members in Family Studies and assessed on meeting competencies in 11 areas. The portfolios include student work samples, original research papers, community education activities, literature reviews, and other artifacts. In addition to the portfolio, students in Family Studies take a capstone exam in their last semester to evaluate their knowledge and mastery of the 11 content areas for Family Life Education. Outcomes show that the vast majority of students demonstrate competency in these areas.

Finally, an exit interview questionnaire is administered to all graduating seniors to better understand their experiences in developing skills and competencies necessary for family life education professionals. This exit interview questionnaire was revised in the fall of 2013 to better reflect community engaged learning experiences, undergraduate research activities, and other experiences in developing competency based skills for Certified Family Life Educators.

### C. Curriculum

The following table shows all the courses offered in the Department of Child and Family Studies. The meeting of specific course objectives is discussed later in this document.

Core Courses in Department/Program
CHF 1400 Marriage as an Interpersonal Process
CHF SS1500 Human Development
CHF 2100 Family Resource Management
CHF 2400 Family Relations
CHF 2500 Development of the Child: Birth--8
CHF 2570 Middle Childhood Development
CHF 2600 Introduction to Early Childhood Education
CHF 2610 Guidance Based on Developmental Theory
CHF 2620 Planning Creative Experiences for Young Children
CHF 2990B Seminar in Family Studies
CHF 3150 Consumer Rights & Responsibilities
CHF 3350 DV Diverse Families
CHF 3450 Adult Development
CHF 3500 Children at Risk
CHF 3550 Parenting Education
CHF 3640 Working with Parents
CHF 3650 Family Processes
CHF 3850 Current Research Methods
CHF 4300 Latino Child and Family Development
CHF 4400 The Family in Stress
CHF 4500 Comparative of Child and Adolescent Development
CHF 4650 Family Life Education Methods
CHF 4710 Advanced Guidance and Planning
CHF 4711 Advanced Guidance & Planning for TED
CHF 4720 Student Teaching in the Children's School
CHF 4800 Individual Research
CHF 4810 Child/Families in Medical Setting
CHF 4830 Directed Readings
CHF 4860 CEL Practicum
CHF 4890 Cooperative Work Experience
CHF 4990A Seminar in Child Development
CHF 4990B Senior Seminar in Child Development

**D. Student learning Outcomes and Assessment**

**Curriculum Grid Family Studies and Student Learning Outcomes (revised February 2012)**

The following grid identifies courses in the Family Studies curriculum meeting the substance areas for the Certified Family Life Educator credential.

(Based in the National Council on Family Relations Substance Areas):	
#1 Families in Societal Contexts #2 Internal Dynamics of Families #3 Human Growth and Development Over the Lifespan #4 Human Sexuality #5 Interpersonal Relationships	#6 Family Resource Management #7 Parent Education and Guidance #8 Family Law and Public Policy #9 Professional Ethics and Practice #10 Family Life Education Methodology #11 Professional Development/Practicum

COURSE NUMBER AND TITLE	LEARNING										
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
CHF 1400 Marriage as an Interpersonal Process	X				X						
CHF 1500 Human Development			X								
CHF 2100 Family Resource Management						X					
CHF 2400 Family Relations		X									
CHF 2990B Family Studies Seminar									X		
CHF 3350 Diverse Families	X										
CHF 3450 Adult Development			X								
CHF 3550 Parenting Education					X		X				
CHF 3650 Family Processes		X			X						
CHF 3850 Current Research Methods in Child and Family Studies											X
CHF 4400 The Family in Stress		X									
CHF 4500 Comparative Study of Childhood and Adolescent			X								
CHF 4650 Family Life Education Methods										X	
CHF 4860 Practicum											X
CHF 4990B Senior Seminar in Family Studies								X			X
Health 3500 Human Sexuality				X							

**Family Studies  
Assessment Plan  
(Revised February 2012)**

**STUDENT LEARNING OUTCOMES (Based on the National Council on Family Relations Substance Areas):**

A Family Life Educator will have a knowledge base and related skills that address:
1. Families in Societal Contexts
2. Internal Dynamics of Families
3. Human Growth and Development Over the Lifespan
4. Human Sexuality
5. Interpersonal Relationships
6. Family Resource Management
7. Parent Education and Guidance
8. Family Law and Public Policy
9. Professional Ethics and Practice
10. Family Life Education Methodology
11. Professional Development/Practicum

General Outcome	Learning Outcomes (Based on knowledge and understanding of):	Skills and Abilities to (A FLE can):	Assessment	Course Assessed	Evaluation
<p><b>Area 1- FAMILIES &amp; INDIVIDUALS IN SOCIETAL CONTEXTS</b></p> <p>An understanding of families and their relationships to other institutions, such as the educational, government, religious, and occupational institutions in society</p>	<ol style="list-style-type: none"> <li>1. Various family structures and functions;</li> <li>2. Cultural variations among families (family heritage), including social class, geography, ethnicity, race, and religion;</li> <li>3. Dating, courtship, and marital choice;</li> <li>4. Kinship (inter-generational) relations;</li> <li>5. Cross-cultural understanding of the life-styles of</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify the characteristics, diversity, &amp; impact of local, national, &amp; global social systems.</li> <li>b. Identify factors (e.g., media, marketing, technology, economics, social movements, natural disasters, war) influencing individuals &amp; families from both contemporary &amp; historical perspectives.</li> <li>c. Identify factors that influence the relationship between work &amp; family life.</li> <li>d. Identify social &amp; cultural influences affecting dating courtship, partner/marital choice &amp; relationships, family composition, &amp; family life.</li> <li>e. Recognize the reciprocal interaction between individuals, families, &amp;</li> </ol>	<ul style="list-style-type: none"> <li>• Exams - on text and course content.</li> <li>• Short application papers on strategies and principles.</li> <li>• Self-application of “The Five Love Languages” plus “best” quotes paper to use in personal life.</li> <li>• Family Case Study.</li> <li>• Individual personal/family assessments (looking at their own lives).</li> <li>• Presentations on diverse</li> </ul>	<p>1400 - Marriage as an Interpersonal Process</p> <p>3350 - Diversities Within Families</p>	<p>Family Studies Faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>

	<p>minority families and the life-styles of families in various societies around the world;</p> <p>6. Changing gender roles, including role expectations, and behaviors of courtship partners, marital partners, parents and children, siblings, and extended kin;</p> <p>7. Present and future demographic trends among families;</p> <p>8. Families as they have developed through history;</p> <p>9. The reciprocal influence between the occupational work place and family members; and</p> <p>10. The reciprocal influence of the major social institutions and families, i.e., governmental, religious, educational, and economic.</p>	<p>various social systems (e.g., health, legal, educational, religious/spiritual).</p> <p>f. Assess the impact of demographics (e.g., class, race, ethnicity, generation, gender) on contemporary families.</p>	<p>ethnic and cultural family group.</p> <ul style="list-style-type: none"> <li>• APA research paper on diverse ethnic and cultural family group.</li> <li>• Reaction and reflection papers on diverse family topics.</li> </ul>		
<p><b>Area 2- INTERNAL DYNAMICS OF FAMILIES</b></p> <p>An understanding of family strengths and weaknesses and how family members relate to each other.</p>	<p>1. Internal social processes including cooperation and conflict.</p> <p>2. Communication patterns and problems,</p>	<p>a. Recognize &amp; define healthy &amp; unhealthy characteristics pertaining to:</p> <p>1. Family relationships,</p> <p>2. Family development.</p> <p>b. Analyze family functioning using various</p>	<ul style="list-style-type: none"> <li>• Exams – on text and course content</li> <li>• Research/Application paper on family therapy models</li> </ul>	<p>2400 – Family Relations</p> <p>3650 – Family Processes</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each</li> </ul>

	<p>in husband-wife relationships and in parent-child relationships, including stress and conflict management.</p> <p>3. Conflict management.</p> <p>4. Decision-making and goal setting.</p> <p>5. “Normal” stress in families: such as, transition periods in the family life cycle, three-generation households, caring for the elderly, and dual careers.</p> <p>6. Family stress/crises, such as divorce, remarriage, death, economic uncertainty and hardship, violence, substances abuse.</p> <p>7. Families with special needs, including adoptive, foster, migrant, low income, military, and blended families, as well as those with disabled members.</p>	<p>theoretical perspectives.</p> <p>c. Assess family dynamics from a systems perspective.</p> <p>d. Evaluate family dynamics in response to normative &amp; non-normative stressors.</p> <p>e. Evaluate family dynamics in response to crises.</p> <p>f. Facilitate &amp; strengthen communication processes conflict-management, &amp; problem-solving skills.</p> <p>g. Develop, recognize, &amp; reinforce strategies that help families’ function effectively.</p>	<ul style="list-style-type: none"> <li>• GENOGRAM</li> <li>• RELATE Assessment Paper</li> <li>• Four family system interviews.</li> <li>• Application papers.</li> <li>• Personal stress intervention plan.</li> <li>• Participation in class discussion of Families in Stress.</li> </ul>	4400 – The Family in Stress	assessment which are included in each course syllabus.
<p><b>Area 3 – HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFE SPAN</b></p> <p>An understanding of the developmental</p>	<p>1. Physical;</p> <p>2. Emotional;</p> <p>3. Cognitive;</p>	<p>a. Identify developmental stages, transitions, tasks, &amp; challenges throughout</p>	<ul style="list-style-type: none"> <li>• Exams – on text and course</li> </ul>	1500 – Human Developmen	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty</li> </ul>



<p>changes of individuals in families throughout the life span including prenatal, infancy, early and middle childhood, adolescence, adult, and aging to meet their changing needs.</p>	<p>4. Social; 5. Moral; and 6. Personality.</p>	<p>the lifespan. b. Recognize reciprocal influences: 1. Individual development on families, 2. Family development on individuals. c. Recognize the impact of individual health &amp; wellness on families. d. Assist individuals &amp; families in effective developmental transitions. e. Apply appropriate practices based on theories of human growth &amp; development to individuals &amp; families.</p>	<p>content. • Observations and written reports. • Interviews and written reports. • Human development reflection papers. • APA research paper-on developmental issues. • Cooperative group discussions.</p>	<p>t 3450 – Adult Development t 4500 – Comparative Study of Childhood and Adolescent Development t</p>	<p>designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p><b>Area 4 – HUMAN SEXUALITY</b>  An understanding of the physiological, psychological and social aspects of sexual development throughout the life span, so as to achieve healthy sexual adjustment.</p>	<p>1. Reproductive physiology; 2. Biological determinants; 3. Emotional and psychological aspects of sexual involvement; 4. Sexual behaviors; 5. Sexual values and decision-making; family planning; 6. Physiological and psychological components of the sexual response; 7. Sexual dysfunction; and, 8. Influence of sexual involvement on interpersonal relationships.</p>	<p>a. Recognize the biological aspects of human sexuality: 1. Sexual functioning, 2. Reproductive health, 3. Family planning, 4. Sexually transmitted infections (STDs). b. Recognize the psychosocial aspects of human sexuality: 1. Characteristics of healthy &amp; ethical sexual relationships, 2. Interpersonal dynamics of sexual intimacy, 3. Risk factors (e.g., substance abuse, social pressures, media). c. Address human sexuality from a value-respectful position.</p>	<p>• Plan and implement a presentation and create a tri-fold brochure filled with information and resources on topic. • Journal parts – 4 journal themes. • Website evaluation – “Go Ask Alice”. • 4 exams.</p>	<p>HE 3500 – Human Sexuality</p>	<p>Health and Family Studies faculty • Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

<p><b>Area 5 – INTER-PERSONAL RELATIONSHIPS</b></p> <p>An understanding of the development and maintenance of Interpersonal relationships.</p>	<ol style="list-style-type: none"> <li>1. Understanding of self and others;</li> <li>2. Interpersonal communication skills, such as listening, empathy, self-disclosure, decision-making, problem solving, and conflict resolution;</li> <li>3. Understanding of intimacy, love, and romance; and</li> <li>4. Relating to others with concern, respect, sincerity, and responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>a. Recognize the impact of personality &amp; communication styles.</li> <li>b. Recognize the developmental stages of relationships.</li> <li>c. Analyze interpersonal relationships using various theoretical perspectives.</li> <li>d. Develop &amp; implement relationships enhancement &amp; enrichment strategies.</li> <li>e. Develop &amp; implement effective communication, problem solving, &amp; conflict management strategies.</li> <li>f. Communicate aspects of relationships within the context of their developmental stages.</li> </ol>	<ul style="list-style-type: none"> <li>• Exams – on text and course content.</li> <li>• Short application papers on strategies and principles.</li> <li>• Self-application of “The Five Love Languages” plus “best” quotes paper to use in personal life.</li> <li>• Family case study.</li> <li>• Individual personal/family assessments (looking at their own lives).</li> <li>• Research/Application paper on family therapy models.</li> <li>• Parenting discipline strategies paper and presentation.</li> <li>• Case study, assessment, and parenting education paper.</li> <li>• Book reviews of major parenting books.</li> </ul>	<p>1400 – Marriage as an Interpersonal Process</p> <p>3550 – Parent Education</p> <p>3650 – Family Processes</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>
<p><b>Area 6 – FAMILY RESOURCE MANAGEMENT</b></p> <p>An understanding of the decisions individuals and families make about developing and allocating resources</p>	<ol style="list-style-type: none"> <li>1. An understanding of concepts such as goals, resources, planning,</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify personal, familial, professional, &amp; community resources available to families.</li> <li>b. Recognize the reciprocal relationship between</li> </ol>	<ul style="list-style-type: none"> <li>• Self-application paper – personal stress management plan.</li> </ul>	<p>2100 – Family Resource Management</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation</li> </ul>

<p>(e.g., time, money, material assets, energy, friends, neighbors, and space) to meet their goals.</p>	<p>2. An understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures.</p>	<p>individual/family/community choices &amp; resources.</p> <ol style="list-style-type: none"> <li>c. Apply value-clarification strategies to decision-making.</li> <li>d. Apply goal-setting strategies &amp; evaluate their outcomes.</li> <li>e. Apply decision-making strategies.</li> <li>f. Apply organizational &amp; time management strategies.</li> <li>g. Apply basic financial management tools &amp; principles.</li> <li>h. Inform individuals &amp; families of consumer rights, responsibilities, &amp; choices of action/advocacy.</li> <li>i. Apply stress management strategies.</li> </ol>	<ul style="list-style-type: none"> <li>• Exams – on text and course content.</li> <li>• Write a consumer complaint letter.</li> <li>• Self-application worksheets – Values clarification, goal setting, decision making, time management.</li> <li>• Write a personal and family mission statement.</li> <li>• Personal financial analysis and management plan.</li> </ul>		<p>method and rubric for each assessment which are included in each course syllabus.</p>
<p><b>Area 7 – PARENT EDUCATION AND GUIDANCE</b></p> <p>An understanding of how parents teach, guide, and influence children and adolescence.</p>	<ol style="list-style-type: none"> <li>1. Parenting as a process;</li> <li>2. Parental rights and responsibilities;</li> <li>3. Parental roles over the life cycle; and</li> <li>4. Variations in parenting practices.</li> </ol>	<ol style="list-style-type: none"> <li>a. Promote healthy parenting from a systems perspective.</li> <li>b. Promote healthy parenting from a child's &amp; parent's developmental perspective developmental outcomes.</li> <li>c. Apply strategies based on the child's age/stage of development to promote effective developmental outcomes.</li> <li>d. Identify different parenting styles &amp; their associated psychological, social, &amp; behavioral outcomes.</li> <li>e. Promote various parenting models, principles, &amp; strategies.</li> <li>f. Evaluate the effectiveness &amp; appropriateness of various parenting strategies.</li> <li>g. Recognize various parenting roles (e.g., father/mother,</li> </ol>	<ul style="list-style-type: none"> <li>• Exams – on text and course content.</li> <li>• Case study, assessment, and parenting education paper.</li> <li>• Book reviews and group discussions.</li> <li>• Parenting discipline strategies paper and presentation.</li> </ul>	<p>3550 – Parent Education</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>

		<p>grandparents, other caregivers) &amp; their impact on &amp; contribution to individuals &amp; families.</p> <p>h. Recognize parenting issues within various family structures (e.g. single, blended, same-sex).</p> <p>i. Recognize the impact of societal trends on parenting (e.g., technology, substance abuse, media).</p> <p>j. Recognize the influence of cultural differences &amp; diversity.</p> <p>k. Identify strategies to advocate for children in various setting (e.g., schools, legal system, healthcare).</p> <p>l. Recognize the various pathways to parenting &amp; their associated issued &amp; challenges (e.g., assisted reproduction, adoption childbirth, blending).</p>			
<p><b>Area 8 – FAMILY LAW AND PUBLIC POLICY</b></p> <p>An understanding of the legal issues, policies, and laws influencing the well-being of families.</p>	<ol style="list-style-type: none"> <li>1. The historical development of such laws;</li> <li>2. Laws relating to marriage, divorce, family support, child custody, child protection and rights, and family planning; and</li> <li>3. Public policy as it affects the family, including tax, civil rights social security, economic support laws, and regulations.</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify current law, public policy &amp; initiatives that regulate &amp; influence professional conduct &amp; services.</li> <li>b. Identify current laws, public policies, &amp; initiatives that affect families.</li> <li>c. Inform families, communities, &amp; policy makers about public policies, initiatives, &amp; legislation that affects families at local, state, &amp; national levels.</li> </ol>	<ul style="list-style-type: none"> <li>• Family law/family policy APA research paper.</li> <li>• Mock grant writing that deals with a policy issue.</li> <li>• Public policy (family friendly) workplace plus content application papers.</li> <li>• Student portfolio.</li> <li>• Exam on 11 content areas.</li> </ul>	<p>4990B – Senior Seminar in Family Studies</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>

<p><b>Area 9 – PROFESSIONAL ETHICS AND PRACTICE</b></p> <p>An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.</p>	<ol style="list-style-type: none"> <li>1. Formation of social attitudes and values;</li> <li>2. Recognizing and respecting the diversity of values and the complexity of value choice in a pluralistic society;</li> <li>3. Examining value systems and ideologies systematically and objectively;</li> <li>4. Understanding the social consequences of value choices; and</li> <li>5. Recognizing the ethical implications of social and technological changes.</li> </ol>	<ol style="list-style-type: none"> <li>a. Demonstrate professional attitudes, values, behaviors, &amp; responsibilities to clients, colleagues, &amp; the broader community, that is reflective of ethical standards &amp; practice.</li> <li>b. Evaluate, differentiate, &amp; apply diverse approaches to ethical issues &amp; dilemmas.</li> <li>c. Identify &amp; apply appropriate strategies to deal with conflicting values.</li> <li>d. Demonstrate respect for diverse cultural values &amp; ethical standards.</li> </ol>	<ul style="list-style-type: none"> <li>• Values clarification project.</li> <li>• Personal/class code of ethics and mission statement.</li> <li>• Teaching ethical behavior outline.</li> <li>• Sexual harassment case study.</li> <li>• Ethics applications case study.</li> </ul>	<p>2990B – Seminar in Family Studies</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>
<p><b>Area 10 – FAMILY LIFE EDUCATION METHODOLOGY</b></p> <p>An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan implement and evaluate such educational programs.</p>	<ol style="list-style-type: none"> <li>1. Planning and implementing family life education programs;</li> <li>2. Evaluating family life education materials, student progress and program effectiveness;</li> <li>3. Using a variety of educational techniques in the presentation of a family life education program;</li> </ol>	<ol style="list-style-type: none"> <li>a. Employ a variety of current educational strategies.</li> <li>b. Employ techniques to promote application of information in the learner’s environment.</li> <li>c. Create learning environments that are respectful of individual vulnerabilities, needs, learning styles.</li> <li>d. Demonstrate sensitivity to diversity &amp; community needs, concerns, &amp; interests.</li> <li>e. Develop culturally competent educational materials &amp; learning experiences.</li> <li>f. Identify appropriate sources for evidence-</li> </ol>	<ul style="list-style-type: none"> <li>• Book report paper.</li> <li>• Written report on the model of change.</li> <li>• Workshop packet on family life education.</li> <li>• Active learning demonstration of family life education.</li> </ul>	<p>4650 – Family Life Education Methods</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>• Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>

	<p>4. Sensitivity to others to enhance educational effectiveness;</p> <p>5. Sensitivity to community concerns and values and an understanding of the public relations process; and</p> <p>6. Understanding the relationship between one's personal values/beliefs and family life education areas.</p> <p><b>The Planning Wheel Model</b></p> <ul style="list-style-type: none"> <li>• Step 1 – I Believe That: Think through your and your agency's basic values.</li> <li>• Step 2 – What I Want: Identify, in a general way what you hope to accomplish, and what the results of a needs assessment indicate.</li> <li>• Step 3 – End Product: Identify the specific behavioral outcomes you will plan for. Differentiate between means goals and ends goals.</li> <li>• Step 4 – How To Do It: Decide what learning experiences to offer.</li> </ul>	<p>based information.</p> <p>g. Develop educational experiences:</p> <ol style="list-style-type: none"> <li>1. Needs assessment,</li> <li>2. Goals &amp; objectives,</li> <li>3. Content development,</li> <li>4. Implementation,</li> <li>5. Evaluation/outcome measures.</li> </ol> <p>h. Promote &amp; market educational programs.</p> <p>i. Implement adult education principles into work with families &amp; parents.</p> <p>j. Establish &amp; maintain appropriate personal &amp; professional boundaries.</p>			
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	<ul style="list-style-type: none"> <li>Step 5 – Carry Out The Plan: Do it – lead the workshop, teach the class, run the project.</li> <li>Step 6 – Evaluate: Evaluate the outcome.</li> </ul>				
<p><b>Area 11 – PROFESSIONAL DEVELOPMENT/ PRACTICUM</b></p> <p>Understanding and skill demonstrated in computer literacy, composition and writing skills, research skills, family advocacy processes membership in relevant professional organizations, and appropriate grooming, dress, and behavior.</p>	<ol style="list-style-type: none"> <li>Computer literacy skills including e-mail basic word processing, Internet, and library research.</li> <li>Composition and writing skills (i.e., application of APA format, technical writing, proposal elements and grant writing formats).</li> <li>General research and research methodology.</li> <li>Family advocacy processes.</li> <li>Relevant professional organizations and student associations.</li> <li>Basic principles of appropriate professional grooming, dress, and behavior.</li> </ol>	<ol style="list-style-type: none"> <li>Create a well-researched, accurately documented and publishable document that clearly presents ideas and data.</li> <li>Formulate a research proposal.</li> <li>Actively participate in relevant professional and/or student organizations and associations.</li> <li>Apply principles of professional grooming, dress and behavior.</li> <li>Represent the department well in academic, professional and community circles.</li> </ol>	<ul style="list-style-type: none"> <li>Presentation of NCFR 11 Substantive Areas.</li> <li>Program portfolio.</li> <li>Career/Employment investigation.</li> <li>Lead discussion with organized questions concerning text topic.</li> <li>Resume.</li> <li>Original research project and paper.</li> <li>Documents folder and site supervisor evaluation.</li> </ul>	<p>4990B – Senior Seminar in Family Studies</p> <p>3850 – Current Research in Child and Family Studies</p> <p>4860 - Practicum</p>	<p>Family Studies faculty</p> <ul style="list-style-type: none"> <li>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</li> </ul>

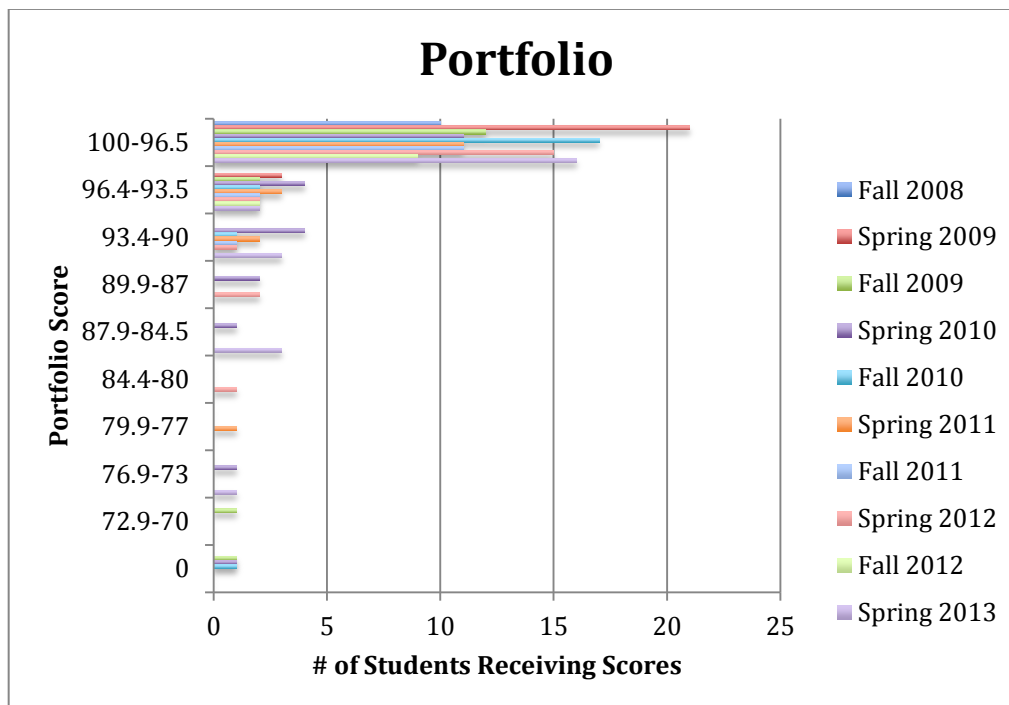
## Assessment Direct Evidence for Family Studies Program

The Family Studies program currently uses CHF 4990B – Senior Seminar as a capstone course to evaluate the 11 content areas. The student’s program portfolio is evaluated and an exit exam covering the 11 content areas is given.

The program portfolios are started in CHF 2990B – Seminar in Family Studies and students develop the portfolio throughout their coursework, completing the portfolio in CHF 4990B – Senior Seminar.

Semester	Number of students
Fall 2008	10
Spring 2009	24
Fall 2009	16
Spring 2010	24
Fall 2010	21
Spring 2011	17
Fall 2011	14
Spring 2012	21
Fall 2012	11
Spring 2013	25

**Program Portfolio-** The grade rubrics used to assess the portfolio follows on the next page. Variations in the grading of the portfolio reflect student performance and motivation on this assignment. A score of 0 indicates that the student never submitted a portfolio for review.





**PROGRAM PORTFOLIO GRADE RUBRIC**  
**CHF 4990B – Senior Seminar**

NAME: \_\_\_\_\_

POINTS: \_\_\_\_\_ (100)

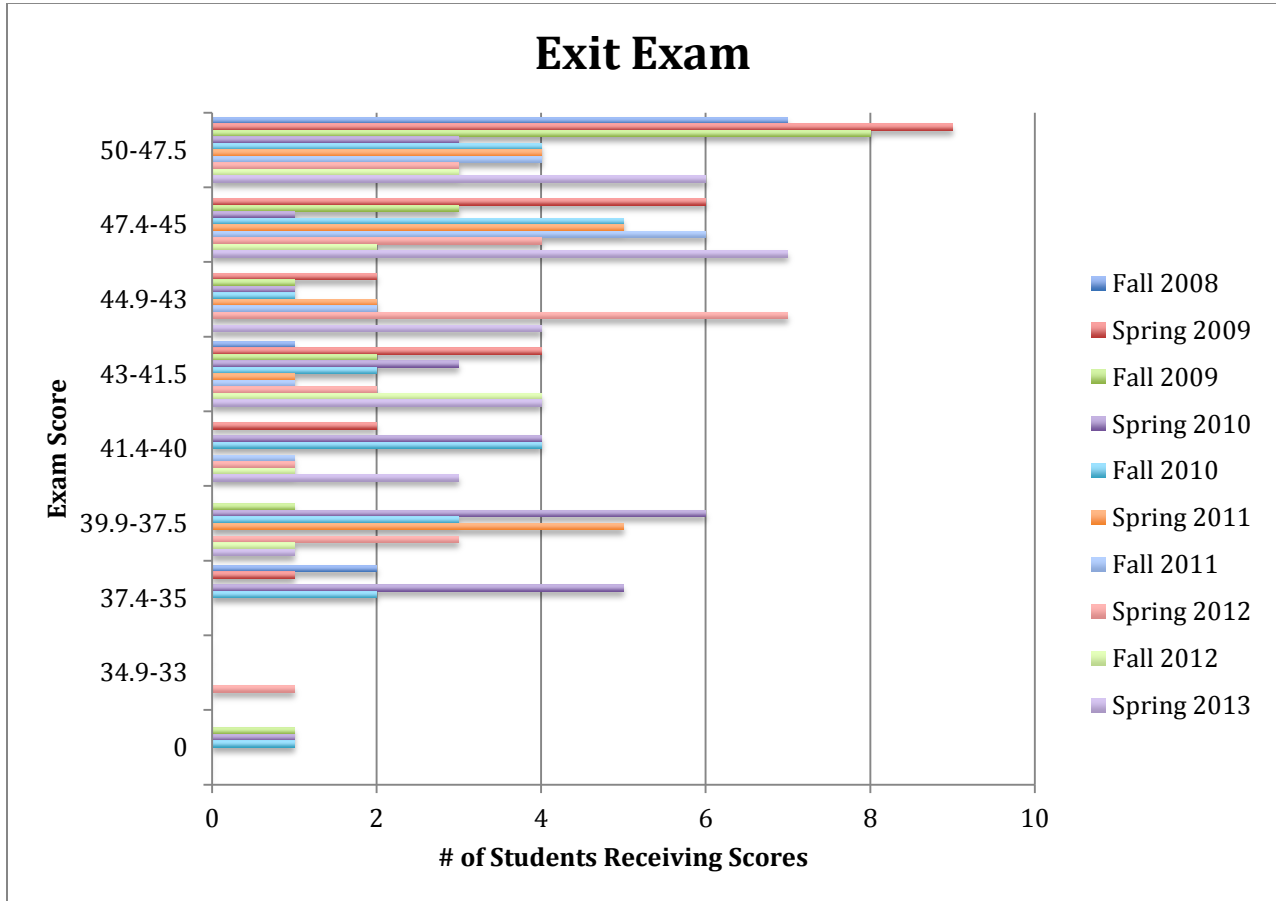
<b>Total Points for Areas listed</b>	<b>69 and Below</b>	<b>70-79</b>	<b>80-89</b>	<b>90-100</b>
Cover	Binders/Project formatted as required	Binders/Project formatted as required	Binders/Project formatted as required	Binders/Project formatted as required
Content page	11 NCFR Standards clearly marked/divided	11 NCFR Standards clearly marked/divided	11 NCFR Standards clearly marked/divided	11 NCFR Standards clearly marked/divided
Areas:	Evidence of a summary of at least 7 of the 11 standards (Packet from class)	Evidence of a summary of at least 10 or the 11 standards (Packet from class)	Evidence of a summary of each of the 11 standards (Packet from class)	Evidence of a summary of each of the 11 standards (Packet from class)
1-	No reflection information (paper) for all of the artifacts/samples of work/assignments for each of the standards	Reflection information (paper) for all of the artifacts/samples of work/assignments for each of the standards	Reflection information (paper) for all of the artifacts/samples of work/assignments for each of the standards	Reflection information (paper) for all of the artifacts/samples of work/assignments for each of the standards
2-				
3-				
4-				
5-				
6-				
7-				
8-				
9-				
10-				
11-	There are no artifacts/samples of work/assignments	Each standard has a minimum of one (1) artifacts/samples of work/assignments	Each standard has a minimum of two (2) artifacts/samples of work/assignments	Each standard contains at least three (3) or more artifacts/samples of work/assignments
Other-	Repeat use of three or more artifacts.	Repeat use of two artifacts.	Repeat use of one artifact.	No repeat of artifacts used.
Finger Print-	All artifacts are not students own work or group work student was member of			All artifacts are students own work or group work student was member of
Resume-	Materials are just place in the portfolio with no professionalism	Materials throughout the portfolio are somewhat professionally presented	Materials throughout portfolio are professionally presented	Materials throughout portfolio are professionally presented
Transcript-				
<b>Submission</b>	Portfolio handed in after the due date.	Portfolio handed in after class on the due date.	Portfolio handed in at the end of class on the due date.	Portfolio handed in at the beginning of class on the due date.
<b>Electronic copy is organized and all information easy to locate.</b>	Less than 70% of work is loaded onto an electronic media format and turned in with the portfolio. (Flash Drive, CD, etc.)	70-79% of work is loaded onto an electronic media format and turned in with the portfolio. (Flash Drive, CD, etc.)	80-89% of work is loaded onto an electronic media format and turned in with the portfolio. (Flash Drive, CD, etc.)	90 – 100% of work is loaded onto an electronic media format and turned in with the portfolio. (Flash Drive, CD, etc.)

## Exit Exam Results

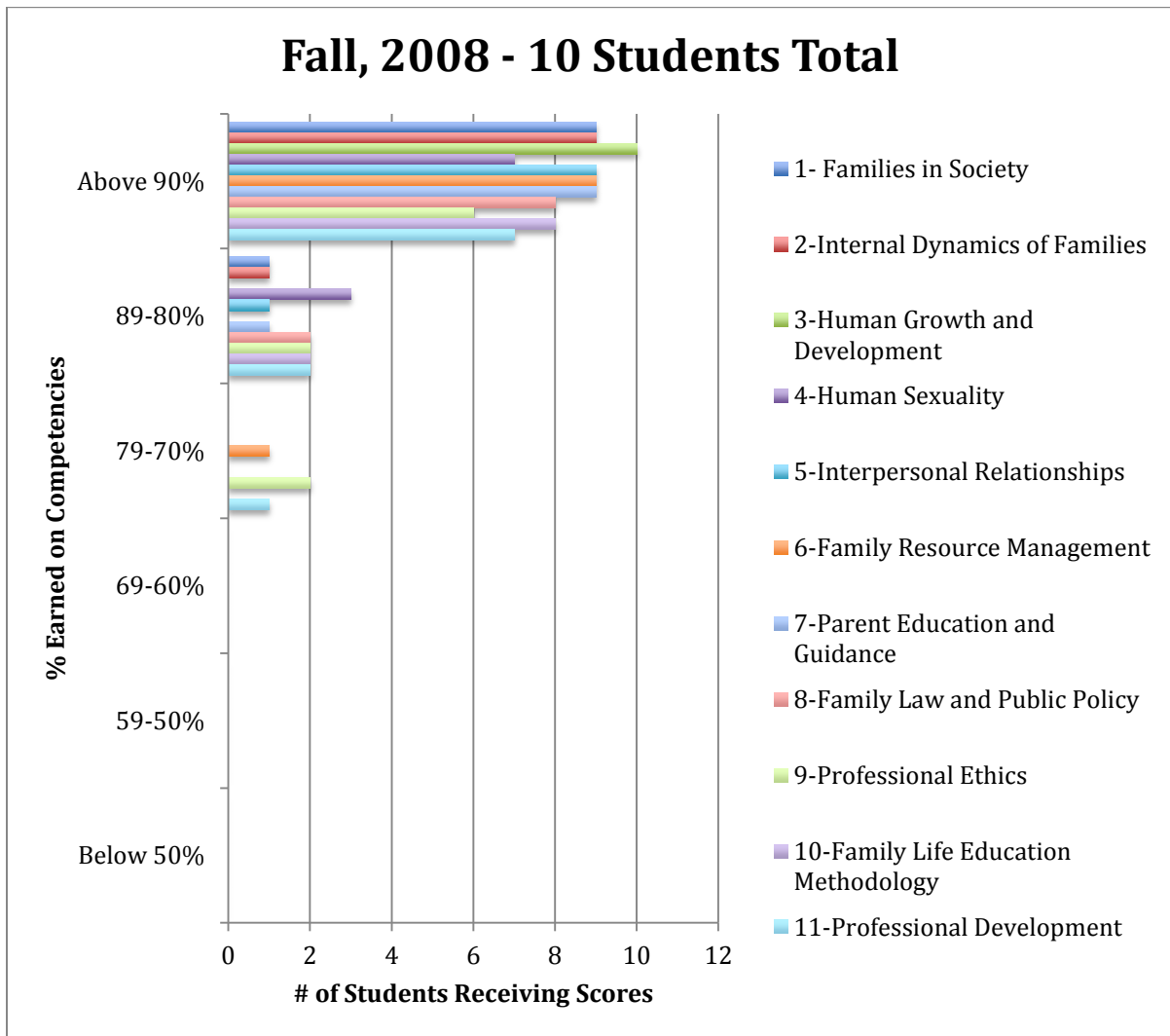
An exit exam consisting of 100 Questions worth .5 each for a total of 50 points is given at the end of each semester. This exam covers the 11 CFLE Substance Areas. The exam is similar to the CFLE Exam administered by the National Council on Family Relations. Variation in scores reflect student ability and motivation to prepare for the exam.

Areas #1 - #10 contained 9 items; Area #11 contained 11 items.

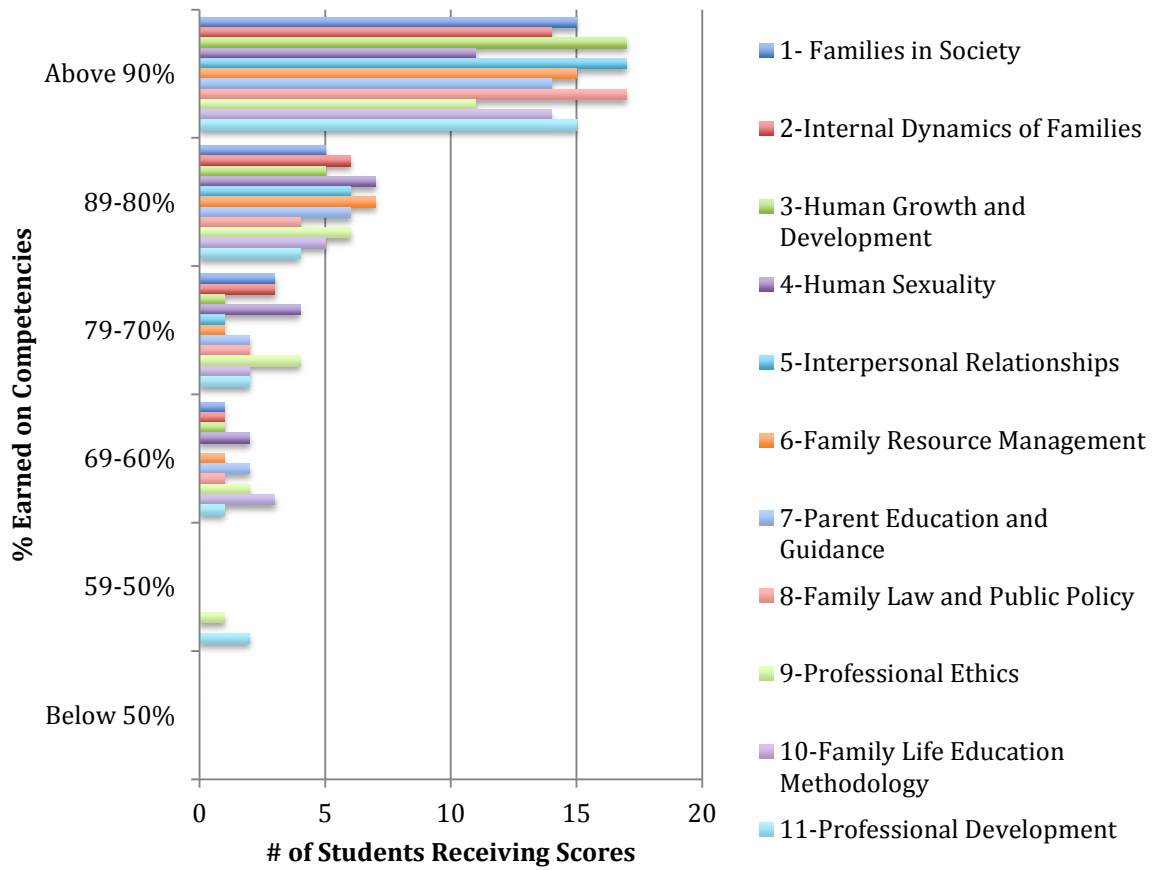
All courses are taught in the department except for the Health 3500 – Human Sexuality, area #4.



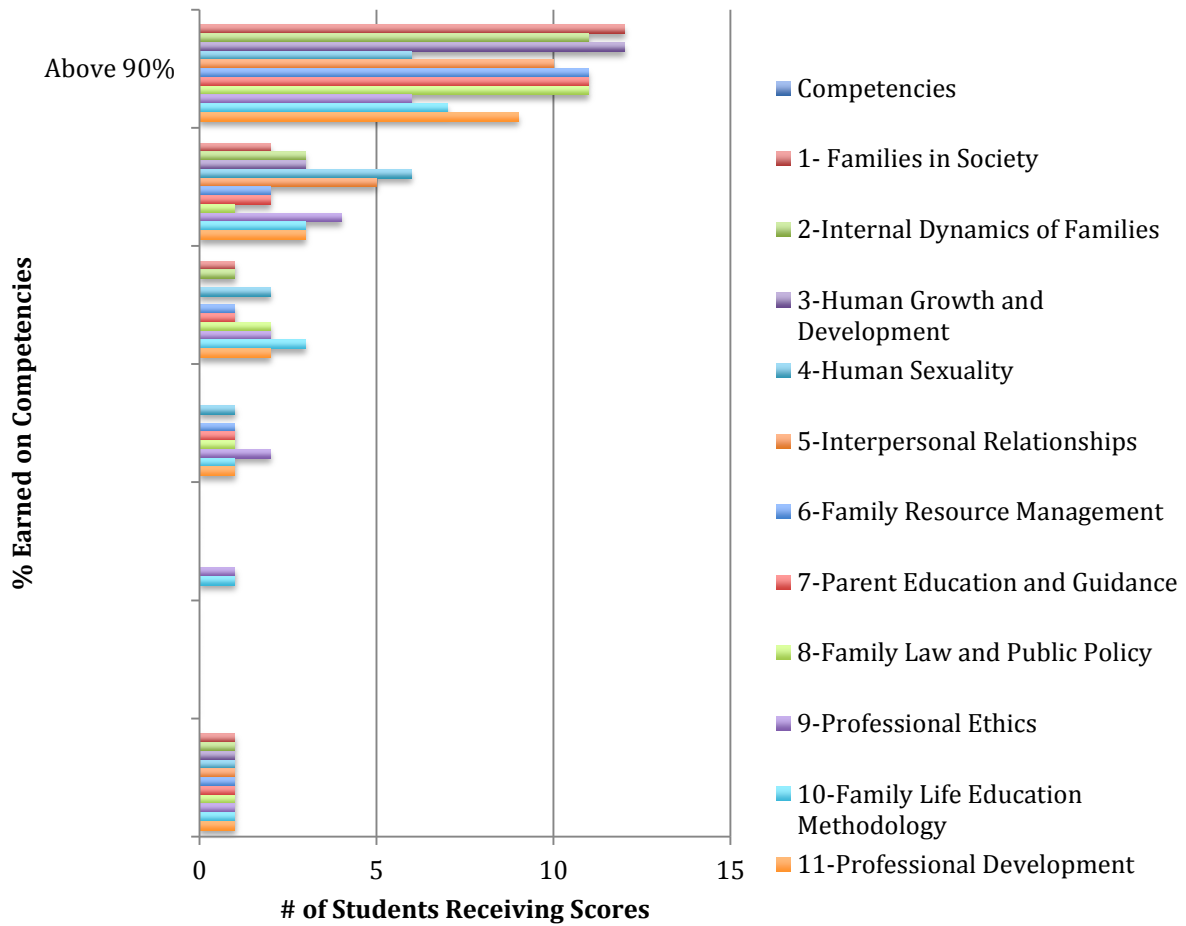
The following tables present data for the exit exam broken out by semester and student performance. In general, scores were lower in some content areas reflecting transition in faculty, faculty on sabbatical (and use of adjunct faculty), and student motivation.



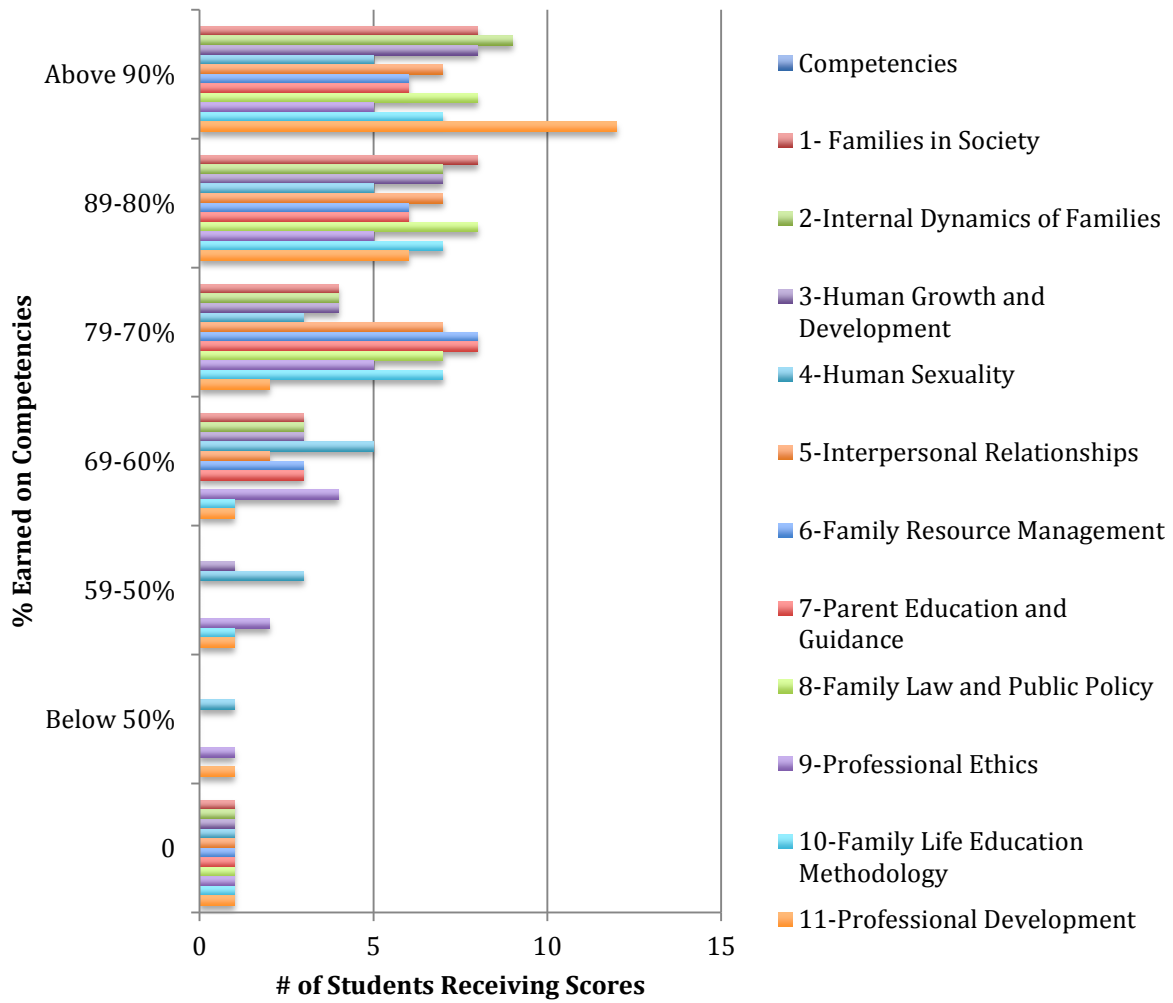
## Spring, 2009 - 24 Students Total



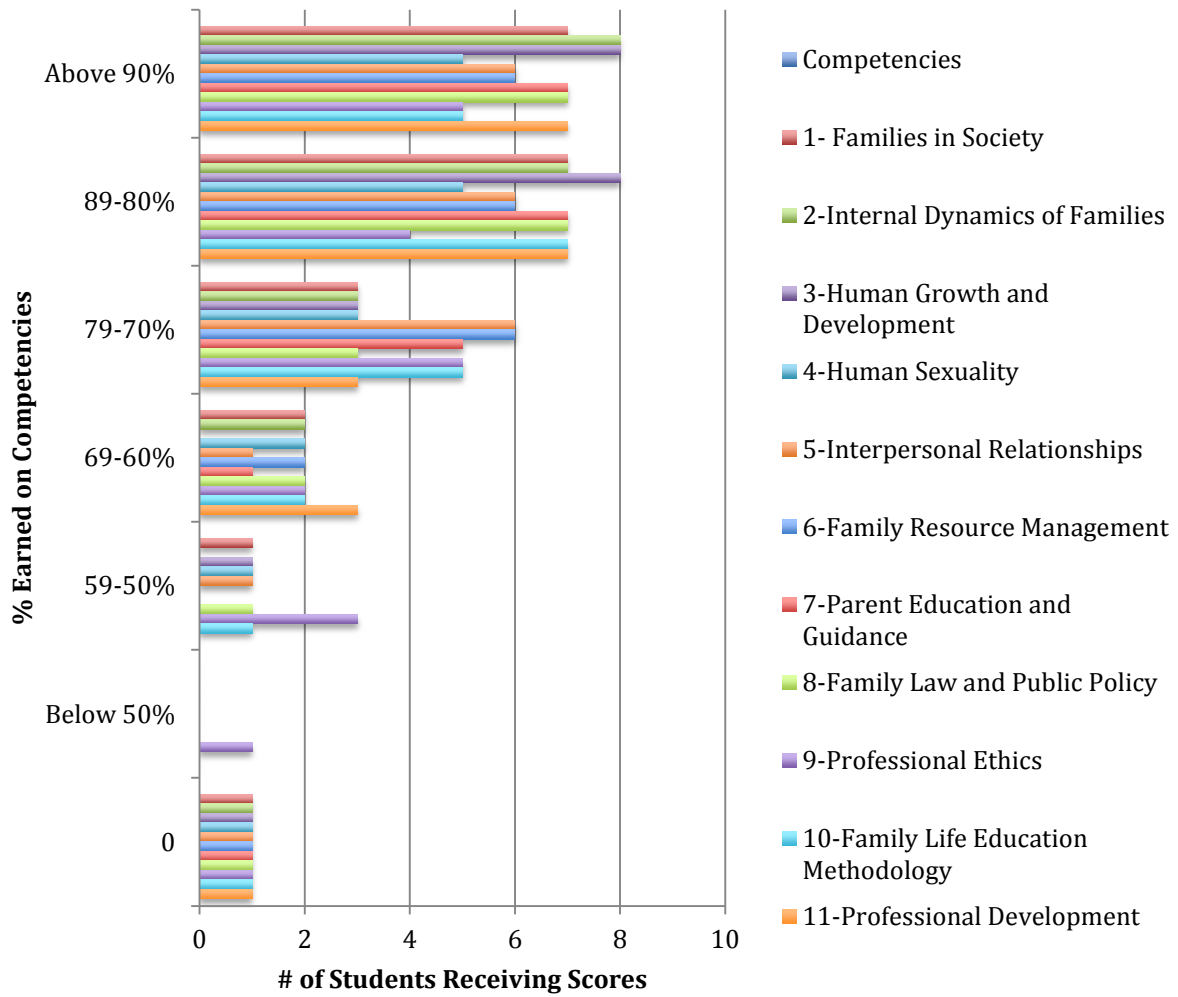
## Fall, 2009 - 16 Students Total



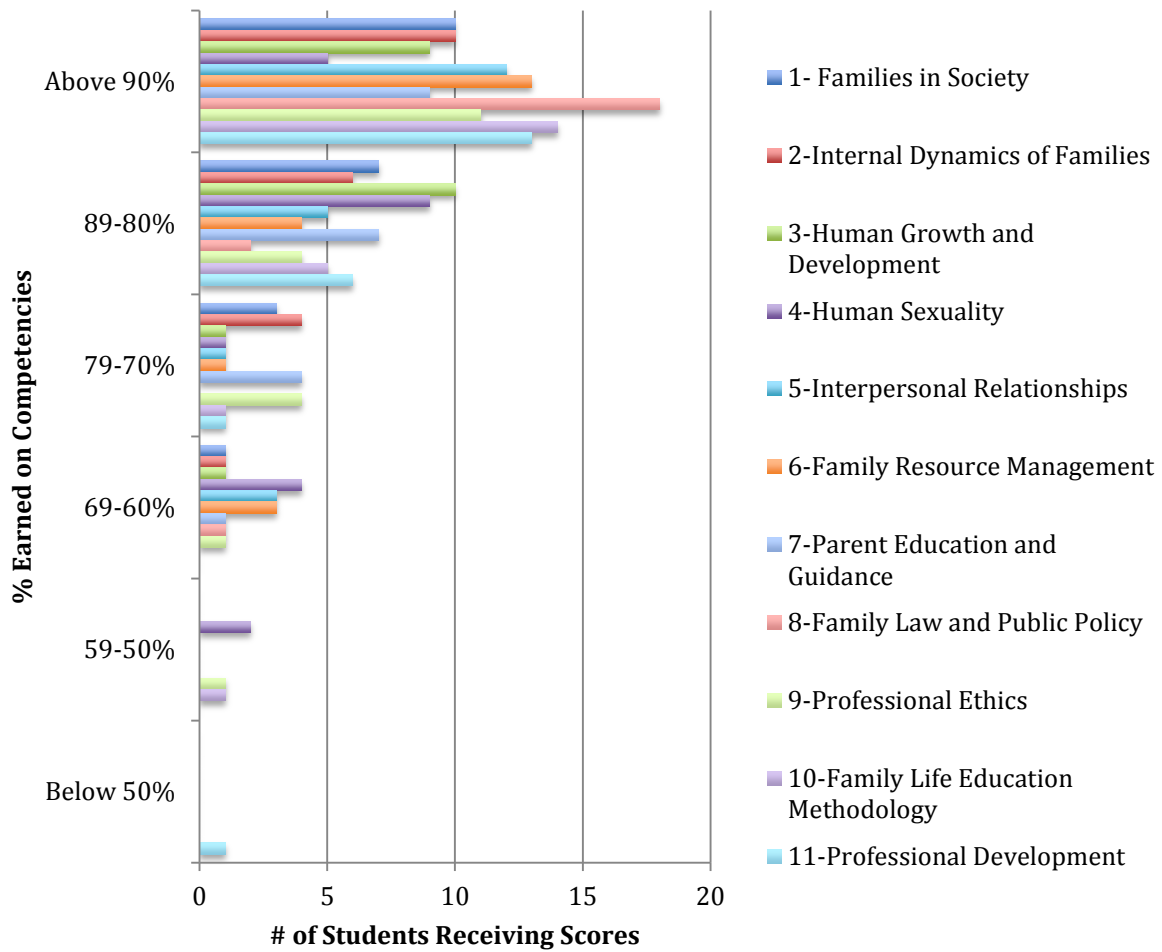
## Spring, 2010 - 24 Students Total



## Fall, 2010 - 21 Students Total

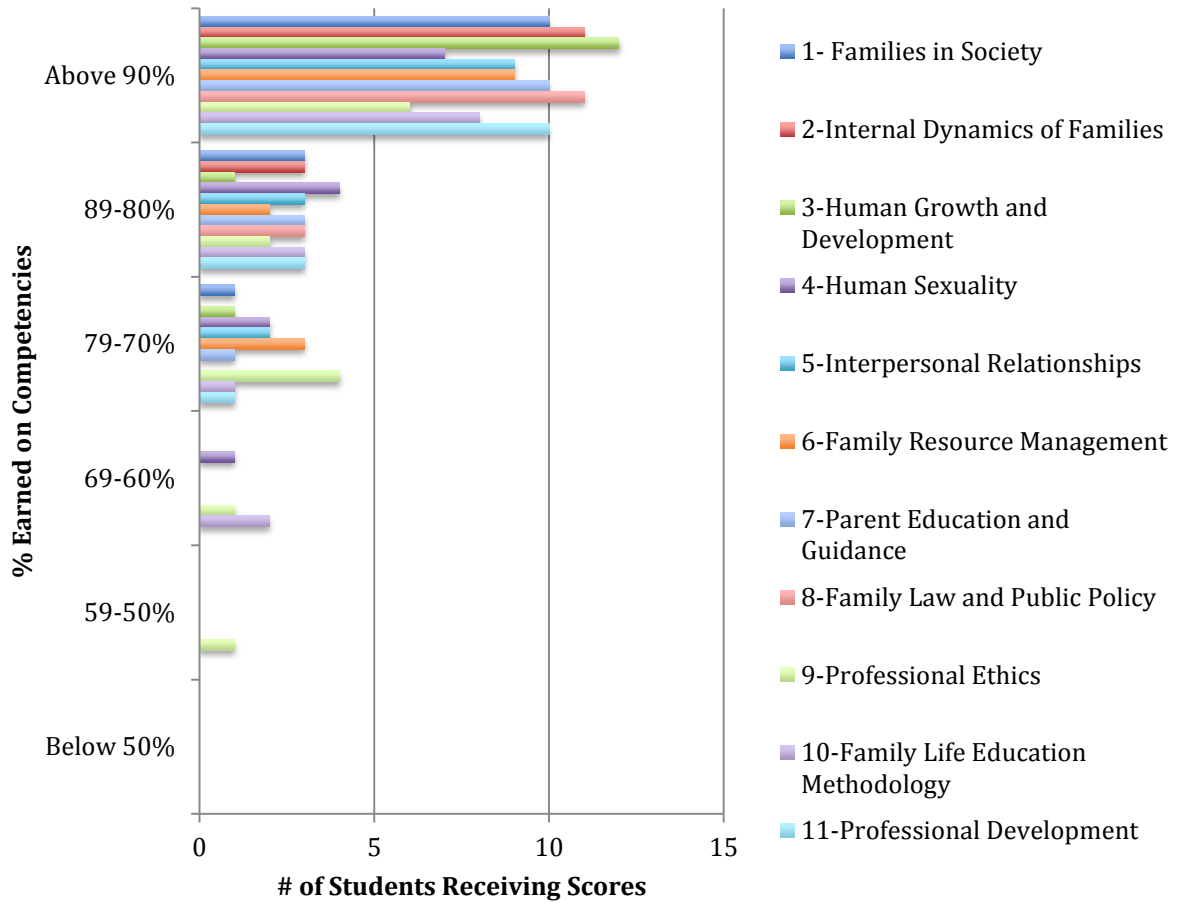


## Spring, 2011 - 17 Students Total

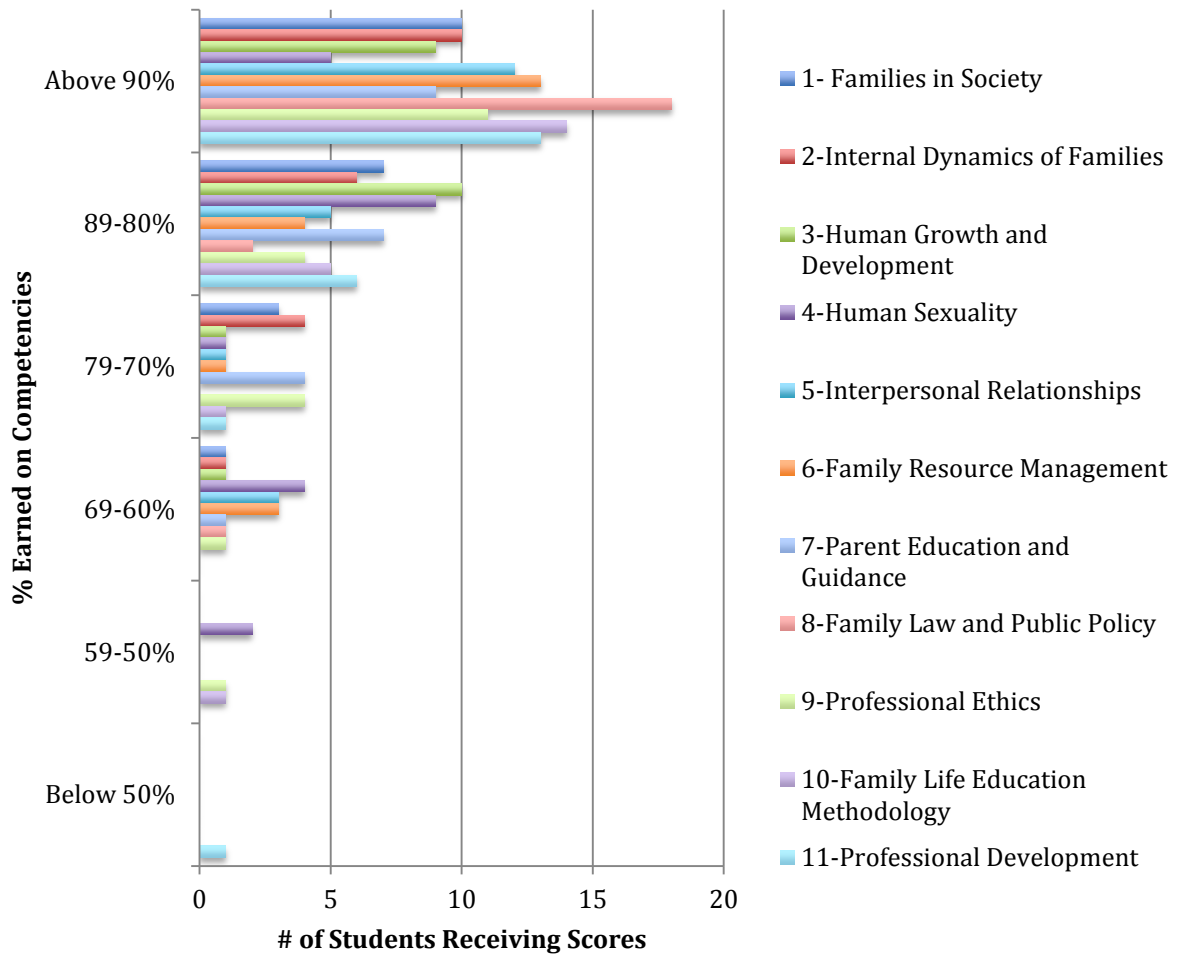




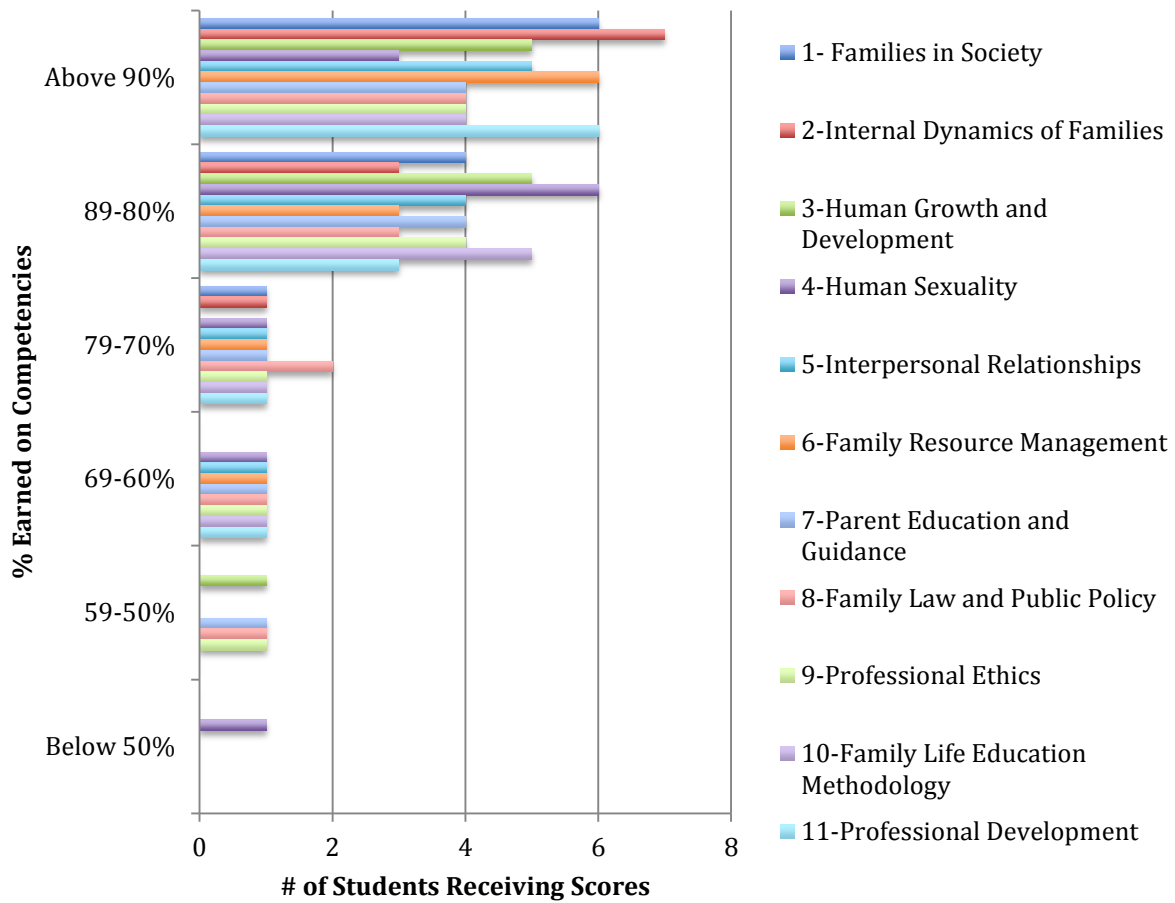
## Fall, 2011 - 17 Students Total



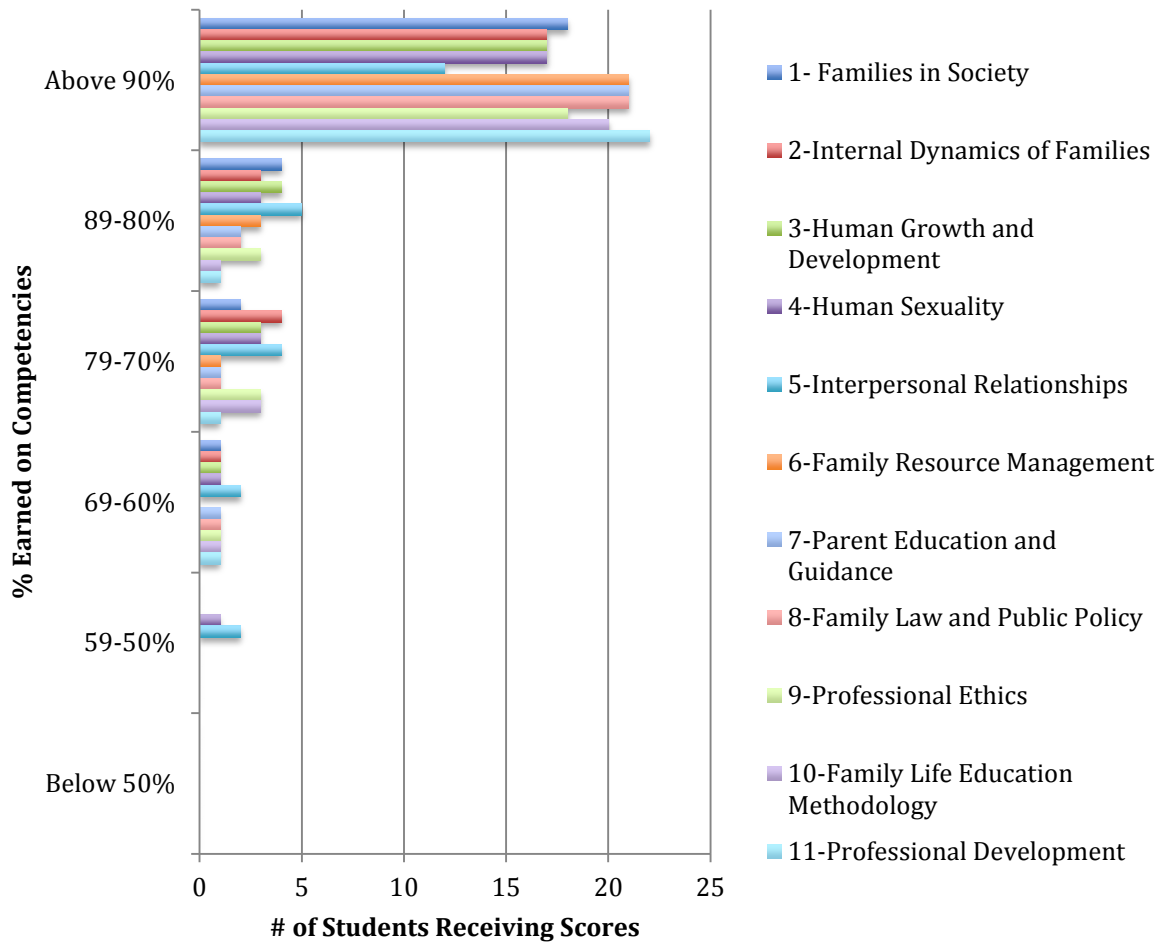
## Spring, 2012 - 21 Students Total



## Fall, 2012 - 11 Students Total



## Spring, 2013 - 25 Students Total



## Early Childhood (EC)/Early Childhood Education (ECE)

### Early Childhood and Early Childhood Education Program Assessment Overview

Due to changes in the Utah State Office of Education standards and the National Association for the Education of Young Children national standards over the past five years, the assessment of student learning outcomes have varied. This report shows the iterations of these assessment protocols. The first table shows the current assessment protocol.

OUTCOME	ASSESSMENT	WHEN ASSESSED
<b>PROMOTING CHILD DEVELOPMENT AND LEARNING</b>	Quizzes, tests, observations, and research papers on developmental issues over the life span (1500)	At completion of scheduled units throughout semester (1500)
	In-class quizzes in the form of mini-tests, discussions, or any type of test determined by instructor to check students' preparedness for class and understanding of course materials (2500)	Throughout the semester (2500)
	Two short-essay examinations that require application of child development theories and thoughtful reflection on course materials (2500)	Midterm and end of semester (2500)
	Annotated bibliography and in-class presentation on a topic pertinent to contemporary issues in child development. (2500)	During the semester (2500)
	Four observations on children to demonstrate application of child development concepts and theories (2500).	With due dates through the semester (2500)
	Two evaluative exams and final on individual and typical development and learning abilities of children ages 6 to 12 years (2570)	Three objective tests and/or final. (2570)  Evaluative exams are given during the semester. Final is given at the end (2570).
	Write report applying NAEYC Developmentally Appropriate Practice Guidelines to classroom observation: evaluated with instructor developed rubric (2600)	Midterm (2600)
	Write reports on developmentally appropriate practices analyzing three articles, learning to read position statement and an article analyzing environment and materials; evaluated with instructor developed rubric (2600)	As completed during the semester (2600)
	In-class quizzes in the form of mini-tests, discussions, short essays, or any form determined by instructor to check students'	Throughout the semester (2610)

	understanding of guidance principles (2610)	
	Weekly reflective logs indicating knowledge and application of guidance strategies (2610)	Throughout the semester (2610)
	A group project that includes research summaries and an in-class presentation on a topic related to child guidance (2610)	End of the semester (2610)
	Develop age and individually appropriate lesson plans and implement plans that are culturally appropriate: evaluation of lesson plans by instructor and evaluation of implementation by Head Teacher using instructor developed rubric (2620)	Second half of semester (2620)  3 plans (2620)
	Identify and apply theoretical and DAP concepts to hypothetical situations. Define, articulate, and apply DAP principle and guidelines.	Midterm - Essay Exam (2620)
	Develop five age and individually appropriate lesson plans and implement plans that are culturally appropriate. Plans are evaluated by the University Instructor upon observation visit (2860)	During the semester (2860)
	Able to discuss the research basis for Dap, articulate a philosophy of guidance and philosophy of teaching & use theories to support the positive influence of play and development (2990A)	Child Portfolio graded according to teacher created rubric (2990A)
	Complete objective tests at 70% level of competency over material on the biological, psychological and environmental circumstances that place young children in a position of risk, and identify appropriate intervention programs (3500)	Five quizzes, two tests and final that consist of objective and short answer questions throughout the course (3500)
	Develop age and individually appropriate lessons plans and implement plans that are culturally appropriate including one activity, one full day and one field trip. Plans will be evaluated by the student, their classroom supervisor and the instructor (4710)	First five weeks of term (4710)
	Develop age and individually appropriate lesson plans and implement integrated learning plans that are culturally appropriate and that include strategies to promote physical, social, emotional, cognitive and aesthetic development. The student will plan for three full weeks. These plans will take into account the difference in development found among the children in their classes. Plans will be evaluated by the student,	At time of planning and implementation, in oral midterm evaluation and at final written and oral evaluation (4720)

	their classroom supervisor and the seminar instructor (4720)	
	Final exam on individual and typical development and their relationship to guidance and planning issues. (4710)	At end of first five weeks (4710)
	In cooperation with peers arrange classroom environment to meet the needs of children in their group (4720)	Once during term (4720)
	Discussion of lab experiences and application of guidance, curriculum and other Dap principles in seminar sessions. (4720)	Throughout the semester (4720)
	Journal entries and log reflections following specific format allowing the student teacher to make reflective self-evaluation about application of previous learning in their teaching situations. (4720)	Throughout the semester (4720)
	Journal entries for cooperative work experience (4890)	During the semester, graded according to rubric at the end of the semester (4890)
	Able to discuss the research basis for Dap, articulate a philosophy of guidance, & use theories to support the positive influence of play (4990A).	Prepare Portfolio of selected articles, group presentation on assigned theorists, Quiz on guidance, comprehensive final exam (4990A)
<b>BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b>	Observations of children in early care/education and school classrooms, including: description of the setting, anecdotal records, and application of Child Development theories/concepts (2500)	Four observations during semester (2500)
	Weekly reflective logs that include the documentation of trust relationship and anecdotal records (2610)	Throughout the semester (2610)
	Evaluative exams on the influence of cognitive development, peers, teaching style, family and culture on learning (2570)	Exams given 4 times during semester and final (2570).
	Planning and implementing home visits (2860)	One report during the semester (2860)
	Develop a parent and teacher communication plan. (3640)	Midterm (3640)
	Collect data through interviews from parents regarding family involvement strategies and barriers; write a paper summarizing findings, reflections in learning, and implications for practice.(3640)	Early in semester (3640)
	Develop group and individual research presentations regarding building partnerships with families.	End of semester (3640)

	Participation with parents on a daily basis (including encouraging parent involvement in the classroom) planning and implementing home visits and planning parent conferences which involve the parents in planning for their children will all be self-evaluated and evaluated by the supervising teachers (4720)	Daily, weekly, at midterm and end of quarter (4720)
	Students prescribe strategies for Parent/Family/Teacher Involvement and their intended outcomes	End of semester, comprehensive exam (4990A)
<b>OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b>	Complete observation activities to identify learning needs and interests of children. Assessment activities in course packet as defined in rubric (2620)	Activities during semester Observations during first part of semester (2620)
	Complete evaluation of lessons plans related individual children's needs and interests (2620).	Midterm (2620)
	Observations, anecdote writing, and application on the assessment process that an early childhood "at risk" program utilizes (3500)	Observations and summary assessment conducted referrals two times during the during 4th week of semester (3500)
	Portfolio with plans and activities related to objectives (4890)	End of semester, graded according to teacher created rubric (4890)
	In cooperation with peers plan and implement four specific assessment activities including a work sample, a planned observation and a checklist. Keep anecdotal information and a variety of other assessment information to be included in children's portfolios and to be used for specific planning throughout student teaching experience. (4710 & 4720)	Second and fifth week of semester (4710) Throughout last ten weeks of the semester (4720)
	Describe the effects that various societal influences (divorce, single parenting etc.), has on the child from 6-12 behavior (2570)•In-class volunteer at Head Start, Kindergarten, & elementary grades-- 4-6 hours-- summary and evaluation paper of the classroom (2500)	Two research papers at midterm and final (2570) At scheduled due dates in semester, by end of semester (2500)
	Individual, small group and large group lesson plans on each of the six content areas: math, science, literacy, social studies, visual arts, music and drama.(2600) and a final workshop evaluation (2600)•Describe the effects that various societal influences (divorce, single parenting etc.), has on the child from 6-12	Evaluated according to teacher created rubric (2600) End of semester (2600) Two research papers during



	behavior (2570)	the quarter. Midterm and final (2570)
<b>Using Developmentally Effective Approaches</b>	Building a Trust Relationship through 24 hours guidance (2 hours per week) of field experience in an early childhood classroom	Evaluated at week 6 and week 12 of lab (2610)
	Weekly log of interactions and relationships (2610)	Throughout the semester (2610)
	Individual, small group and large group lesson plans on each of the six content areas: math, science, literacy, social studies, visual arts, music and drama.(2600) and a final workshop evaluation (2600)	End of semester (2600)
	Building a Trust Relationship through guidance- - 2 hours per week/ 12 weeks-- weekly log of interactions and relationships (2610)  Practicum evaluation completed by Head Teacher (2610)	Performance evaluated by Head teacher at Mid-term and end of semester (2610).
	Practicum in Children's School-- 2 hours per week/12 weeks--performance evaluated by Head Teachers (2620)  Lesson plans and activities in five content areas (2860)	Evaluated end of five weeks, end of 10 weeks (2620)  During the semester (2860)
	Develop age and individually appropriate lesson plans and implement plans that are culturally appropriate including one activity, one full day, one circle and one field trip. Plans will be evaluated by the student, their classroom supervisor and the instructor (4710)	First five weeks of the term (4710)  At time of planning and implementation, in oral midterm evaluation and at final written and oral evaluation (4710)
	Develop age and individually appropriate lesson plans and implement integrated learning plans that are culturally appropriate and that include strategies to promote physical, social, emotional, cognitive and aesthetic development. The student will plan for three full weeks. These plans will take into account the difference in development found among the children in their classes. Plans will be evaluated by the student,	Weekly throughout term (4720) During the semester (2860)

	their classroom supervisor and the seminar instructor (4720) Developmentally appropriate lesson plans and activities in five content areas (2860)	
	Log and log reflections written by students for self-evaluation with instructor feedback (4720)	Periodically through term (4720)
	During the term students will be videotaped several times. Students will evaluate their own actions and will be given specific feedback from the seminar instructor. Implementation of curriculum, scheduling of the day, guidance and other relationship issues will all be evaluated (4720)	Continuous feedback from instructor from beginning ideas through two drafts through semester (4720)  Mid-term and end of term (4720)
	Teaching experience in community setting such as Head Start or a child Care center. Evaluated by rubric on Documentation, portfolio, summary paper, supervisor evaluation (4890)  Or –Cooperative Work job placement requires 135 hours of practical experience at a site working with children & families where skills are practiced and developed (4890)	End of semester (4890).  Documentation of hours, reflective daily log, site supervisor evaluation, portfolio of practice (4890).
	Develop age and individually appropriate lesson plans and implement plans that are culturally appropriate including one activity, one full day, one circle and one field trip. Plans will be evaluated by the student, their classroom supervisor and the instructor (4710)	First five weeks of the term (4710)  At time of planning and implementation, in oral midterm evaluation and at final written and oral evaluation (4710)
	Develop age and individually appropriate lesson plans and implement integrated learning plans that are culturally appropriate and that include strategies to promote physical, social, emotional, cognitive and aesthetic development. The student will plan for three full weeks. These plans will take into account the difference in development found among the children in their classes. Plans will be evaluated by the student, their classroom supervisor and the seminar instructor (4720)	Weekly throughout term (4720)
<b>Using content Knowledge to Build Meaningful</b>	Application of NAEYC Code of Ethics-- discuss responses to mini-cases--apply code Participate in discussion (2600, 2610, 2990A,	Weekly (4720)  Beginning of semester

<b>Curriculum</b>	4990A).  Include responses in journal entries (4990A)	(2600)  During semester 2860, 2610.  Mid-semester (4990A)
	Conduct research on ECE topic of interest; synthesize findings, reflect on implications, and present to peers.	End of semester (2620)
<b>BECOMING PROFESSIONAL</b>	Begin development of professional portfolio: evaluated with instructor developed rubric (2620) and continue in 4720	End of semester (2620) & (4720).
	Discussion of ethics and professionalism with children at risk (3500).	5 quizzes, 2 tests during semester (3500)
	Discuss own personal growth as a teacher in an early childhood setting and reflection on appropriate practice in a ongoing log and specific log reflection assignments (4720)	Midterm and final oral evaluations and written final evaluation (4710 & 4720)
	Ability to work in a collaborative with manner with a teaching team through planning meetings, working together on room arrangements, parent conferences, lesson plans, parent child workshop will be evaluated by self and supervising teachers (4710 & 4720)	Midterm and final oral evaluations and written final evaluation (4710 & 4720)
	Philosophy paper defining the students philosophy of ECE including curriculum development (4720)	Continuous feedback from instructor from beginning ideas through two drafts through semester (4720)  Mid-term and end of term (4720)
	Describe and apply the NAEYC Code of Ethical Principles to the early childhood setting (4990A)	Read Ethics and the Early Childhood Educator: Read NAEYC Code of Ethics. Using NAEYC Code, by Feeney and Freeman. Pass a quiz on Ethics and an essay question on comprehensive exam. (4990A)
	Demonstrate the ability to understand policy issues at the federal level that include IDEA, Chapter 504 of the Civil Rights Bill, and No Child Left Behind (4990A)	Worksheets and tests in CHF 3500 and CHF 4990A that require students to demonstrate an

		understanding of the implications of each law and their differences.
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## Early Childhood Education/Early Childhood Curriculum Outcomes

GUIDELINES	X = A MAJOR FOCUS IN THE COURSE * = INCLUDED IN TEACHER EDUCATION COURSES FOR ECE													
	1500	2500	2570	2600	2610	2620	2860	2990A	3500	3640	4710	4720	4990A	4890
<b>1. PROMOTING CHILD DEVELOPMENT AND LEARNING</b>														
Knowing and understanding young children's characteristics and needs	X	X	X	X			X				X	X		
Knowing and understanding the multiple influences on development and learning	X	X	X	X			X		X					
Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments		X		X	X	X	X		X		X	X	X	
<b>2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b>														
Knowing and understanding family and community characteristics			X	X			X			X			X	
Supporting and empowering families and communities through respectful, reciprocal relationships							X				X	X		

Involving families and communities in their children's development and learning							X		X	X		X		
<b>3. OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>
Understanding the goals, benefits and uses of assessment		X	X	X		X	X				X	X		
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches		X		X		X	X		X		X	X		
Understanding and practicing responsible assessment		X		X		X	X		X		X	X		
Knowing about assessment partnerships with families and other professionals									X		X	X	X	
<b>4. TEACHING AND LEARNING</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>
<b>4a. CONNECTING WITH CHILDREN AND FAMILIES</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>
Knowing, understanding, and using positive relationships and supportive interactions			X		X		X		X	X		X		
<b>4b. USING DEVELOPMENTALLY EFFECTIVE APPROACHES</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>

Knowing, understanding and using effective approaches, strategies, and tools for early education				X	X	X	X		X		X	X	X	
<b>4c. UNDERSTANDING CONTENT KNOWLEDGE IN EARLY EDUCATION</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>
Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines				X		X	X				X	X		
<b>4d. BUILDING MEANINGFUL CURRICULUM</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>
Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes				X		X	X				X	X		
<b>5. BECOMING PROFESSIONAL</b>	<b>1500</b>	<b>2500</b>	<b>2570</b>	<b>2600</b>	<b>2610</b>	<b>2620</b>	<b>2860</b>	<b>2990A</b>	<b>3500</b>	<b>3640</b>	<b>4710</b>	<b>4720</b>	<b>4990A</b>	<b>4890</b>
Identifying and involving oneself with the early childhood field				X	X			X						X
Knowing about and upholding ethical standards and other professional guidelines					X			X	X		X		X	X

Engaging in continuous, collaborative learning to inform practice					X	X	X			X	X	X	X	X
Integrating knowledgeable, reflective, and critical perspectives on early childhood education				X			X		X	X	X	X	X	X
Engaging in informed advocacy for children and the profession							X						X	



## **Measurement and Thresholds for Acceptable Performance**

A total of five measures were implemented to assess learning outcomes of EC/ECE students, 2009-2013. These measures were designed to help document the progress of EC and ECE majors, and to evaluate the effectiveness of the program's curriculum. The measures are also part of the Teacher Education Accreditation Council (TEAC) accreditation process which is occurring in 2013. The results from these assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support both the National Association for the Education of Young Children (NAEYC) and the Core Curriculum for Early Childhood Education.

### **1. Student Capstone Exam**

Since 2000, the Capstone Essay Exam consists of 6 questions. In 2010, the questions were aligned with the Utah State Early Childhood Core Curriculum. This comprehensive essay examination is given at the end of the semester to the students registered in the Early Childhood Senior Seminar (CHFAM 4990A), which is a capstone course for Early Childhood and Early Childhood Education majors. Students need to score a minimum of 80% in order to pass this test.

The questions assess the students' ability to describe, in written form, their understanding of pertinent early childhood principles and practices. These include the goals, theories, and strategies of guidance; guidelines for constructing developmentally appropriate curriculum that includes an anti-bias strand relative to elements of diversity; using components of various developmental and learning theories for planning and evaluating instruction; describing the purpose of the NAEYC Code of Ethical Conduct and its major principles; explaining the process for deciding when a child's behavior requires outside consultation and/or referral; and describing an effective family involvement program in the school using the Epstein model.

To increase inter-rater reliability of the Capstone Exam, two EC faculty members would grade each student's answers. The two grades are then calculated to obtain an average as the final grade. When there is a big inconsistency between the two grades, a third faculty member will be asked to read the exam.

In Fall 2012, the question on professionalism was revised to allow students to apply their knowledge of resolving ethical dilemmas to an actual scenario. When administering the Capstone Exam in Fall 2012, it was found that some students had not taken all required Early Childhood courses, making it hard for the learning outcomes to be properly measured in the assessment. To increase validity of the Capstone Exam, the EC/ECE submitted a proposal to add prerequisite courses (CHF 2500, CHF 2600, CHF 3500 or EDUC 2010, and CHF 3640) to CHF 4990A. Starting from Fall 2013, students registered in CHF 4990A would have learned the information from prerequisite course to be more accurately measured in the Capstone Exam.

### **2. Student Teaching Evaluation**

The Student Teaching Evaluation Rating Scale has been used since 2004. This assessment tool reflects both the NAEYC and Core Curriculum in Early Childhood Education criteria.

The professional lead teacher in the Melba Lehner Children's School administers this assessment based on the student teacher's performance in the classroom. The questions are clustered into 5 areas that match the program learning outcomes: *Guidance, Planning, Family,*

*Teamwork*, and *Personal*. The scale uses a 3-point rating criteria: *Exceeds Criteria = 3, Meets Criteria = 2, Doesn't Meet Criteria = 1*. A minimum score of 2 is required for passing.

### **3. Teacher Work Sample**

Each student teacher in the Children's School submits Teacher Work Samples (TWS) that correspond to the following six rubrics: contextual factors; objectives/intended learning outcomes; assessment plan; design for instruction & instructional decision-making; analysis of student (child) learning; and reflection & self-evaluation. The TWS particularly addresses the students' ability to meet NAEYC's Standard 4c, understanding content knowledge in early education, and 4d, building meaningful curriculum.

The Teacher Work Samples are based on the educational activities the students had implemented during their student teaching. The instructor for the Advanced Planning and Guidance course (CHFAM 4710) reviews the Work Samples and rates them on a 3-point scale; exceeds criteria (3), meets criteria (2), and doesn't meet criteria (see example below). The Advanced Planning and Guidance course (CHFAM 4710) is taken by the student teacher concurrently with student teaching.

The Teacher Work Samples need to contain items that relate to the rubrics, as listed below:

- 1) *Contextual Factors*: The teacher uses information about the learning-teaching context and student individual differences to set learning objectives and plan instruction and assessment.
- 2) *Objectives/Intended Learning Outcomes*: The teacher sets a measurable objective based on the Children's Schools goals.
- 3) *Assessment Plan*: The teacher uses assessment tools aligned with the objective to assess student learning before, during, and after instruction.
- 4) *Design for Instruction & Instructional Decision-Making*: The teacher designs instruction from assessments, taking into account students' needs and interests. The teacher uses ongoing analysis of student learning to make instructional decisions.
- 5) *Analysis of Student (Child) Learning*: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- 6) *Reflection and Self-Evaluation*: The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

### **4. Final Student Portfolio**

The Final Student Portfolio contains artifacts that reflect the students' learning from their combined early childhood courses with an emphasis on their student teaching. This portfolio contains information that demonstrates the student's competencies in the six NAEYC professional standards: 1) *Promoting Child Development and Learning*, 2) *Building Family and Community Relationships*, 3) *Observing, Documenting and Assessing*, 4) *Using Developmentally Effective Approaches to Connect with Children and Families*, 5) *Using Content Knowledge to Build Meaningful Curriculum*, and 6) *Becoming a Professional*.

The instructor for the Advanced Planning and Guidance course (CHFAM 4710) reviews the student's portfolio and rates them on a 3-point scale: *Exceeds Criteria (3), Meets Criteria (2), and Doesn't Meet Criteria*. The Advanced Planning and Guidance course (CHFAM 4710) is taken by the student teacher concurrently with student teaching.

## 5. Follow-Up Evaluation for EC/ECE Graduates

The Follow-up Evaluation for ECE/EC Graduates was developed in 2011 as an additional assessment tool to measure the long-term effectiveness of the program based on the NAEYC and Core Early Childhood Education criteria. The Follow-up Evaluation contains 41 five-point Likert scale questions and 4 open-ended questions. The Likert scale questions examine the same five criteria assessed in the Student Teacher Evaluation: 1) *Create and maintain a positive classroom environment*; 2) *Plan curriculum and design instruction to enhance children's learning*; 3) *Engage and support all children in learning*; 4) *Assess and evaluate children's learning*; and 5) *Demonstrate professionalism to support children's learning*. Respondents who graduated from the EC/ECE Program are asked to complete this evaluation by rating each question from 1 (strongly disagree) to 5 (strongly agree) based on “*I learned about this when I was a student in the program*” and “*This is something useful to me now in my profession.*”

### Learning Outcomes Results 2009-2010

During the 2009-2010 Academic Year, the Early Childhood and Early Childhood Education Program began the revision of its learning outcomes and assessment tools based on standards of the National Association for the Education of Young Children (NAEYC) and the Core Curriculum for Early Childhood Education. For this year they used the Child and Family Studies Department overall goals to evaluate the program.

Following are the learning outcomes for 2009-2010:

1. Involvement in undergraduate research.
2. Practicum, cooperative work experience, student teaching.
3. Schedule courses at other campuses.
4. Continue to develop online courses.
5. Assessments coordinate with national standards, knowledge and skills focus.
6. Have increased use of technology in our teaching.
7. Keeping technology up-to-date
8. Increase online courses.
9. Provide travel-funding support for participation and presentations at professional meetings.
10. Encourage proposals for funds from the Dean's travel fund and RSPG.

### Results of Assessment

Goals	Early Childhood Outcomes 2009-2010
Involvement in undergraduate research.	Two students worked as Research Assistants in the research project "Moving Away from Childhood Obesity: A Multidimensional Intervention Program in Head Start." EC faculty supervised two students who presented a poster at the 2010 WSU Undergraduate Research Symposium on March 29, 2010. EC faculty and students submitted a paper to the 2010 National Association for the Education of Young Children Annual Conference in Anaheim, California.
Practicum, cooperative work experience, student teaching.	Twenty-eight students completed a semester of student teaching in the Children's School. Two students did additional cooperative work experience. EC faculty advised 6 students in cooperative work, 2 students in BIS, over 100 practicum students in the Children's School for Guidance and Creative Planning.
Schedule courses	EC faculty taught CHF 3640 and CHF 1500 at Davis Campus. Have 4 Concurrent

at other campuses.	CHF 1500 courses at various High Schools.
Continue to develop online courses.	Developed a new EC online CHF 4510, Media in the Lives of Children and Families.
Assessments coordinate with national standards, knowledge and skills focus.	All students (20) passed the Comprehensive Early Childhood Outcome Exam that is based on NAEYC criteria. All EC and ECE majors completing student teaching completed a Teacher Work Sample based on pre-assessment of children, and then completed a post assessment to determine if children improved because of their teaching. Coordinated with TED to align our assessments for CHF 2620 & 4710.
Have increased use of technology in our teaching.	Added "Clicker - Turning Point" strategies in EC classes. EC faculty participated in "Clicker - Turning Point" workshops.
Keeping technology up-to-date	Additional EC faculty participated in the MOTC. This brings a total of 2/3 of the EC faculty who have gone through the training.
Increase online courses.	Online courses in Early Childhood include CHF 1500, CHF 2570, CHF 2600, & CHF 4510. CHF 2500 were developed for online in the Fall, 2010.
Provide travel-funding support for participation and presentations at professional meetings.	An EC faculty co-presented with Marian Marion "Building Trust Relationships with Children" at the NAEYC conference; Washington, DC, November 2010.  An EC faculty participated in a conference on "Critical Issues Facing Children & Adolescents," Fall 2009.  Three Children's School staff members attended NAEYC's National Institute for Early Childhood Professional Development this June.
Encourage proposals for funds from the Dean's travel fund and RSPG.	EC faculty (principal investigator; April 2010; Hemingway New Faculty Grant, Weber State University). How do children of only children fare? Intergenerational effects of the one child policy in China. Total budget = \$1,650.

### **Learning Outcomes Results 2010-2011**

During the 2010-2011 Academic Year, graduating Early Childhood and Early Childhood Education majors should have been able to demonstrate:

Knowledge and application of child development and learning;

Curriculum development and implementation;

Knowledge regarding planning, and working with family and community relationships;

Planning and implementing assessment and evaluation;

Professionalism;

Successful completion of field experiences.

## **Results of Assessment**

Four assessment measures implemented to assess learning outcomes of EC/ECE students during the 2010-2011 academic year. These assessment measures were a student teacher evaluation, student outcome exam, teacher work sample, and a final student portfolio. Also due to an early report due date randomly selected student data was assessed. The following is a synopsis of the findings.

### ***1. Student Teacher Evaluation.***

Five student teachers were evaluated for the assessment report. The overall average was 2.53. The average for ECE majors was 2.72, and EC majors, 2.25. These scores indicate that the students met all of the criteria. Table 1 indicates the averages for each of the five areas.

Table 1 Student Teaching Rating Scale Fall 2010 (n=5)

<b>AREA Fall 2010</b>	<b>TOT AVG</b>	<b>EC AVG</b>	<b>ECE AVG</b>	<b>CRITERIA PERFORMANCE</b>
Guidance	2.47	2.17	2.67	Meets
Planning	2.64	2.40	2.80	Meets
Family	2.40	2.17	2.56	Meets
Teamwork	2.65	2.25	2.92	Meets
Personal	2.40	2.13	2.58	Meets

An examination of the averages for each of the five individual questions demonstrates that the students received a “Meets Criteria” for all of them. The area that received the overall highest average was Teamwork (2.65). This score was closely followed by Planning, 2.64. The overall lowest area was Personal for the Early Childhood majors (EC), 2.13. This area examines the students’ ability to reflect on their practices with children and their own personal teaching traits.

**Implications:** In summary, the 5 student teachers that were evaluated met all of the criteria. This data appears to support the department’s instructional programs as it pertains to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond minimal requirements and/or are consistently prepared ahead of time, which is a strong complement to the EC and ECE majors. Information on assisting students in developing strategies for reflecting on their teaching and personal traits may need to be strengthened in courses.

## 2. Student Capstone Exam.

Table 2 indicates the average percent that students received on each question of the comprehensive exam.

**Table 2 Capstone Exam (n=11)**

AREA	Average	Criteria	EC Average	ECE Average
Classroom Environment	96%	Meets	87%	98%
DAP Curriculum	90%	Meets	70%*	95%
Assessment & Evaluation	90%	Meets	88%	91%
Professionalism & Ethics	93.33%	Meets	90%	94%
Support Student Learning, Laws	96%	Meets	90%	98%
Support Student Learning, Parents	89%	Meets	90%	89%
<b>Overall Average</b>	91.2%	Meets	86%	94%

As Table 2 indicates, the overall average of the 11 students was 91.2%, which is over the 80% cutoff criteria. Both majors also received scores above the 80% level, EC = 86%, ECE = 94%. An examination of each question revealed question 2, DAP Curriculum, for the EC majors was below 80% (70%). An inquiry into this question demonstrated that one student received a score of 10 from a possible 25. This student had received an overall percentage of 68% on the capstone exam. The student did not pass the course and will be required to retake it and receive minimum of 80% to complete the major.

**Implications:** With the exception of one student, 10 students met, or exceeded, the minimum 80% on the capstone exam. The highest areas were in both designing a developmentally appropriate classroom environment, and supporting student learning through an understanding of pertinent education laws (96%). The lowest percent was a question designed to assess strategies for working with parents in the educational setting. However, it needs to be acknowledged that the students still scored an average of 89%.

As evidenced by one student not passing the exam, the capstone assessment serves as an important evaluation of student's ability to articulate, in written form, the components that are important to effective teaching in an early childhood setting. This student will be provided with additional opportunities to learn and articulate the principles set forth by this exam.

## 3. Teacher Work Sample.

Table 3 lists the average scores, and if the criteria were passed by the 11 students. A score of 2 or higher reflects meeting or exceeding the criteria.

**Table 3 Teacher Work Samples (n=11)**

Area	Overall Mean N=11	Criteria	EC Mean (n=2)	ECE Mean (N=9)
Contextual	2.45	<b>Meets</b>	2.38	2.47
Objectives/Intended Outcomes	2.48	<b>Meets</b>	2.67	2.44
Assessment Plan	2.52	<b>Meets</b>	2.67	2.48
Design for Instruction and Instructional Decision-Making	2.41	<b>Meets</b>	2.63	2.36
Analysis of Student learning	2.45	<b>Meets</b>	2.50	2.44
Reflection and Self Evaluation	2.18	<b>Meets</b>	2.00	2.22
<b>Overall Average for all areas</b>	2.42	<b>Meets</b>	2.47	2.40

As indicated in Table 3, the average scores for all 11 teachers resulted in an overall “Meets Criteria” (mean=2.42). Additionally, the overall scores both the Early Childhood and Early Childhood Education received “Meets Criteria”, 2.47 and 2.40, respectively.

**Implications:** An examination of each area by each of the major’s reveals that the EC majors scored lowest on “Reflection and Self Evaluation”, 2.00. This is consistent with the findings from the Student Teacher Evaluations listed in Table 1. Again, it supports the suggestion that course work on assisting students in self-reflection may need to be enhanced.

#### **4. Final Student Portfolio.**

Eleven portfolios were submitted. The overall average was 2.36, out of a possible 3 points. The EC average was 2.5, and ECE was 2.33. These scores demonstrate that all 11 students either met or exceeded the six criteria.

**Implications:** As evidenced by the above information, the eleven students were able to maintain evidence that support their application of early childhood education principles and practices.

### **Conclusions of assessment information and actions to be taken**

The results from these assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support creativity and the development of the whole child.

The information gleaned from these assessment tools suggests the department’s curriculum is effective in teaching students how to implement instructional programs as they pertain to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond the minimal requirements and are consistently prepared for teaching, which is a strong complement to the EC and ECE majors.

Furthermore, all four assessments are based on the NAEYC standards, with a number of them corresponding to the Core Curriculum for Early Childhood Education. The results from these assessments demonstrate students majoring in Early Childhood and Early Childhood

Education, and have completed their early childhood student teaching, meet the NAEYC standards for Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting and Assessing; Teaching and Learning; and Becoming a Professional.

One area that the Early Childhood faculty will consider are incorporating additional course work on assisting students in self-reflection. This suggestion stems from both the Student Teacher Evaluation and Teacher Work Sample.

### Student Practicum Activities

During the 2010 – 2011 academic year, 20 students completed their student teaching in the Melba S. Lehner Children's. Another student completed an alternative early childhood education license.

In addition to the 20 student teachers, approximately 200 early childhood, early childhood education, and elementary education students who took CHF 2610, Guidance, CHF 2620, Curriculum Planning, and CHF 4710, Advanced Planning and Guidance, completed practicum experiences. Each student was required to participate two hours per week for 10 weeks.

**Implications:** The Melba S. Lehner Children's School is an effective early childhood program that provides exemplary training to early childhood and elementary education majors.

### Community Involvement

Twenty-two students enrolled in CHF 2600, Introduction to Early Childhood Education, completed approximately 500 hours of community service spring, 2011, semester. These students worked with several partners including Ogden Weber Community Action Partnership (OWCAP) at Head Start, Treehouse Museum, Center for Grieving Children and many public elementary schools. At least 60 percent reported that they would continue volunteering.

**Implications:** The early childhood major provides important student involvement in community programs that serve children.

### Learning Outcomes Results 2011-2012

During the 2011-2012 Academic Year, the Early Childhood and Early Childhood Education Program revised its learning outcomes and assessment tools based on standards of the National Association for the Education of Young Children (NAEYC) and the Core Curriculum for Early Childhood Education. Students majoring in Early Childhood (EC) and Early Childhood Education (ECE) are expected to achieve the following learning outcomes:

1. Create and maintain a positive classroom environment;
2. Plan curriculum and design instruction to enhance children's learning;
3. Engage and support all children in learning;
4. Assess and evaluate children's learning;
5. Demonstrate professionalism to support children's learning.

### Results of Assessment

A total of five measures were implemented to assess learning outcomes of EC/ECE students in 2011-2012 Academic Year. These measures were designed to help document the progress of EC and ECE majors, and to evaluate the effectiveness of the program's curriculum. The



measures are also part of the Teacher Education Accreditation Council (TEAC) accreditation due in 2013.

The results from these five assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support both NAEYC and the Core Curriculum for Early Childhood Education. The following is a synopsis of the results and interpretations of findings.

### 1. Student Capstone Exam

Fall 2011 exam scores were unavailable. Students registered in Spring 2012 all scored above 80% to pass this test. Table 1 indicates the average scores that students received on each question of the comprehensive exam for Spring 2012.

Table 1  
*Results of the Student Capstone Exam in Spring 2012 (n=16)*

Questions	Mean Scores of the Capstone Exam		
	All Students (N=16)	EC Majors (N=4)	ECE Majors (N=12)
Classroom Environment	91	91	91
DAP Curriculum	93	95	93
Assessment & Evaluation	90	88	91
Professionalism & Ethics	92	90	94
Support Student Learning, Laws	94	92	95
Support Student Learning, Parents	92	92	93
<b>Overall</b>	91.5	91.2	92.7

As Table 1 indicates, the overall average of the 16 students in Spring 2012 was 91.5%, which is over the 80% cutoff criteria. Each major also received scores above the 80% level, with 91% for EC majors and 93% for ECE majors.

**Interpretations:** Sixteen students met, or exceeded, the minimum 80% on the capstone exam. The highest areas were in both designing a developmentally appropriate classroom environment (93%), and supporting student learning through an understanding of pertinent education laws (94%). The lowest percent was a question designed to assess strategies for assessment, planning, and evaluation of their curriculum based on theory with an average score of 90%.

### 2. Student Teaching Evaluation

Results of student teacher evaluation in Fall 2010 are unavailable. In Spring 2012, seventeen student teachers were evaluated but four evaluations were misplaced, leaving a final sample of 13 students. The overall mean score of the 13 student teachers was 5.01, on a 6-point rating scale. The mean for ECE majors was 5.07, and EC majors 4.88. These scores indicate that the student teachers met all of the criteria. Table 2 shows the averages for each of the five areas.

Table 2  
*Results of Student Teaching Evaluation in Spring 2012*

Criteria	Mean Scores of Student Teaching Evaluation		
	All Students (N=13)	EC Majors (N=4)	ECE Majors (N=9)
Classroom environment	5.03	4.93	5.08
Curriculum planning	4.97	4.90	5.00
Support children learning	4.93	4.71	5.03
Assessment & evaluation	5.06	4.88	5.15
Professionalism	5.04	4.94	5.08
<b>Overall</b>	5.01	4.88	5.07

An examination of the mean scores for each of the five criteria demonstrates that the students received a fairly high score (about 5 out of 6 points). The area that received the overall highest average was “Assess and evaluate children’s learning” (5.06), followed by “Demonstrate professionalism to support children’s learning” (5.04) and “Create and maintain a positive classroom environment” (5.03). The area with the lowest average score was “Engage and support all children in learning” (4.93). EC majors scored slightly lower than ECE students across all criteria being assessed.

**Interpretations:** In summary, the 13 student teachers that were evaluated in Spring 2012 met all the five criteria equivalent to learning outcomes of EC/ECE Program. This data appears to support the department’s instructional programs as it pertains to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond minimal requirements and/or are consistently prepared ahead of time, which is a strong complement to the EC and ECE majors. Information on assisting students in developing strategies for reflecting on their teaching and personal traits may need to be strengthened in courses.

### 3. Teacher Work Sample

Information on Teacher Work Samples in Fall 2011 was unavailable. In Spring 2012, except for two students who received “Incomplete”, all 16 students taking CHF 4710 were able to exceed or meet criteria for their TWS. Table 3 lists the mean TWS scores of the 16 students. A score of 2 or higher reflects meeting or exceeding the criteria.

Table 3  
*Results of Teacher Work Samples in Spring 2012*

Rubrics	Mean Scores of TWS		
	All Students (N=16)	EC Majors (N=4)	ECE Majors (N=12)
Contextual	2.47	2.56	2.44
Objectives/Intended Outcomes	2.31	2.17	2.36
Assessment Plan	2.25	2.33	2.22
Design for Instruction and Instructional Decision-Making	2.45	2.31	2.50
Analysis of Student learning	2.75	3.0	2.67
Reflection and Self Evaluation	2.15	2.25	2.11
<b>Overall</b>	2.38	2.41	2.38

As indicated in Table 2, the average scores for all 16 teachers resulted in an overall “Meets Criteria” (mean=2.38). Additionally, the overall scores of both EC and Early Childhood Education were “Meets Criteria”, 2.41 and 2.38, respectively.

**Interpretations:** An examination of each area by majors reveals that the ECE majors scored lowest on “Reflection and Self Evaluation”, 2.11. This is consistent with the findings from the Student Teacher Evaluations listed in Table 1. Again, it supports the suggestion that course work on assisting students in self-reflection may need to be enhanced.

#### 4. Final Student Portfolio

Results of the Final Student Portfolios in Fall 2011 were unavailable. In Spring 2012, seventeen Final Student Portfolios were submitted. Two students were rated “*Exceeds Criteria*” and 15 received the rating “*Meets Criteria*.” The average rating for all student portfolios was 2.12, out of a possible 3 points. The average for EC majors was 2, and ECE was 2.14. These scores demonstrate that all 17 students either met or exceeded the six rating criteria for the Final Student Portfolio.

**Interpretations:** As evidenced by the above information, EC and ECE students were able to maintain evidence that support their application of early childhood education principles and practices. The Student Portfolio results, however, did not include information by individual artifacts. There was no way of comparing student performance in different assessment areas.

#### 5. Follow-Up Evaluation for EC/ECE Graduates

In April 2012, 21 Follow-Up Evaluation forms were mailed to students graduating in Fall 2011 and Spring 2012 with a major in EC or ECE. One third of the graduates (N=7) returned the completed evaluation forms by May 4, 2012. As shown in Table 4 below, the average ratings for questions on all five criteria were between 4 and 5 points. Ratings regarding questions on “This is something useful to me now in my profession” were slightly lower than those on “I learned about this when I was a student in the program.” Their response to the open

**Interpretations:** Students graduating from the EC/ECE Program seemed to agree that they were adequately trained on early childhood education principles and practices. Timing of administering the evaluation might be an issue, particularly for the validity of questions on “This is something useful to me now in my profession.” The seven students who participated in the

evaluation were recent graduates and therefore did not have much professional experience to decide on the usefulness of what they learned in the program.

Table 4  
*Results of the Follow-up Evaluation in Spring 2012*

Criteria	I learned about this when I was a student in the program.			This is something useful to me now in my profession.		
	All (N=7)	EC (N=4)	ECE (N=3)	All (N=7)	EC (N=4)	ECE (N=3)
Classroom environment	4.70	4.67	4.74	4.40	4.50	4.33
Curriculum planning	4.66	4.6	4.73	4.40	4.50	4.33
Support children learning	4.69	4.71	4.67	4.46	4.64	4.33
Assessment & evaluation	4.59	4.54	4.67	4.43	4.57	4.33
Professionalism	4.60	4.63	4.56	4.36	4.38	4.33
<b>Overall</b>	4.64	4.63	4.66	4.40	4.50	4.33

### **Conclusions of assessment information and actions future actions**

The results from these assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support creativity and the development of the whole child. The information gleaned from these assessment tools suggests the department's curriculum is effective in teaching students how to implement instructional programs as they pertain to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond the minimal requirements and are consistently prepared for teaching, which is a strong complement to the EC and ECE majors.

Furthermore, all five assessments are based on the NAEYC standards, with a number of them corresponding to the Core Curriculum for Early Childhood Education. The results from these assessments demonstrate students majoring in Early Childhood and Early Childhood Education, and have completed their early childhood student teaching, meet the NAEYC standards for Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting and Assessing; Teaching and Learning; and Becoming a Professional.

One area that the EC/ECE Program will consider is incorporating additional course work on assisting students in self-reflection. This suggestion stems from both the Student Teaching Evaluation and Teacher Work Sample.

Another area for future improvement is to revise the assessment tools. Each measure needs to align more closely with the learning outcomes of the EC/ECE Program. The format and content of some measures needs to be reexamined for easier implementation and data analysis. For example, learning outcomes measured in the Student Teaching and Follow-Up Evaluations

are inconsistent with the other three assessment tools. Each assessment adopts a different rating system: 100-point, 6-point, 5-point, or 3 point. A rationale needs to be provided for the inconsistencies in the rating scales. Wording is also a big issue. Some items in the assessment are misleading or confusing to read.

Finally, due to misplacement and other reasons, this program report is missing assessment results collected in Fall 2011 and some data from Spring 2012. A better way of coordinating outcome assessments should be underway for future.

### **Learning Outcomes Results 2012-2013**

During the 2012-2013 Academic Year, the Early Childhood and Early Childhood Education Program revised its learning outcomes and assessment tools based on standards of the National Association for the Education of Young Children (NAEYC) and the Core Curriculum for Early Childhood Education. Students majoring in Early Childhood (EC) and Early Childhood Education (ECE) are expected to achieve the following learning outcomes:

1. Create and maintain a positive classroom environment;
2. Plan curriculum and design instruction to enhance children's learning;
3. Engage and support all children in learning;
4. Assess and evaluate children's learning;
5. Demonstrate professionalism to support children's learning.

### **Results of Assessment**

Two measures were implemented to assess learning outcomes of EC/ECE students in 2012-2013 Academic Year. One was the Student Capstone Exam and the other was the Student Teaching Evaluation. A third measure, the Follow-up Evaluation for ECE/EC Graduates, has not yet been implemented due to time restraints and other reasons.

The results from the assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support both NAEYC and the Core Curriculum for Early Childhood Education. The following is a synopsis of the results and interpretations of findings.

#### **1. Student Capstone Exam**

In Fall 2012, 16 students registered in CHF 4990A Seminar in Child Development and took the capstone exam. Among them 5 were EC majors and 11 were ECE majors. As shown in Table 1, EC majors did a fairly good job by scoring at least 91.3% in each question of the comprehensive exam. ECE majors, however, received lower scores than EC majors in each question. In particular, the average score of the guidance question (creating a positive classroom environment) was as low as 73% among ECE majors, which was below the 80% benchmark.

Table 1  
*Results of the Student Capstone Exam in Fall 2012*

Questions	Mean Scores of the Capstone Exam (%)		
	All Students (N=16)	EC Majors (N=5)	ECE Majors (N=11)
Classroom Environment	78.8	91.3	73.0
DAP Curriculum	94	92.4	94.7
Assessment & Evaluation	87.9	94	85.1
Professionalism & Ethics	89.6	92	88.5
Support Student Learning, Laws	96.6	98	95.9
Support Student Learning, Parents	90.9	97	88.2
<b>Overall</b>	89.5	93.6	87.6

In Spring 2013, 13 students (3 EC majors and 10 ECE majors) registered in CHF 4990A Seminar in Child Development and took the capstone exam. They all scored above 80% to pass this exam. Table 2 indicates the average scores that students received on each question of the comprehensive exam for Spring 2013. Again, EC majors did better than ECE majors in majority of the questions. The biggest gap was found with the question on family involvement. EC majors scored 98.3% in that question while ECE majors only received 86% on average.

Table 2  
*Results of the Student Capstone Exam in Spring 2013*

Questions	Mean Scores of the Capstone Exam (%)		
	All Students (N=13)	EC Majors (N=3)	ECE Majors (N=10)
Classroom Environment	92.6	98.9	90.7
DAP Curriculum	97.2	97.3	97.2
Assessment & Evaluation	92.2	92	92.2
Professionalism & Ethics	89.5	92.2	88.7
Support Student Learning, Laws	91.5	93.3	91
Support Student Learning, Parents	88.8	98.3	86
<b>Overall</b>	92.7	95.2	92

In 2012-2013 Academic Year, a total of 29 students, 8 EC majors and 21 ECE majors, took the capstone exam. As Table 3 indicates, the overall average score of students was 90.9%, which was well over the 80% cutoff criterion. Overall scores of both majors were above the 80% level, with 94.2% for EC majors and 89.7% for ECE majors. In 5 out of 6 questions in the capstone exam, EC majors received higher scores than ECE majors. The guidance (creating a positive classroom environment) and family involvement (supporting student learning through parents) questions showed the biggest score difference between the two majors.

Table 3

*Results of the Student Capstone Exam in 2012-2013 Academic Year*

Questions	Mean Scores of the Capstone Exam (%)		
	All Students (N=29)	EC Majors (N=8)	ECE Majors (N=21)
Classroom Environment	84.9	94.2	81.4
DAP Curriculum	95.4	94.3	95.9
Assessment & Evaluation	89.8	93.3	88.5
Professionalism & Ethics	89.5	92.1	88.6
Support Student Learning, Laws	94.3	96.3	93.6
Support Student Learning, Parents	90	97.5	87.1
<b>Overall</b>	90.9	94.2	89.7

**Interpretations:** All students except two in Fall 2012 met, or exceeded, the minimum 80% on the capstone exam. The questions for which they received the highest scores were designing a developmentally appropriate classroom environment, and supporting student learning through an understanding of pertinent education laws. The question that they scored the lowest was creating a positive classroom environment. It needs to be noted that EC majors of the 2012-2013 Academic Year outperformed ECE majors in the capstone exam.

## 2. Student Teaching Evaluation

In Fall 2012, all 15 student teachers in the Children's School were evaluated. Among them, 4 were EC majors and 11 were ECE majors. As shown in Table 4, the overall mean score of the 15 student teachers was 4.7, on a 6-point rating scale from 0 to 5. The mean of EC majors was 4.8, slightly higher than the mean of 4.7 for ECE majors. These scores indicate that all student teachers met the five criteria.

Table 4

*Results of Student Teaching Evaluation in Fall 2012*

Criteria	Mean Ratings of Student Teaching Evaluation (0-5)		
	All Students (N=15)	EC Majors (N=4)	ECE Majors (N=11)
Classroom environment	4.7	4.9	4.7
Curriculum planning	4.7	4.8	4.6
Support children learning	4.7	4.7	4.6
Assessment & evaluation	4.6	4.8	4.5
Professionalism	4.7	4.9	4.7
<b>Overall</b>	4.7	4.8	4.7

In Spring 2013, 14 out of 16 student teachers in the Children's School were evaluated. Because one supervising teacher failed to turn in evaluation forms, data of two student teachers were missing. Table 5 shows the mean ratings that student teachers received on each criterion in Spring 2013. The overall mean rating of the 14 student teachers was 4.3. The mean of EC majors was 4.3, lower than the mean of 4.6 for ECE majors. In the area of assessment and evaluation, EC majors were rated as low as 4.1.

Table 5  
*Results of Student Teaching Evaluation in Spring 2013*

Criteria	Mean Ratings of Student Teaching Evaluation (0-5)		
	All Students (N=14)	EC Majors (N=3)	ECE Majors (N=11)
Classroom environment	4.6	4.4	4.6
Curriculum planning	4.6	4.4	4.6
Support children learning	4.5	4.2	4.6
Assessment & evaluation	4.5	4.1	4.6
Professionalism	4.6	4.4	4.7
<b>Overall</b>	4.6	4.3	4.6

In 2012-2013 Academic Year, a total of 29 students (7 EC majors and 22 ECE majors) completed student teaching and were rated by their supervising teachers. As Table 6 indicates, the overall mean ratings of student teachers and EC and ECE majors were all 4.6. EC majors were rated about the same as ECE students across all five criteria being assessed. An examination of the mean for each of the five criteria demonstrates that these student teachers received fairly high ratings (from 4.5 to 4.7). There were not big differences in the ratings across the five criteria.

Table 6  
*Results of Student Teaching Evaluation in 2012-2013 Academic Year*

Criteria	Mean Ratings of Student Teaching Evaluation (0-5)		
	All Students (N=29)	EC Majors (N=7)	ECE Majors (N=22)
Classroom environment	4.7	4.7	4.7
Curriculum planning	4.6	4.6	4.6
Support children learning	4.6	4.5	4.6
Assessment & evaluation	4.6	4.5	4.6
Professionalism	4.7	4.7	4.7
<b>Overall</b>	4.6	4.6	4.6

**Interpretations:** In summary, the 29 student teachers that were evaluated in 2012-2013 Academic year met all five criteria equivalent to learning outcomes of EC/ECE Program. This data appears to support the department's instructional programs as it pertains to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond minimal requirements and/or are consistently prepared ahead of time, which is a strong complement to the EC and ECE majors. Information on assisting students in developing strategies for reflecting on their teaching and personal traits may need to be strengthened in courses.

**Conclusions of assessment information and actions to be taken**

The results from these assessments indicate that the program continues to provide an educational arena that encourages instructors who plan open ended, developmentally appropriate activities that support creativity and the development of the whole child. The information



gleaned from the two measures suggests the department's curriculum is effective in teaching students how to implement instructional programs as they pertain to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond the minimal requirements and are consistently prepared for teaching, which is a strong complement to the EC and ECE majors.

Furthermore, these two assessments are based on the NAEYC standards, with a number of them corresponding to the Core Curriculum for Early Childhood Education. The results from these assessments demonstrate students majoring in Early Childhood and Early Childhood Education, and have completed their early childhood student teaching, meet the NAEYC standards for Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting and Assessing; Teaching and Learning; and Becoming a Professional.

One area that the EC/ECE Program will consider improving is the instruction of guidance principles. Results of the Capstone Exam suggest that students, especially ECE majors, seem to be relatively weak in that area. It may be true that a few ECE majors are transfer students and took the lower-division guidance course (equivalent to CHF 2610) in other institutions. They have not received adequate training in guidance before their student teaching. This makes it critical for instructor of CHF 4710 to review the program's philosophy in guidance.

Another area for future improvement is to keep revising the assessment tools. During this academic year, the EC/ECE committee decided to remove the Teacher Work Sample and Final Student Portfolio from program assessment because of their inconsistencies with the other measures. The Capstone Exam also went through minor revisions to emphasize the applied nature of learning outcomes. However, the format and content of existing measures still needs to be reexamined for easier implementation and data analysis. For example, each assessment adopts a different rating system: 100-point, 6-point, or 5-point. A rationale needs to be provided for the inconsistencies in the rating scales. Some questions in the Capstone Exam do not have grading rubrics. Some grading rubrics are unclear or misleading. These issues need to be resolved in the next academic year.

Finally, this program report is missing assessment results collected from the Follow-up Evaluation for ECE/EC Graduates. Lack of time for data collection is one reason. Another reason is that there is no efficient way of tracking students after graduation. A better way of coordinating the follow-up evaluation should be underway for future.

## Evidence of Learning: General Education Courses

Evidence of Learning: General Education Courses					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 1-4	Measure 1: Set of 50 multiple choice questions from exams.	Measure 1: 85% of students will score 80% or better on 50 questions)	Measure 1:	Measure 1:	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 85% of students will score at or above the national average)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly)	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

We are currently using a pretest-posttest & post-test only design to evaluate students' learning based on exam questions that are related to core course learning outcomes. Half of all CHF 1500 students take a pre-test with 50 questions at the start of the course (pretest) and are retested on these same objective related questions later in the semester (posttest). The other half of students are assessed on these questions only once, after content has been covered in class (posttest).

### Core Course Learning Outcomes:

1. Understand the impact and interrelationships of the biological and psychosocial developmental domains shaping the human experience across the lifespan.
2. Know and apply the basic theories guiding the study of human development including psychoanalytic/psychosocial, cognitive/learning, systems, and humanistic theories.
3. Develop and demonstrate higher-order cognitive processes of synthesis, analysis, and evaluation in regard to understanding developmental processes and applying this understanding to understanding problems and challenges relating to human development.
4. Demonstrate the ability to use human development knowledge to understand the human experience in context across the lifespan to foster optimal development and quality of life in interpersonal and professional relationships.
5. Demonstrate the ability to use human development knowledge to understand the human experience in context across the lifespan to foster optimal development and quality of life in interpersonal and professional relationships.

6. Develop an awareness of, and appreciation for, diversity including individual, family, community, national and cultural diversity.

Evidence of Learning: High Impact or Service Learning

Evidence of Learning: High Impact Service Learning CHF 2990B Seminar in Family Studies					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will volunteer at an approved community agency, document hours served, and write a paper reflecting on their experience as it relates to professional development and skills.	Direct and Indirect Measures*				
Learning Outcome 1.A: Students will document 20 hours of community service which reflects understanding social values and diversity.	Measure 1: Complete a log of hours with verification by site supervisor	Measure 1: 90% of students will demonstrate success in this domain.	Measure 1: 100% of students have received all of their hours with site supervisor recognition and approval.	Measure 1: Students are still completing hours and have yet to turn in supervisor approved time logs	Measure 1: TBD
	Measure 2: Students will complete a reflection paper based on their experiences out in the community	Measure 2: 85% of students will complete this paper with a grade of 80% or higher.	Measure 2: TBD, this assignment has yet to be completed.	Measure 2: TBD, interpretation will be available at the conclusion of the Fall semester 2013	Measure 2: TBD
Learning Outcome 2.A: Students will represent the department in academic, professional and community circles while understanding the diversity of our community and the ethics of working directly with diverse populations.	Measure 1: Students will visit several local community organizations that serve families and write a paper demonstrating an understanding of the services available and clientele served, the training and experience of staff, and the ethical	Measure 1: 80% of students will complete the paper receiving an 80% of the possible points.	Measure 1: This assignment has not yet been collected for evaluation. Findings will be available by mid-December.	Measure 1: TBD	Measure 1: TBD

	implications related to work at that site.				
	Measure 2: Site	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Evidence of Learning: High Impact Service Learning CHF 4860 Practicum					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will volunteer at an approved community agency, document hours served, and demonstrate knowledge of principles of Family Life Education	Direct and Indirect Measures*				
Learning Outcome 1.A: Students will demonstrate and apply principles of professional grooming, dress and behavior	Measure 1: Presentation in Class	Measure 1: 90% of students will demonstrate success in this domain. All students must complete a presentation of their site to the class	Measure 1: 100% of students have received 90% or higher on their presentations during Fall 2013	Measure 1: It is clear that students are able to demonstrate this principle as it applies to their varied practicum settings.	Measure 1: Continue to hold students to high professional standards of dress, and behavior.
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2.A: Students will represent the department in academic, professional and community circles	Measure 1: Students are evaluated on a document folder that is submitted to the faculty supervisor for evaluation which includes an hour log, reflection on their experience, materials they create for their site.	Measure 1: 80% of students will complete the documents folder receiving an 85% of the possible points.	Measure 1: This assignment has not yet been collected for evaluation. Findings will be available by mid-December.	Measure 1:	Measure 1:
	Measure 2: Site Supervisor evaluation	Measure 2: 85% of students will receive an above average evaluation from their site supervisors.	Measure 2: This assignment has not yet been collected for evaluation. Findings will be available by mid-December	Measure 2:	Measure 2:

## **E. Academic Advising**

### Advising Strategy and Process

The Department of Child and Family Studies employs an academic advisor who assists students with planning their academic coursework. The purpose is to assist students in the department in selecting courses and majors that best fit their personal and professional goals. Individual advising sessions are conducted and individual referrals are made as appropriate to other campus resources. Advising is viewed as an ongoing process aimed at helping students utilize the University's resources to succeed in reaching their academic goals. Some of the specific services offered through the academic advisor include individual appointments, information sessions, campus orientations, dissemination of data, advising brochures, review of graduation requirements, involvement at university events (i.e., Major Fest, Scholarship Day, Multi-cultural Fairs, etc.), updating of the department website, and maintaining student files and records.

### Effectiveness of Advising

Currently, there is no formal mechanism of evaluating or assessing the effectiveness of advising in the Department. Anecdotal evidence suggests that students are provided with effectiveness advising, however, this must be verified through a formal assessment.

### Past Changes and Future Recommendations

Past changes have involved offering advising at the WSU Davis Campus in the evening to meet the needs of students. Several advising documents have been created to show which courses would best prepare students for various career options.

Future recommendations are to evaluate the effectiveness and satisfaction with advising. Anonymous online questionnaires will be created to allow students and graduates the opportunity to provide feedback on the availability, accuracy, and effectiveness of department advising.

## **F. Faculty**

Faculty in the Department of Child and Family studies are actively engaged in quality teaching, scholarship, and professional service. A condensed vita for all full-time faculty is included in Appendix G and demographic information is presented in Appendix B. The faculty have published 25 peer reviewed articles within the past five years while being affiliated with Weber State University.

### Faculty Demographic Information

The program has one instructor specialist, six full-time tenure track assistant professors, one full-time tenured associate professor, and two full-time tenured professors. The instructor specialist holds a master's degree the others hold a doctorate degree in a field related to early childhood or family studies with training in areas specific to courses taught.

### Faculty Qualifications

All full-time faculty in the Department of Child and Family Studies are required to hold a Ph.D. degree in their content area. For faculty in Family Studies, this would be a Ph.D. in Family Science, Marriage and Family Therapy, Family and Consumer Sciences, or closely related field. For faculty in the Early Childhood and Early Childhood Education programs this would be a Ph.D. in Early Childhood Education, Child Development, or a closely related degree. Adjunct faculty are required to hold a minimum of a Master's degree. Two of our faculty do not meet the minimum requirements. Joyce Buck holds a Master's degree as a full-time faculty member. She has taught in the department for 21 years and was hired prior to the requirement of holding a Ph.D. degree. Casey Davis, who is an adjunct faculty member teaching the Children and Families in the Medical Setting course holds a B.S. degree as well as a Child Life Specialist credential. She is the director Child Life Services at McKay Dee Hospital and is most qualified to teach the Children and Families in the Medical Setting course.

### Programmatic/Departmental Teaching Standards

Faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committee's review faculty teaching according to policy in their second and fifth year. Department and College ranking tenure and evaluation committees review faculty in their third and six years.

Faculty teaching schedules are determined by the department chair in consultation with the program committee chair and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students. Tenured faculty abide by the same guidelines as non-tenured faculty. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years and is currently being reviewed by the department.

## Evidence of Effective Instruction

### Regular Faculty

Results of end of course/instructor evaluations on each faculty member are housed in the Department Chair's office. A copy is given to the faculty member after grades are completed and filed. The minimum standard for tenure in the College of Education is GOOD, therefore all tenured faculty have demonstrated quality teaching and tenure-track faculty are striving for this standard. Tenured faculty must also go under post-tenure review, which ensures continued teaching quality.

### Adjunct Faculty

Adjunct instructors are used on a semester-by-semester as needed basis and offered semester teaching contracts. When adjunct faculty members are used to teach a course, they use a department-approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook (available online and referenced in the teaching contract), and undergo student and at times peer evaluation. The results of evaluations are housed in the department chair's office. These course evaluations are reviewed and issues are addressed with the adjunct faculty member as needed.

### Mentoring Activities

Faculty are engaged in mentoring students in multiple areas which include supervising individual research projects, cooperative workplace experiences, practicum experiences, independent study opportunities, and community involvement activities. Dozens of student research and educational projects have been presented at regional and national conferences. Specifically, students have presented at the WSU Undergraduate Research Symposium, the Utah Council on Family Relations conference, the Utah Association for the Education of Young Children annual conference, the National Council on Family Relations annual conference, the National Association for the Education of Young Children annual conference, and the National Conference for Undergraduate Research.

New faculty are mentored by senior faculty in the following ways: 1) sharing of teaching materials which include syllabi and other instructional materials. 2) Observation and feedback on classroom teaching presentations. 3) Review and feedback on faculty syllabi and course assignments. 4) Advising on dealing with problematic student issues. 5) Mentoring on curriculum development and course proposals. 6) Mentoring on research activities and sources of funding.

### Diversity of Faculty

Faculty come from many ethnic and religious backgrounds. Efforts are made to maintain a diverse faculty and to ensure that multiple viewpoints are represented. The majority of the faculty are female and reflect diverse backgrounds and viewpoints. Academic freedom is valued and encouraged in the department and faculty.

### Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated each semester via end of course evaluations. The review schedule after hire as a tenure track assistant professor is:

2<sup>nd</sup> year: peer review of teaching by committee and Department Chair review

3<sup>rd</sup> Year: formal tenure rank and evaluation committee review

5<sup>th</sup> year: peer review of teaching by committee

6<sup>th</sup> Year: formal tenure rank and evaluation committee review

If tenure and rank advancement was granted

11<sup>th</sup> year: eligible for full-professor promotion or post-tenure review

Every five years: post-tenure review

Faculty are supported with travel funds to attend professional conferences with funding from the Moyes Endowment. New faculty are observed each semester and provided with feedback on teaching activities. Faculty are encouraged to collaborate with senior faculty in teaching and research activities.

### G. Support Staff, Administration, Facilities, Equipment, and Library

#### Adequacy of Staff

The Department of Child and Family Studies employs Darcy Gregg as a three-quarter time academic advisor. She holds a Master's Degree in Curriculum and Instruction from Weber State University and holds the Certified Family Life Educator credential. Ms. Gregg also holds a current Utah Teaching license in Family & Consumer Science. Her qualifications, expertise, and experience are adequate for this position. The Department also employs Melinda Bowers as an administrative assistant with an 11 month contract. She holds an Associates of Technical Arts Degree in Office & Business Technology, administrative emphasis from Skagit Valley College in 2004. She was previously employed Skagit Valley College in the Registration/Admissions Office and the International Student Office at Weber State University.

#### Ongoing Staff Development

Ms. Gregg attended the National Academic Advising Association Conference in 2013. She has attended the Utah Advising & Orientation Association conference annually and the WSU Adjunct Faculty Retreat each year. Both staff members have the opportunity to participate in continuing educational opportunities offered by the university, which include training and university coursework activities.



Adequacy of Administrative Support

Administrative support is adequate.

Adequacy of Library Resources

Library resources are adequate for the department. Dr. Shaun Jackson from the library is supportive of needs within our department.

Adequacy of Facilities and Equipment

An area that needs significant improvement and attention is the heating and cooling system in the McKay Education Building. Frequently, the temperature in the building is either extremely hot or extremely cold which negatively impacts learning opportunities for students and faculty and staff productivity. This is also a concern for the young children (ages 2-6) who attend the Melba S. Lehner Children's School and the WSU Charter Academy.

## **H. Relationships with the External Community**

### Description of Role in External Communities

The Faculty and Staff in the Department of Child and Family Studies have developed several connections and partnerships with the external community. These connections are detailed below:

**Melba S. Lehner Children’s School**, located within the Department of Child and Family Studies. The school consists of six child-centered classrooms and serves as a training lab for students as prospective teachers and administrators of early childhood education programs. The school recently opened a satellite classroom in the WSU Community Education Center serving children whose parents are taking ESL or GED courses. This classroom serves children and families from lower income and ethnically diverse populations. The NAEYC accreditation has now lapsed and the school (in conjunction with the WSU Charter Academy) has already begun the process to become accredited once again through NAEYC. The director of the school is Camie Bearden.

**Weber State University Charter Academy** is a public charter school within the Moyes College of Education. The WSU Charter Academy operates a kindergarten classroom offering a developmentally appropriate classroom environment and curriculum. Students in Early Childhood and Early Childhood education have multiple opportunities for observation, student teaching, and other learning activities within the Charter Academy. Dr. Chloe Merrill serves as the Executive Director of the Governing Board for the Charter Academy and Camie Bearden serves as the School Principal.

**The Care About Childcare (CAC) office at Weber State University** (formerly known as the Utah Northern Region Child Care Resource and Referral) provides direct community assistance to families and businesses in area. A referral database of state regulated childcare providers in Davis, Weber and Morgan Counties is maintained, training is provided to childcare professionals as well as mentoring and technical assistance to support acquiring the national Child Development Associate credential. The CAC enhances caregiver competency. CAC is funded through the Department of Workforce Services Office of Work and Family Life, Office of Child Care. Dr. Chloe Merrill serves as the principal investigator of the grant and Leslie Trottier is the director.

**The Weber State University Family Literacy Program** is a Partnership between the Department of Child and Family Studies at Weber State University and the Glasmann Family Literacy Endowment, The Ogden-Weber Community Action Partnership (Head Start), The Elizabeth Stewart Treehouse Museum, Deseret Industries, The George S. and Dolores Doré Eccles Foundation, and UBS USA Bank. The major focus of the Weber State University Family Literacy Program is to mentor and educate the parents of Head Start children so as to engage in literacy activities with their children. The vast majority of participants (over 94%) come from lower income backgrounds and 79.6% identified themselves as Latino or Hispanic. Evaluations show positive impacts on family literacy activities, child’s literacy skills, and parenting skills of those participating in the program. Dr. Paul Schvaneveldt serves as the director of the program.

**The Families Alive Conference** is designed to address the needs of professional practitioners, university students, and the general community concerning family and child issues. The Department of Child and Family Studies has sponsored 23 conferences. The Families Alive Conference originated in 1980 and the department continues to sponsor this conference, with the last conference occurring in the fall of 2011. The next conference will occur in September of 2014 as is being chaired by Drs. Randy Chatelain and Paul Schvaneveldt.

**The Utah Association for the Education of Young Children (UAEYC)** is the Utah affiliate of the National Association for the Education of Young Children. Dr. Sheila Anderson (adjunct faculty in Child and Family Studies) currently serves as the Executive Director of UAEYC. Dr. Carrie Ota is currently serving as the program chair for the 2014 conference which will be hosted on the campus of Weber State University in March of 2014. Dr. Jared Lisonbee serves as the public policy chair on the UAEYC board.

**The Department of Child and Family Studies Community Advisory Board** provides feedback to the department of community needs and concerns. It allows faculty and students to connect with state and local agencies as well as local businesses. The Board is comprised of 22 local professionals from the community representing areas of potential practicum and employment opportunities for students. Also, feedback is provided to the faculty on trends in the workforce and needs for preparing students for employment opportunities. Currently, the advisory board is chaired by Julee Smith (adjunct faculty and YCC Executive Director).

**The Utah Marriage Commission (UMC)** coordinates and offers marriage and relationship educational programming and services in the state. Dr. Paul Schvaneveldt, Department Chair and Professor, currently serves as the Chair of the Utah Marriage Commission and was appointed by the Governor. This commission sponsors the [strongermarriage.org](http://strongermarriage.org) website, offers hundreds of relationship enhancement courses and workshops, and publishes the Utah Marriage Handbook.

**The Utah Council on Family Relations (UTCFR)** is the local affiliate of the National Council on Family Relations, which is the professional and academic society for Family Science. Several faculty and students participate in the conference annually by presenting research, serving as officers, and hosting the conference on campus. Currently, Dr. Randy Chatelain serves on the UTCFR executive board.

**The National Council on Family Relations (NCFR)** is national academic society for professionals in the Family Science discipline. The Department of Child and Family Studies is as an accredited program with NCFR that prepares students to become Certified Family Life Educators (CFLE). The department continues to play a key role nationally in developing the standards and curriculum guidelines for CFLE programs with Dr. Chloe Merrill serving on the national advisory board. Dr. Paul Schvaneveldt served as the Chair of the International Section of NCFR and Dr. Chloe Merrill served as the Chair of the Association of Councils board.

**The Family Science Association** is a professional society focusing on the scholarship of teaching and learning in Family Science. The society publishes the Family Science Review academic journal and sponsors the Teaching Family Science Conference. Drs. Chloe Merrill and Paul Schvaneveldt serve as co-chairs of the 2014 Teaching Family Science Conference. Dr.

Daniel Hubler currently serves as the Vice-President of the organization and Dr. Pamela Payne serves as the Treasurer.

**Utah Department of Workforce Services Intergenerational Poverty Task Force.** Four faculty members are conducting research on the factors associated with intergenerational poverty (Paul Schvaneveldt, Daniel Hubler, Carrie Ota, & Pamela Payne). The project analyzes DWS data to better understand the factors contributing to the transmission of poverty in the State of Utah. Results will be presented to the Intergenerational Poverty Legislative Task Force.

**Orphanage Support Services Organization (OSSO)** is an international foundation that provides nurturing care to children living in the developing world in orphanage settings. Dr. Paul Schvaneveldt is a founding member of OSSO and currently supervises practicum experiences for university students who volunteer with OSSO. Student volunteers spend two to six months living abroad and working to provide cognitive, physical, and social stimulation to orphaned children in developing countries.

**The Healthy Marriage and Relationship Initiative** was a federally funded grant sponsored by the US Department of Health and Human Services Office of Head Start (2007-2012). The project was a partnership between WSU Department of Child and Family Studies and the Ogden Head Start (OWCAP). Dr. Paul Schvaneveldt and Jeff Tesch were the co-principal investigators of this grant project. Courses were taught in English and Spanish and positively impacted the couples and their children.

**The Treehouse Children's Museum** in Ogden, Utah partners with the WSU Family Literacy Program. Dr. Paul Schvaneveldt also serves on the Treehouse Museum Early Learning Initiative Committee which coordinates the several grants and programs to promote early learning opportunities for young children.

**Hill Air Force Base Airman Family Readiness Unit.** In 2012, the Department of Child and Family Studies signed a memorandum of understanding with the Airman and Family Readiness Units at Hill Air Force Base to facilitate practicum, cooperative workplace experiences for students, research, and community outreach opportunities for faculty. The Airman and Family Readiness Units house the Child Development Centers, Youth Programs, and Airman Family Readiness Unit.

**Boyd K. and Donna S. Packer Center for Family and Community Education** helps to enhance the lives of children, individuals and families, enrich communities and promote nurturing environments through campus and educational outreach offerings. It is housed in the Jerry and Vickie Moyes College of Education and draws upon faculty, staff, students and community members from a variety of disciplines. At the current time it offers staff support to a variety of programs within the College such as WSU Charter Academy, Melba S. Lehner Children's School, Storytelling Festival, Families Alive Conference, Literacy Project, Teachers Assistant Pathway to Teaching (TAPT), Teachers of Tomorrow Project, and Care About Childcare (CAC). Within the department of Child and Family Studies it offers support to: WSU Charter Academy, Melba S. Lehner Children's School, Families Alive Conference, Literacy

Project, and Care About Childcare (CAC). Dr. Chloe Merrill serves as the director of the Packer Center.

### Summary of External Advisory Committee Minutes

The advisory board meets six times a year. Recent meetings were held off campus and in the community at locations such as Your Community Connection (YCC), Cottages of Hope, and Catholic Community Services. Faculty and staff toured facilities to better understand how the organizations serve the community and to engage collaboration among board members. Each meeting the board provides updates from the Child & Family Studies Department, including the WSU Charter Academy, the evening program of Family Studies being offered at the Davis Campus, preparations for the 2014 Families Alive Conference, the agreement with Hill Air Force Base for practicum and cooperative workplace experiences, research with the Department of Workforce Services to study intergenerational poverty, the Children's School classroom at the Community Education Center, etc. The Community Advisory Board provides updates on trends from their organization. They inform the faculty on skills and competencies they seek in university graduates. The board facilitates practicum and cooperative workplace experiences for students in the department.

## I. Results of Previous Program Reviews

Problems Identified in Previous Program Review (2008)	Action in Response
A concern was noted that many seasoned and experience faculty were nearing retirement and will be leaving the department.	The department has hired six new tenure track faculty members, all of whom hold Ph.D. degrees in their content area.
A suggestion was noted that the Department should revisit their mission statement to better reflect the notion of “application of knowledge”	In September of 2011, the department adopted a revised mission statement reflecting the importance of using culturally competent practices, and applying knowledge to create environments that enhance the lives and healthy development of adults, children, and families over the lifespan
A concern over curriculum standards was noted in that students were not given adequate exposure to community or agency settings earlier in their academic programs.	Students in Family Studies are now required to complete 20 hours of community engaged learning experiences in the CHF 2990b course, which occurs at the beginning of their major coursework. Additionally, students in CHF 4500 are required to perform service learning hours in local junior and high schools to gain exposure to schools and youth services. Students in Early Childhood and Early Childhood Education are required to do experiential learning assignments in lower-division courses in the Melba Lehner Children’s School and the WSU Charter Academy.
A concern was noted in assisting students with career advising and employment.	Response to this issue has been complicated by the economic downturn which started in the fall of 2008 and still continues to impact job opportunities for students in Child and Family Studies. The department has expanded our community advisory board to include directors and managers of programs which historically employ our graduates. This has facilitated students to make connections through practicum experiences and a network for students in the job search process. We continue to work with Career Services to support students in securing employment.
A concern in faculty standards was noted in replacing retiring faculty and mentoring new faculty.	In response, newer faculty are mentored by retiring and more experienced faculty which include regular meetings, sharing of teaching materials, training opportunities, providing opportunities for professional development, and faculty observations, and feedback on teaching and scholarly activities. Other mentoring and professional development opportunities are provided at the department, college, and university levels.

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
<p>Lack of consistency in assessment in the Early Childhood and Early Childhood Education Programs. Please note that the lack of consistency is in response to the changes at national and state levels.</p>	<p>Current 5 Year Program Review: Ensure that the Early Childhood and Early Childhood Education program assessment meet the most recent national and state assessment standards.</p>
	<p>Year 1 Action to Be Taken: List all objectives in each course and identify outcomes reflecting these standards (e.g., exams, papers, other assignments, Etc.). Assign each instructor to collect data on each course and to keep a record of students meeting each standard as reflected by the outcomes and artifacts in each course.</p>
	<p>Year 2 Action to Be Taken: List all objectives in each course and identify outcomes reflecting these standards (e.g., exams, papers, other assignments, Etc.). Assign each instructor to collect data on each course and to keep a record of students meeting each standard as reflected by the outcomes and artifacts in each course.</p>
	<p>Year 3 Action to Be Taken: List all objectives in each course and identify outcomes reflecting these standards (e.g., exams, papers, other assignments, Etc.). Assign each instructor to collect data on each course and to keep a record of students meeting each standard as reflected by the outcomes and artifacts in each course.</p>
	<p>Year 4 Action to Be Taken: List all objectives in each course and identify outcomes reflecting these standards (e.g., exams, papers, other assignments, Etc.). Assign each instructor to collect data on each course and to keep a record of students meeting each standard as reflected by the outcomes and artifacts in each course.</p>
<p>Connection between course objectives, national or state standards, and assessment of these course objectives through assignments and exams.</p>	<p>Current 5 Year Program Review: List all objectives in each course and identify outcomes reflecting these standards (e.g., exams, papers, other assignments, etc.). Assign each instructor to collect data on each course and to keep a record of students meeting each standard as reflected by the outcomes, grading rubrics, and artifacts in each course.</p>
	<p>Year 1 Action to Be Taken: Continue with the review of course objectives and outcomes. Determine if the teaching activities, reading materials, and other pedagogical activities are adequate in assisting students to meet the desired learning outcomes and competencies.</p>
	<p>Year 2 Action to Be Taken: Continue with the review of course objectives and outcomes. Determine if the teaching activities, reading materials, and other pedagogical activities are adequate in assisting students to meet the desired learning outcomes and competencies.</p>
	<p>Year 3 Action to Be Taken: Continue with the review of course objectives and outcomes. Determine if the teaching activities, reading materials, and other pedagogical activities are adequate in assisting students to meet the desired learning outcomes and competencies.</p>

	Year 4 Action to Be Taken: Continue with the review of course objectives and outcomes. Determine if the teaching activities, reading materials, and other pedagogical activities are adequate in assisting students to meet the desired learning outcomes and competencies.
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J. Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
<p>Issue 1</p> <p>There are no significant staff, administrative, or budgetary issues to address.</p> <p>The department does request that the university administration review compensation for base salaries or stipends for significant service and/or scholarly achievements to allow faculty to engage in additional mentoring activities, grant writing, and/or scholarly activities.</p>	<p>Current 5 Year Program Review:</p> <p>Encourage administration to enhance base salaries and/or stipends for faculty engaging in significant scholarly or service activities.</p>
<p>Issue 2</p>	

K. Artifacts

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Electronic copies of final portfolio for Family Studies		End of each semester	Electronic copies are stored on DVD in Professors office that taught class. Electronic copies are also kept through the Canvas online course system for faculty who require students to submit papers electronically.
Final grades for all classes including final written practical exam scores (spreadsheet from Canvas)		End of each semester	Electronic copies stored in Professors office that taught class. A hard copy of grades are kept in a locked cabinet with the Department Secretary.

**Appendix A: Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:**

<b>Child &amp; Family Studies</b>	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Student Credit Hours Total <sup>1</sup></b>	<b>8,397</b>	<b>9,558</b>	<b>10,168</b>	<b>12,152</b>	<b>12,772</b>
<b>Student FTE Total <sup>2</sup></b>	<b>279.90</b>	<b>318.60</b>	<b>338.93</b>	<b>405.07</b>	<b>425.73</b>
<b>Student Majors <sup>3</sup></b>	337	310	301	278	303
<b>Program Graduates <sup>4</sup></b>					
Associate Degree	10	1	1	3	0
Bachelor Degree	69	53	59	58	44
<b>Student Demographic Profile <sup>5</sup></b>					
Female	321	297	282	256	284
Male	16	13	19	22	19
<b>Faculty FTE Total <sup>6</sup></b>	<b>15.52</b>	<b>14.9</b>	<b>15.76</b>	<b>16.64</b>	NA
Adjunct FTE	6.96	5.79	7.35	<b>7.53</b>	NA
Contract FTE	8.56	9.11	8.41	9.11	NA
<b>Student/Faculty Ratio <sup>7</sup></b>	<b>18.03</b>	<b>21.38</b>	<b>21.51</b>	<b>24.34</b>	NA

Note: Data provided by University Institutional Research

**Appendix B: Contract/Adjunct Faculty Profile**

NAME	GENDER	RACE	RANK	TENURE STATUS	HIGHEST DEGREE	YEARS OF TEACHING WSU / OTHER/TOTAL	AREAS OF EXPERTISE
<b>Full time faculty</b>							
Buck, Joyce	F	C	Inst	-	Master	21	<i>Family Resource Management</i>
Chatelain, Randy	M	C	Assoc Prof	T	Ph.D	30	<i>Family Relations/Marriage</i>
Henke, Teri	F	C	Asst Prof		Ph.D.	1 + 4=5	<i>Early Childhood</i>
Hubler, Dan	M	C	Asst Prof		Ph.D.	1	<i>Romantic Relationships/Family Life Education/ Communication between Family Members</i>
Lisonbee, Jared	M	C	Asst Prof		Ph.D.	3+8=11	<i>Early childhood</i>
Merrill, Chloe	F	C	Prof	T	Ph.D.	34 +1=35	<i>Diverse Families/ Family Stress/Family Relations/Early Childhood/Family Life Education/Charter Schools</i>
Nguyen, Nghia	M	Vietnam	Asst Prof		Ph.D.	1+4=5	<i>Reading Program Development/Early Childhood Education/Early Childhood Special Education</i>
Ota, Carrie	F	C	Asst Prof		Ph.D.	3+1=4	<i>Early childhood</i>
Payne, Pamela	F	C	Asst Prof		Ph.D.	2	<i>Adult Development/ Romantic Relationships/Military Families/Professional Development</i>
Qiu, Wei	F	China	Asst Prof		Ph.D.	6	<i>Early Childhood</i>
Schvaneveldt, Paul	M	C	Prof	T	Ph.D.	11 + 6 = 17	<i>Family Relations/Adolescence/Latin American Families</i>
<b>Part time/ Adjunct</b>							
Adams, Mark	M	C	na	na	Ph.D.	6+6=12	<i>Marriage and Family Therapy</i>
Davis, Casey	F	C	na	na	B.S.	1	<i>Child Life Specialist</i>

Smith, Julee	F	C	na	na	M.S.	$18 + 1 = 19$	<i>Human Development, Marriage</i>
Lynell Packer	F	C	na	na	M.S.	1	<i>Human Development/Family Relations</i>
Sheila Anderson	F				Ph.D.	$3+5=8$	<i>Early Childhood</i>

**Appendix C: Staff Profile**

NAME	GENDER	ETHNICITY	JOB TITLE	YEARS OF EMPLOYMENT	AREAS OF EXPERTISE
Bowers, Melinda	F	C	Administrative Assistant	1	Administrative Assistant
Gregg, Darcy	F	C	Academic Advisor	13	Academic Advising, Recruitment
<b>Children's School</b>					
Bearden, Camie	F	C	Children's School Director (Assistant Director Packer Center for Family and Community Education)	17	Early Childhood Curriculum and Instruction
Biehl, Sara	F	C	Supervising Teacher	3	Early Childhood Curriculum and Instruction
Farr, Bonnie	F	C	Supervising Teacher (Head Start)	1	Early Childhood Curriculum and Instruction
Horspool, Lana	F	C	Head Cook	17	Cook, Meal Planning
Skinner, Mikelle	F	C	Administrative Assistant	4	Administrative Assistant/Meal Planning
Wendt, Cheryl	F	C	Supervising Teacher	4	Early Childhood Curriculum and Instruction
West, Adrianna	F	C	Supervising Teacher	1	Early Childhood Curriculum and Instruction
West, Sherrie	F	C	Supervising Teacher	33	Early Childhood Curriculum and Instruction

**Appendix D: Financial Analysis Summary**

<b>Child &amp; Family Studies</b>					
<b>Cost</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
Direct Instructional Expenditure	1,217,812	1,151,588	1,029,108	1,091,664	1,291,157
Cost Per Student FTE	4,351	3,615	3,036	2,695	3,033
<b>Funding</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
Appropriated Fund	994,618	970,362	860,571	912,548	1,035,562
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	223,194	181,225	168,537	179,117	255,595
<b>Total</b>	<b>1,217,812</b>	<b>1,151,588</b>	<b>1,029,108</b>	<b>1,091,664</b>	<b>1,291,157</b>

Note: Data provided by University Institutional Research

	2008-09	2009-10	2010-11	2011-12	2012-13
instfte	1.13	0.69	0.75	1.39	NA
DavisCnt	0.63	0.58	0.85	0.6	
208XXX	5.2	4.52	5.75	5.54	
	6.96	5.79	7.35	7.53	

Note: Data provided by University Institutional Research

## Appendix E: External Community Involvement Names and Organizations

<b>Name</b>	<b>Organization</b>
Barbara Noris	Director, Center for Grieving Children
Brett Lund	Program Manager, Davis Head Start
Casey Davis	Director, McKay Dee Hospital Child Life Center
Debbie Rogers	Utah Division of Child & Family Services
Janet Seachris	Chief, Airman & Family Services, Hill Air Force Base
Jeffery Noland	Second District Juvenile Court
Jeremy Botelho	Director, Cottages of Hope
Jileen Boydston	Teacher, James Madison Elementary School
Jill Gibson	Licensed Child Care Provider
Julee Smith	Executive Director, Your Community Connection
Kathleen Bideaux	Director Early Childhood Programs, Ogden School District
Kathleen Maag	YMCA
Kristin Radulovich	WSU Teacher Education Advisor
Lynell Packer	Davis Head Start/LDS Family Services
Lynne Goodwin	Executive Director, Treehouse Children's Museum
Marcie Valdez	Director, Catholic Community Services
Matthew Godfrey	Executive Director, Better City (Parent University)
Mitch Hirano	LDS Family Services
Phouangchit "Kit" Kountghong	Department of Child & Family Services
Ryan Calder	Weber Human Services
Shae McMurrin	Program Manager, Ogden Head Start
Shannon Trapier	Director, Prevent Child Abuse Utah



## Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
<p><b>The Care About Childcare (CAC) office at Weber State University</b> (formerly known as the Utah Northern Region Child Care Resource and Referral) provides direct community assistance to families and businesses in area. A referral database of state regulated childcare providers in Davis, Weber and Morgan Counties is maintained, training is provided to childcare professionals as well as mentoring and technical assistance to support acquiring the national Child Development Associate credential. The CAC enhances caregiver competency. CAC is funded through the Department of Workforce Services Office of Work and Family Life, Office of Child Care. Dr. Chloe Merrill serves as the principal investigator of the grant and Leslie Trotter is the director.</p>	Varies annually	Contract with Department of Utah Work Force Services
<p><b>The Weber State University Family Literacy Program</b> is a Partnership between the Department of Child and Family Studies at Weber State University and the Glasmann Family Literacy Endowment, The Ogden-Weber Community Action Partnership (Head Start), The Elizabeth Stewart Treehouse Museum, Deseret Industries, The George S. and Dolores Doré Eccles Foundation, and UBS USA Bank. The major focus of the Weber State University Family Literacy Program is to mentor and educate the parents of Head Start children so as to engage in literacy activities with their children. Evaluations show positive impacts on family literacy activities, child’s literacy skills, and parenting skills of those participating in the program. Dr. Paul Schvaneveldt serves as the director of the program.</p>	Varies annually	Endowment with Weber State University
<p><b>The Boyd K. and Donna S. Packer Center for Family and Community Education</b> helps to enhance the lives of children, individuals and families, enrich communities and promote nurturing environments through campus and educational outreach offerings. It is housed in the Jerry and Vickie Moyes College of Education and draws upon faculty, staff, students and community members from a variety of disciplines. At the current time, it offers staff support to a variety of programs within the</p>	Varies annually	Endowment with Weber State University

<p>College such as WSU Charter Academy, Melba S. Lehner Children’s School, Storytelling Festival, Families Alive Conference, Literacy Project, Teachers Assistant Pathway to Teaching (TAPT), Teachers of Tomorrow Project, and Care About Childcare (CAC).</p>		
<p><b>The Moyes College of Education Endowment</b> are monies that are administered through the appropriate department chair, the Academic Support and Technology Endowment Committee (ASTECC) and the College Leadership Council (LC). Following department chair approval the LC will review and approve all travel funding requests while non-travel requests will be reviewed by the department chair and then ASTECC before going to the LC for final approval. These monies are used to support faculty, staff, and students in research, professional growth, technology, program development, and travel. Endowment Policy and Procedures have been established and are followed as well as using a rubric for reviewing applications submitted to the ASTECC committee. The ASTECC committee is comprised of representatives from all three Moyes College of Education</p>	<p>Varies annually</p>	<p>Endowment with Weber State University</p>

## Appendix G: Abbreviated Five Page Curriculum Vitae of Full-time Faculty

### JOYCE MARIE BUCK FACULTY VITA Fall 2013

#### EDUCATION:

MS: Home Economics and Consumer Education  
Utah State University, Logan, UT 1973

#### PROFESSIONAL DEVELOPMENT:

Completed the Weber State University Continuing Education Franklin Covey Signature Pro training: March 17, 2006.

Received a Weber State University RS&PG award for travel and training funds to attend the Love and Logic Teaching Seminar in Denver, CO. May 2006.

Attended the Love and Logic Institute, Inc., Facilitator Training in Denver, CO.  
Received a certificate of completion as a trained Facilitator/Instructor of *Becoming a Love and Logic Parent* program. Fall, 2006.

Received 1 credit from Chapman University Extended Education for completion of the work for "Innovative Curriculum Ideas." May 5, 2008.

Received a WSU Online Master Online Teacher Certification, April 9, 2009.

Completed .5 CEU at the "Love and Logic Training Seminar," SLC, March 11, 2010.

Completed .6 CEU at the "Dynamics of Gottman Couple's Therapy," workshop, held in SLC, UT. February 12, 2010.

Recognized by the National Council on Family Relations with the "Academic Professional Honor Recognition," March 2010.

President of the Utah Council on Family Relations: 1999-00, 2002-03, and 2008-09.

Program Coordinator for the Utah Council on Family Relations annual conference at WSU, 2008, 2002, 2000 and 1998.

Attended the Community Engaged Faculty Institute at the Homestead, 2011 and 2012.

Certified as a Family Life Educator by the National Council on Family Relations, May 1997 to present.

## TEACHING EXPERIENCE

1973-74:

Utah State University Extension Service, State Home Management Trainee and Morgan County Home Economist, Morgan, UT.

1974-76:

Weber State College lecturer, School of Education, Department of Family Studies. Taught Home Management, Personal Finance, Consumer Problems, Technology and the Family, and History of Furniture. Ogden, UT.

1995 (Spring Quarter): Utah State University adjunct faculty, School of Family Life, Department of Human Environment. Served as a Distance Learning instructor for HENV 649. Ogden, UT.

1994- Present: Weber State University instructor and instructor specialist, College of Education, Department of Child and Family Studies. Ogden, UT.

Courses taught at Weber State University:

- CHF 1400 Marriage as an Interpersonal Process (3 credit course)
- CHF 2100 Family Resource Management (3 credit course)
- CHF 2100 Family Resource Management Online—Fall 2002
- CHF 2400 Family Relations (3 credit course)
- CHF 2400 Family Relations Online--Fall 2009
- CHF 2990B Family Studies Seminar (3 credit course)
- CHF 3150 Consumer Rights and Responsibilities (3 credit course)
- CHF 3150 Consumer Rights and Responsibilities Online—Fall 2004-05
- CHF 4830 Directed Readings (variable credit)
- CHF 4860 Practicum (3 credit course)

## RESEARCH, SCHOLARSHIP, CREATIVE ACTIVITIES

Created the cover design for *Theories & Practices in Supervision and Curriculum*, a themed journal published by the Utah Association for Supervision and Curriculum Development. Volume IV and Volume V, June 1993, May, 1994.

Illustrated the work *AEGIS Character Education Curriculum, Grades 1 & 2*, by Gloria Schankey. (1995), published by the Institute for Research and Evaluation, SLC, UT.

Received Weber State RS & PG funding to create and co-teach a “Love and Logic” workshop series made available to inner-city Ogden parents. The workshop was conducted from October to December, 1999.

Assisted in the development of the *Competencies for Family Life Educators* document created by the Family Studies faculty and published by the National Council on Family Relations, 1999.

Developed and published an online version of CHF 2100, Family Resource Management, 2001.

Presenter at the “Teaching Roundtable” workshop at the National Council on Family Relations Annual Conference, Roundtable discussion titled “Roundtable Discussion on Student Practicum’s.” facilitated by William E. Rose, Towson University, Towson, MD, November 19-22, 2002.

Developed and published an online version of CHF 3150, Consumer Rights and Responsibilities, 2003.

Hemingway Faculty Vitality Award, Received funding for travel and presentation titled “Teaching Sensitive Subjects in Family Resource Management,” at the annual Teaching Family Science Conference in Gatlinburg, TN. (Was unable to attend.) 2003.

Member of the NCFR professional Syllabi Review committee, 2004-05.

Member of the National Council on Family Relations Syllabi Collection and Publication Committee, 2005.

Panel presenter for “The Future of Internships to Family Science: Developing Professional Standards,” a breakout session at the NCFR Annual Conference, Vancouver BC, Canada. Panel Co-Chairs: Dr. Laura S. Smart and Dr. Debra L. Berke. Panel members: Rebecca Adams, Joyce Buck, and Sandra Osborne. November, 2004.

Received the Golden Key International Honour Society Travel Grant Award of \$1000 to attend the annual conference in Los Angeles, CA and visit homeless shelters in Hollywood: August 2005.

Awarded the Golden Key International Honour Society Region 8 Advisor of the Year, 2009.

Program Chair and Conference Coordinator for the Utah Council on Family Relations annual conference at WSU, 1997, 2000, 2001, & 2008.

Published an article titled, “Grounding--by the Rules,” in *Wisdom for Parents: Key Ideas from Parent Educators*. Keim, R. & Jacobsen, A. (Eds.). Published by deSitter

Publications. 2011.

### **COMMITTEES AND OTHER CAMPUS ACTIVITIES:**

Weber State University Faculty Senate ASSA Committee for the 1996-97 Academic year, 1996-97.

Program Admissions Interview Team member. Reviewed applications and assisted with interviews for applicants to the Teacher Education program at WSU, 1997-2013.

Published "Golden Key Welcomes New Members," an item in the WSU University News, notes Joyce M. Buck, Brenda V. Davis and Myron W. Davis as new honorary members. Dated May 31, 1997.

Presenter at the Weber State University annual Student Leadership Conference, "The Millennium Bash," held at Wolfcreek Resort, Liberty, UT, August 17, 1999.

BIS Committee member. List of students available on request. 1966-2012.

Member of the WSU Union Building Planning Committee.

Member of the committee for the selection of the Traditional Family Values Scholarship at WSU, 2003-04.

#### College of Education Committees

- COE Curriculum Committee Chair, 2003-06.
- COE Curriculum Committee member, 1996 to present.
- COE Endowment Committee, 2009-10.
- COE Post Tenure Document creation committee, 2012-13.

#### Child and Family Studies Departmental Committees:

- CHF Online Steering Committee, 2010.
- Co-Advisor CFSSA, 2011-13.
- Family Studies Committee Chair, 2003-06; 2013-14.

Advisor to WSU Chapter of Golden Key International Honor Society  
1997 to 2012.

Co-Advisor to the department CFSSA and the UTCFR Student Affiliate of the National Council on Family Relations, 2011-13.

## **PUBLIC SERVICE**

Deseret News Sterling Scholar Awards project judge. Competition held in Salt Lake City, UT, March 1996, with awards recognized in the April 4, 1996 Deseret News. 1996 and 1998.

Weber State University State Science and Engineering Fair of Utah project judge. March 30, 1998.

PTA Family Education Coordinator, Taylor Elementary School, 1999-02.

Published in the Ogden Standard Examiner Utah Families Series, 2012-1013.

## **PRESENTATIONS IN COMMUNITY**

Weber State University-Davis Campus and Clearfield City Community Council guest presenter. "Teaching Your Child about Money Management," at the WSU Davis Campus, May 11, 1999.

"Parenting With Love and Logic," presentation for Konnections With Kids, Parenting Workshops sponsored by the Non-Traditional Student Programs, 9 September 2002.

"Parenting With Love and Logic," presentation for WSU Children's School Parent Meeting, 16 October, 2002.

"Teaching Children Responsibility Using Love & Logic," presentation for Konnections With Kids, Nontraditional Student Programs at WSU. October 15, 2003.

"Parenting With Love and Logic," DCFS Foster Parent Group, North Ogden: 21 October, 2005.

"The Five Love Languages," presentation for WSU Families Alive Conference, 15 September, 2005.

"Communication—Family Style." Presentation for the WSU Families Alive Conference, 27 September, 2007.

"The Five Love Languages," presentation for DCFS Foster Parents at the Christmas Box House, Ogden, UT. February 10, 2010.

"Parenting With Love and Logic, Module 2," workshop for WSU Women's Center, by invitation of Sarah Standon. Stewart Union Building, Ogden, UT, September 14, 2010.

## **Randy S. Chatelain, Ph.D. -- Faculty Vita**

Department: **Child and Family Studies Dept. -- Associate Professor**

Appointed: 1983, College of Education, Weber State University

### **EDUCATION**

Ph.D. Brigham Young University 1983 Marriage and Family Therapy

M.S. Brigham Young University 1982 Family Life Education

B.S. Weber State University 1975 Child Development & Family Relations

### **PROFESSIONAL EXPERIENCE -- 30 Years at Weber State University**

1988 - Present Weber State Univ., Associate Professor, Child & Family Studies Dept.

1983 - 1988 Weber State Univ., Assistant Professor, Child & Family Studies Dept.

1982 - 1983 Weber State Univ., Instructor, Child and Family Studies Dept.

1975 - 1981 Brigham Young University, Graduate Teaching Assistantship  
Department of Family Sciences.

1983 - Present Licensed Marriage and Family Therapist -- Part-time private practice.

Clinical Member of The American Association of Marriage and Family  
Therapist.

1981 - Present Family Life Educator -- I average 10-15 presentations each year to  
professional and community groups throughout the state of Utah.

**FACULTY LOAD** - I carry a full time teaching load including two senior level, upper division  
courses:

CHF 1400 Marriage as an Interpersonal Process two sections 3 cr. hrs.

CHF 3650 Family Processes 3 cr. hrs.

CHF 4650 Family Life Education Methods 3 cr. hrs.

(Note: Until this current academic year, each semester I taught

CHF 4400 The Family in Stress, 3 cr. hrs.)

### **RESEARCH, SCHOLARSHIP, CREATIVE ACTIVITIES (From 1997-2013)**

Publications: "Competencies for Family Life Educators" developed by faculty in the  
Department of Child and Family Studies at Weber State University, Ogden, UT.

The contributing faculty members are Joyce Buck, MS, CLFE; S. Craig  
Campbell, Ph.D., MFT; Randy S. Chatelain, Ph.D., MFT; Robert E. Higginson,  
Ph.D.; and Chloe D. Merrill, Ph.D., CFCS, CFLE. Distributed by the National  
Council on Family Relations, 3989, Central Avenue N.E., Suite 550,  
Minneapolis, MN 55421

Manuscript: During my Sabbatical Fall 2012 and Spring 2013, I wrote a book manuscript  
which is near completion, titled "Managing the Side Effects of Your Good Traits:  
A Book Written for Good People".

### **SERVICE**

- College of Education: Endowment Fund Committee – 4 years

Fall 2008 thru Spring 2012 – Served as Chair for two years.

- Child and Family Studies Dept: Chair, Family Studies Committee

Fall 2009 thru Spring 2012



- Family Studies Committee – Ongoing
- Family Studies Curriculum Committee - Ongoing
- Faculty Position Search Committee, Fall 2010 thru Sp 2012
- Faculty Peer Review Committees, Child and Family Studies Dept.
- Utah Council on Family Relations – Board Member, Fall 2008 to Present
- Utah Commission on Marriage – Served 7 years, including 2 years as Chair 2003 to 2010. I am still involved as an advisor to the Commission.
- Marriage and Family Therapist, 30 years, Licensed in 1983.
- Family Life Educator, 1981 to Present -- I average 10-15 presentations each year to professional and community groups throughout the State of Utah. At Weber State, I am regularly called on to present on campus to faculty, staff and students. My expertise in understanding human behavior and interpersonal relationships is recognized and valued across campus and in the community.

**PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIP – 1983 to Present**

- American Association of Marriage and Family Therapist - Clinical Member
- Utah Association of Marriage and Family Therapist
- National Council on Family Relations
- Utah Council on Family Relations

I am a thirty-year member of the National Council on Family Relations and have been active in the Utah Council of Family Relations, currently serving as a Board Member since Fall, 2008. The Family Studies Major prepares students to become Certified Family Life Educators through the National Council on Family Relations. I am an active Family Life Educator and average 10-15 presentations each year to professional and community groups throughout the state of Utah. I teach the CHF 4650 Family Life Education Methods course and my active involvement in community family life education throughout the state adds to my credibility as a professor.

I am also an active member of The American Association of Marriage and Family Therapist and Utah Association of Marriage and Family Therapist for thirty years. I am a Clinical Member of A.A.M.F.T. and in May, 2009 was honored by U.A.M.F.T. with the 2009 “Champion of Marriage and Family Therapy Award”, for my years of promoting the field of Marriage and Family Therapy, as a Professor/Educator of Students, as a Marriage and Family Therapist, and as Chair of the Utah Commission on Marriage.

In our Family Studies Department, I play an important role in helping our students get accepted in some of the top Marriage and Family Therapy graduate programs in the nation. We have several of our previous students serving on faculty and in leadership positions in those M.F.T. graduate programs.

As a Licensed Marriage and Family Therapist, I maintain a small private practice, which I believe is an informal “relationship lab” where I study couples and families in a clinical setting. The things I learn trying to help actual couples change and improve their relationships, makes a powerful impacts in what I teach in the classroom, in multiple ways. It makes my courses very practical and application focused. I consistently get feedback on how valuable my courses are in the lives of the students and for students going on to graduate studies. In a synergistic way, my classes benefit from the actual experience of working with couples and my therapy benefits from the concepts I can share from the knowledge and skills I developed and teach on campus. Beyond being a professional resource for the community, my involvement in therapy definitely

adds to by expertise and effectiveness in teaching my Marriage as an Interpersonal Process, Family Processes, and The Family in Stress courses.

**Utah Commission on Marriage.** In January, 2011, I was released from the Utah Commission on Marriage after serving for seven years, including two years as Chair of that Commission. I still serve as an advisor to the Commission. The Utah Commission on Marriage is a collaborative group of about twenty carefully selected community leaders from government, education, military, religions and the community. The Mission of the Utah Commission on Marriage is to help people form and sustain a healthy and enduring marriage. We have been very active providing marriage education and enrichment across the state, through state marriage celebrations, local community marriage celebrations, distribution of educational material, and maintaining a website for couples to use to strengthen their marriage -- StrongMarriage.org. Over the years, the Marriage Commission has brought some of the top professionals in our field to Utah for a full day of training for marriage and family therapist, clergy and family life educators. We usually have between 300 to 600 professionals attend the training, although when we were able to bring in Dr. John Gottman in May 2011, we had 1600 attend his training. I have conducted many of those training meetings and have enjoyed developing a personal relationship with the presenters and other professional throughout Utah. My involvement on the Marriage Commission and with professional across the nation has provided a strong example for our majors in Family Studies and their preparations to become Family Life Educators. It has also helped keep me informed and current in our field. My ongoing experience as a Marriage and Family Therapist and as an active Family Life Educator in our state adds a depth and credibility to my courses and to our students' professional preparation. Although I am released as Chair of the Utah Commission on Marriage, I am still involved with the Northern Utah Marriage Coalition, which is a collaborative effort between the Marriage Commission, Utah State University Extension, and our Child and Family Studies Department at Weber State. For the last seven years, The Northern Utah Marriage Coalition has been offering a Northern Utah Marriage Celebration here at Weber State. The Celebration has sold out for the last three years, with 700 to 800 people attend an afternoon and evening of marriage education and enrichment. I regularly presented a workshop and emcee the main event and keynote speaker.

**Jerry and Vickie Moyes, College of Education Endowment Committee. Fall 2008 thru Spring 2012.** One would think that being the Chair of a committee that gave money to faculty would be the ideal committee assignment, but this committee proved to be one of the most challenging and demanding administrative committees that I have ever serve on. It required close collaboration with faculty from all three departments, both as committee members and as faculty submitting proposals. It has also required close collaboration with Dean Rasmussen who asked me to serve an additional year as Chair of the Endowment Committee. We defined roles and rules and guidelines on this Endowment Committee, to insure fairness and some measure of equity across faculty and departments. We also wanted to make sure that all the faculty were aware of the opportunities and procedures to apply for academic support funding.

# Teresa (Teri) M. Henke, Ph.D.

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**Department of Child and Family Studies**  
**1203 University Circle**  
**Ogden, UT 84408**  
**801-626-7228**  
[terihenke@weber.edu](mailto:terihenke@weber.edu)

## Education

- Ph.D., **Child and Family Studies**, University of Tennessee, (Summer 2012)  
Dissertation: "The intersection between home and school: Developing a scale to assess parental perceptions of childhood school stress"  
Under the supervision of: Priscilla Blanton, Ph. D.
- M.Ed., **Early Childhood Education**, State University of West Georgia, (1987),  
Endorsement Area: Early Childhood Education PreK-4
- B.S., **Special Education/Elementary Education**, University of Tennessee, (1983),  
Endorsement Areas: Hearing Impaired K-12, Elementary 1-8

## Professional Positions

- July, 2013 **Assistant Professor, Child and Family Studies**, Weber State University,  
Ogden, UT

## University Teaching Experience

- Fall 2013 **Human Development**, Child and Family Studies, 1500 (2 sections), Faculty,  
Weber State University, Ogden, UT  
**Planning Creative Experiences for Young Children**, Child and Family Studies,  
2620 (2 sections), Faculty, Weber State University, Ogden, UT
- Spring/13 **Evaluation of Research in Early Childhood Education**, Masters Level Child  
and Family Studies 511, Adjunct course instruction, University of Tennessee  
**Health and Safety in Early Childhood Environments**, Early Childhood  
Education Department (ECED) 2019, Adjunct course instruction, Chattanooga  
State Community College
- Fall 2012 **Math and Science in Early Childhood**, Early Childhood Education Department  
(ECED) 2085, Adjunct course instruction, Chattanooga State Community College
- Fall/09,10,11 **Family Stress**, Child and Family Studies 360 (5 Semesters)  
Spring/10,12 Independent course instruction, University of Tennessee

- Spring/12     **Early Childhood Education Curriculum: Program Development for Young Children**, Child and Family Studies 351  
Assistant course instruction (volunteer service), University of Tennessee
- Spring/11     **Human Development in Infancy and Childhood**, Child and Family Studies 211, Independent course instruction, University of Tennessee
- Spring/11     **Family Interaction**, Child and Family Studies 320, Dr. Priscilla Blanton  
Graduate Assistant with active course instruction, University of Tennessee
- Spring 09     **Family Stress**, Child and Family Studies 360, Dr. Julia Malia  
Assisted with active involvement in course, University of Tennessee
- Fall/07 to     **Family Interaction**, Child and Family Studies 320, Dr. Heidi Stolz  
Spring/9     Graduate Assistant, University of Tennessee

## Publications

### Peer Reviewed Published Articles

**Henke, T. M.**, Stolz, H. E., & Barber, B. K. (2011). Adolescent religiosity and perceptions of parenting: Relationships with adolescent antisocial and prosocial behavior. *Family Science Review*, 16(2), 1-27.

Stolz, H. E., **Henke, T. M.**, Brandon, D. J., & Sams, J. M. (2010) Professional development opportunities for parent educators: Identification, perceived value, and demand for a national credential. *Journal of Extension* [On-line], 48(6) Article 6FEA5. Available at: <http://www.joe.org/joe/2010december/a5.php>

Stolz, H. E., Olsen, J. A., **Henke, T. M.**, & Barber, B. K. (2013). Adolescent religiosity and psychosocial functioning: Investigating the roles of religious tradition, national-ethnic group, and gender. *Child Development Research*, 2013, Article ID 814059, 13 pages, 2013. doi:10.1155/2013/814059.

### Manuscripts in Preparation

**Henke, T. M.** & Blanton, P. W. (2013). School-related childhood stress in the era of No Child Left Behind. Manuscript in preparation.

**Henke, T. M.** & Sams, J. M. (2013). Religion and spirituality: A source of stress or element of resilience in families with children with disabilities. Manuscript in preparation.

## Presentations

### Peer-Reviewed National and Regional Conferences

**Henke, T. M.** (2013, November). The intersection between home and school: Developing a scale to measure parental perceptions of childhood school stress. Poster will be

presented at the National Council on Family Relations Annual Conference in San Antonio, TX.

Spellings, C., Barber, Brian K., **Henke, T. M.** (2011, November). Enlarging the glass: Gender in contemporary Arab society. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.

**Henke, T. M.**, Stolz, H. E., & Barber, B. K. (2011, March). Adolescent religiosity and parenting: Effects on adolescent antisocial behavior and prosocial behavior. Poster presented at the Southeastern Council on Family Relations, Birmingham, AL.

**Henke, T. M.**, Stolz, H. E., & Barber, B. K. (2010, November). Adolescent religiosity and parenting in relationship to youth functioning. Poster presented at the National Council on Family Relations Annual Conference, Minneapolis, MN.

**Henke, T. M.**, Stolz, H. E., Brandon, D. J., & Sams, J. (2010, February). Professional development for parenting educators: Assessing availability, demand, and value. Poster presented at the University of North Texas 18th Annual Conference on Parent Education, Denton, TX.

**Henke, T. M.**, Stolz, H. E., Brandon, D. J., & Sams, J. M. (2009, November). Professional development for parenting educators: Identification, usage, and value. Poster presented at the National Council on Family Relations Annual Conference, San Francisco, CA.  
*Education and Enrichment Section Student Proposal Award - Competitive award for best student proposal*

Stolz, H. E., Barber, B. K., **Henke, T.**, & Olsen, J. A. (2008, November). Adolescent religiosity and well-being: A multiple nation study. Poster presented at the National Council on Family Relations Annual Conference, Little Rock, AR

### **Other Presentations**

**Henke, T. M.** (2012, February). Navigating loss and supporting children through change. Invited presentation to the Community Action Center, Grandparents as Parents, Knoxville, TN.

**Henke, T. M.** (2011, November/December). Navigating loss: Helping your child through change or grief. Parent workshop presentation as part of the University of Tennessee Grief Outreach Initiative, Knoxville, TN.

**Henke, T. M.** (2011, February). Parent perceptions of childhood school related stress. Roundtable presented at Quint State 35<sup>th</sup> Annual Southeastern Symposium on Child and Family Development. University of North Carolina, Greensboro, NC.

**Henke, T. M.** (2011, February). Adolescent religiosity and adolescent perceptions of parenting: Effects on adolescent social functioning. Paper presented at Quint State 35<sup>th</sup> Annual Southeastern Symposium on Child and Family Development, University of North Carolina, Greensboro, NC.

**Henke, T. M.** (2010, March). Working with parents and families in a non-profit faith based

sector. Invited lecturer to the Developing Professional Skills course (CFS 405). University of Tennessee, Knoxville, TN.

**Henke, T. M.** (2009, February). Exploring the role of parents in the religious socialization of their children. Roundtable presentation at Quint State, 33<sup>rd</sup> Annual Southeastern Symposium on Child and Family Development, University of Tennessee, Knoxville, TN.

**Henke, T. M.** (2008, November). Family-school relationships: Situation school identities within communities. Italian Early Care & Education Symposium, University of Tennessee, Knoxville, TN.

Stolz, H. E., & **Henke, T. M.** (2008, October). Cooperation: A Win-Win Approach. Invited presentation to the Episcopal School of Knoxville Parents' Association, Knoxville, TN

### **Experience in Research, Evaluation, and Program Development**

- 1/11-6/12      **Principal Investigator**, "The intersection between home and school: Developing a scale to assess parental perceptions of childhood school stress"
- 1/11-3/11      **Editorial Panel Member**, UTK's institutional submission for the 2011 C. Peter Magrath/W.K. Kellogg Foundation Engagement Award: "Ready for the World", documenting UTK's engagement with a local community of Burundian refugees, *the proposal won a W.K. Kellogg Foundation Award* (the winner for the Southeast region and one of the only four winners in the country), and a National Finalist for the C. Peter Magrath Award.
- 5/11-12/11      **Program Developer**, Graduate Assistantship with Tricia McClam, University of Tennessee, Department of Educational Psychology and Counseling, Grief Outreach Initiative
- 1/10-7/11      **Principal Investigator**, "Adolescent Religiosity and Perceptions of Parenting: Relationships with Adolescent Antisocial Behavior and Prosocial Behavior"
- 8/09-5/10      **Center for Parenting, Graduate Assistantship** with Heidi Stolz, Ph. D., Denise Brandon, Ph. D., University of Tennessee
- 1/08-12-08      **Knoxville Area Family and Child Study (KAFACS), Supervised Research Practicum** with Rena Hallam, Ph. D. and Hillary Fouts, Ph. D., Early Experiences Research Center, University of Tennessee
- 1/08-11/08      **Research Team Member, Supervised Research in Milan, Italy** with Mary Jane Moran, Ph. D. and Rena Hallam, Ph. D., Teacher Research and Documentation Center, University of Tennessee, the University of Milan, Bicocca

### **Professional Development**

- 10/11-11/11 **Certificate completed in Grant Writing and Proposal Development**, University of Tennessee, Office of Research
- 1/ 11 **Using TF-CBT with Childhood Traumatic Grief**, Web-based Learning Course (6 CEUs)
- 9/10 **Trauma Focused-Cognitive Behavioral Therapy (TF-CBT)**, Web-based Learning Course (10 CEUs)
- 6/09-7/09 **Practicum in Instructional Planning**, University of Tennessee, Educational Psychology Course 668
- Service to Department, College, University, and Profession**
- 10/12 **Author, Proposal for Offering Fully Online Courses in Child and Family Studies**, University of Tennessee, Developed by Teri M. Henke, Ph. D. and Sally B. Hunter, Ph. D.
- 11/09-11/11 **Student/New Professional Representative (elected position)**, Family Life and Religion Section, National Council on Family Relations
- 8/10-5/11 **Graduate Student Senate, Representative** from the Child & Family Studies Department, University of Tennessee
- 8/10-5/11 **Dean of Libraries Student Advisory Committee, Graduate Student Representative** from the College of Education, Health, and Human Sciences, University of Tennessee
- 8/09-5/10 **Graduate Student Advisory Board, 2008/2010 Representative/Co-Chair**, Representative for the Child and Family Studies Department, College of Education, Health, and Human Sciences, University of Tennessee

### **Additional Training and Certification**

**Teacher License**, State of Tennessee Department of Education  
 Issued: August 20, 1983 – Expires: August 31, 2015  
 Areas of Endorsement: Deaf K-12, Elem Grades 1-8

### **Professional Affiliations and Memberships**

National Council on Family Relations  
 National Association for the Education of Young Children  
 Utah Association for the Education of Young Children  
 Society for Research in Child Development

**DANIEL S. HUBLER**  
**Assistant Professor—Child and Family Studies**  
**Weber State University**  
*Curriculum Vita*

**Work Address**

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**Home Address**

328 W 4775 S  
Washington Terrace, UT  
84405

**EDUCATION**

- 2012 **Ph.D., Oklahoma State University, Stillwater, OK**  
Human Development and Family Science
- 2009 **M.S., Oklahoma State University, Stillwater, OK**  
Human Development and Family Science
- 2006 **B.S., Weber State University, Ogden, UT**  
Family Studies.

**DISSERTATION**

“A Dyadic Look at Associations Between Microdimensional and Global Indicators of Marital Outcomes” (Dr. Brandt Gardner, Chair)

**RESEARCH INTERESTS**

Relationships and Marriage; Research Methods; Adolescent Development and Risk Behaviors

**AWARDS**

- 2007 & 2010 Recipient of the Mildred H. and John W. Skinner Graduate Fellowship (Qualifications include being a MS or PhD student with an outstanding scholastic record, demonstrated progress toward academic degree, and evidence of financial need may be considered.
- 2008 & 2011 Recipient of the Virginia Stapley HDFS Scholarship
- 2010 Invited (as a student’s mentor) to the College of Human Sciences Student Council’s 4<sup>th</sup> Annual Faculty Appreciation Dinner
- 2011 Recipient of the 2011 Oklahoma Council on Family Relations Outstanding Poster Award.



## MANUSCRIPTS

Patterson, J, Gardner, B., Burr, B., **Hubler, D. S.**, & Roberts, K. (2012). Nonverbal behavioral indicators of negative affect in couple interactions. *Contemporary Family Therapy*, 34, 11-28.

Schvaneveldt P. & **Hubler, D. S.** (2012). Mate selection in Bolivia: Comparison of rural and urban practices. *Journal of Comparative Family Studies*, 43, 837-855.

Burr, B. K., **Hubler, D. S.**, Larzelere, R. E., & Gardner, B. C. (2013). Applying the actor-partner interdependence model to micro-level analyses of marital partner affect during couple conversations. *Marriage and Family Review*, 49, 284-308.

Schwerdtfeger, K. L., Todd, J., Oliver, M., & **Hubler, D.** (2013). Trying v. Not Trying: A qualitative exploration of pregnancy intentions, the transition to parenthood, and the couple relationship. *Journal of Couple and Relationship Therapy*. 12, 113-134.

Burr, B. K., **Hubler, D. S.**, Gardner, B. C., & Roberts, K. (In Press). What are couples saying about relationship education? A content analysis. *Journal of Couple & Relationship Therapy*.

## MANUSCRIPTS: UNDER REVIEW

Cottle, N. R., Thompson, A. K., Burr, B. K., & Hubler, D. S. (under review). The effectiveness of relationship education in the college classroom. *Journal of Couple & Relationship Therapy*.

## MANUSCRIPTS: IN PROGRESS

**Hubler, D. S.**, Burr, B. K., Gardner, B. C., & Larzelere, R. E., Busby, D. The intergenerational transmission of financial stress and relationship outcomes.

Roberts, K. M., **Hubler, D. S.**, & Kirk, K. Attitudes of Age at First Marriage in Oklahoma.

## OTHER PUBLICATIONS

Harrison, C., **Hubler, D. S.**, Murrell, S., & Roberts, K. M. (2011). Romantic relationships: Trends, attitudes and social implications. *National Healthy Marriage Resource Center*, from <http://www.healthymarriageinfo.org/collections-by-topic/romantic-relationships-trends-attitudes-and-social-implications>

Roberts, K. M. & **Hubler, D.** (2011). *Exploring the Demography and Attitudes for Age at First Marriage: A Research Brief*. Submitted to the National Healthy Marriage Resource Center, funded by the Administration for Children and Families – a Division of the U.S. Department of Health and Human Services.

## SELECTED PROFESSIONAL PRESENTATIONS

### *Refereed Conference Presentations:*

Schvaneveldt P. & Hubler, D. S. (2006, November). Mate selection in Bolivia: Comparison of rural and urban practices. *NCFR*, Paper presented in Minneapolis.

- Schvaneveldt P. & Hubler, D. S. (2006). Mate selection in Bolivia: Comparison of rural and urban practices. Poster presented at the Utah Council on Family Relations Annual Conference, Provo, Utah.
- Hubler, D. S., Gardner, B., Burr, B., Patterson, J., Rolling, E., & Legako, S. (2008). How a couple's stress mediates between their socioeconomic status and social supportive behaviors. *NCFR*, Poster presented in Little Rock.
- Burr, B., Hubler, D., & Gardner, B. (2009). Assessing influences on couple attitudes toward relationship education. *NCFR*, Paper presented at San Francisco, CA.
- Hubler, D., Dinsmore, M., Beck, A., & Criss, M. (2010). Parenting and peer relationships as predictors of college student substance use: An examination of additive and mediation effects. *OCFR*, Poster presented in Edmond, OK.
- Burr, B., Hubler, D., & Gardner, B. (2010). Religiosity, gender, and couple attitudes toward relationship education. *OCFR*, Poster presented in Edmond, OK.
- Hubler, D., Criss, M. M., & Beck, A. (2010). Predictors and outcomes of substance use in young adulthood. *SRHD*, San Antonio, TX.
- Burr, B., Hubler, D., Shekarforoosh, C., Osborn, J., Perrin, R., Dean, M., & Gardner, B. (2010). Associations with partner attitudes toward relationship education. *NCFR*, Presented at Minneapolis, MN.
- Hubler, D., Burr, B. K., Larzelere, R., Gardner, B. (2011). Applying the actor-partner interdependence model to partner affect in couple conversations, *OSU Research Symposium*, Presented in Stillwater, OK.
- Hubler, D., Schwerdtfeger, K., Todd, J. Oliver, M. (2011). So you're having a baby: Exploring couples' experiences of pregnancy, *AAMFT*, Presented at Fort Worth, TX.
- Gardner, B. C., Roberts, K. M., & Hubler, D. S. (2011). The developmental psychobiology of relationship competence, *AAMFT*, Presented at Fort Worth, TX.
- Shekaraforoosh, C., Gardner, B. C., & Hubler, D. (2011). The heart and its role in emotion regulation. *AAMFT*, Presented at Fort Worth, TX.
- Gardner, B. C., Hubler, D. S., Burr, B. K., & Busby, D. (2011). The intergenerational transmission of financial stress on couple outcomes. *NCFR*, Presented at Orlando, FL.
- Hubler, D. S., Burr, B. K., Larzelere, R. L., & Gardner, B. C. (2011). Mapping emotions using the actor-partner interdependence model: A new way to look at couple interaction tasks. *NCFR*, Presented at Orlando, FL.
- Burr, B., Viera, J., Fields, H., Davis, K., & Hubler, D. (2011). The influence of personality on relationship satisfaction through stress: Differences by gender and income. *NCFR*, Presented at Orlando, FL.

Cottle, N., Hubler, D., & Williams, A. (2011). Using free/open source software applications in academia and social service-related entities. *NCFR*, Presented at Orlando, FL.

Burr, B., Newman, T., Hubler, D., Gardner, B., & Roberts, K. (2012). Attitudes toward marriage, other intimate relationships, and religion in young adults. *NCFR*, Presented at Phoenix, AZ.

Roberts, K., Hubler, D., & Kirk, K. (2012). Attitudes toward age at first marriage in Oklahoma. *NCFR*, Presented at Phoenix, AZ.

Hubler, D., Burr, B., Stahl, L., Messer, A., Roberts, K., & Gardner, B. (2012). A content analysis of what couples are saying about relationship education. *NCFR*, Presented at Phoenix, AZ.

Hubler, D., Burr, B., Gardner, B. C. (2013). Using state space grids to teach interdependence in family relationships. *Teaching Family Science Conference (Family Science Association)*, Presented at Annapolis, MD.

## **RESEARCH EXPERIENCE**

2013 to Present      **Co-Principal Investigator with Dr. Pamela Payne, Weber State University's Child and Family Studies Relationship Enrichment and Assessment Lab**  
Responsibilities: Directing six research projects including various collaborations with undergraduate students at Weber State University.

2011 to 2012      **Co-Principal Investigator, "Late Adolescents' Attitudes Toward Age of First Marriage In Oklahoma," Kelly Roberts, Daniel Hubler, & Kate Kirk, Co-PIs.**  
Responsibilities: Write and Submit a research grant proposal to the Oklahoma Marriage Initiative via Public Strategies (Project was funded.). Supervise structured focus-group interviews for 4 different group locations. Collaborate with local extension educators and community leaders to arrange the interviews. Write and submit brief-reports regarding the qualitative findings from the research project.

## **TEACHING EXPERIENCE**

2012 to Present      **Professor for the following Child and Family Studies Courses:**  
CHF 1400 (Marriage as an Interpersonal Process); CHF 2400 (Family Relations); CHF 3850 (Current Research Methods); CHF 4990B (Senior Seminar for Family Studies)

2012 to 2013      **Professor for the following Child and Family Studies Courses:**  
CHF 3650 (Family Processes); CHF 4650 (Family Life Education Methods)

2008 to 2012      **Instructor (Sole Responsibility), Department of Human Development and Family Science, Oklahoma State University**

Courses include: Family Dynamics, Relationship Development and Marriage, Family Risk and Resilience, Family Life Education Methods, and Managing Human Services

## **OUTREACH ACTIVITIES:**

2009 to 2010      **Peer-Expert Blog Writer, TwoOfUs.org**  
Responsibilities: Posting bimonthly blog entries about marriage, family, and relationships for the National Healthy Marriage Resource Center Website, TwoOfUs.org.

## **PROFESSIONAL SERVICE**

### **Memberships**

National Council on Family Relations; Family Science Association

### **Organizational offices held**

2013              **Vice President**, Family Science Association  
2008-2010      **President**, Graduate Students of Human Sciences, Oklahoma State University  
2008-Present   **Board Member**, Oklahoma Council on Family Relations  
2005-2006      **Board Member**, Child and Family Studies Student Association, Weber State University

### **College/Departmental Service**

2013              **Family Studies Co-Chair**  
2013              **Advisor: Men of Child and Family Studies**  
2012- Present   **College of Education Representative: Weber State University Scholarship Committee**

## **PROFESSIONAL CERTIFICATIONS**

2007-2011      **Provisionally Certified Family Life Educator**  
2011-Present   **Full Certified Family Life Educator**

## **METHODS AND STATISTICS**

Computer programs: SPSS, MPlus, HLM, PSPP, Comprehensive Meta-Analysis  
Statistics courses: Analysis of Variance, Regression Analysis, Multi-level Modeling, Structural Equation Modeling, Meta-Analytic Methods

## **Jared A. Lisonbee, Ph.D**

Department of Human Development  
Weber State University (work)  
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Salt Lake City, UT 84115  
e-mail: jaredlisonbee@weber.edu

### **Education**

Ph. D. Human Development, Auburn University, 2004  
M.S. Human Development, Brigham Young University, 1998  
B.S. Psychology, Brigham Young University, 1995

### **Professional Experience**

2011-Present Assistant Professor, Department of Child and Family Studies, Weber State University  
2005-2011 Assistant Professor, Department of Human Development, Washington State University.  
2004-2005 Post-Doctoral Research Fellow and Instructor, Department of Human Development and Family Studies, Auburn University.  
2003-2005 Project Coordinator, Childcare Quality Enhancement Project (NSF#0126584) Department of Human Development and Family Studies, Auburn University.  
1999-2003 Graduate Research Assistant, Child Development Project (funded by grants from NIMH, NICHD, & NIDA), Department of Human Development and Family Studies, Auburn University.  
1997-1998 Instructor, Department of Family Studies and Human Development, Brigham Young University  
1996-1998 Graduate Research Assistant, Department of Family Studies and Human Development, Brigham Young University

### **Research Interests**

As a developmental researcher, I focus on understanding contextual influences on children's experience in early education settings. Particularly, I am interested in how social relationships and interactions between children and their peers and teachers effects children's physiological stress response and, ultimately how these socio-physiological processes relate to children's learning, health and overall development. My current research focuses on how children's social interactions with peers relates to physiological stress response, social competence, and classroom behavior.

### **Teaching Interests**

My goal as a teacher is to help the students in classroom and research settings see how the knowledge and skills they are currently developing will be meaningful to them when they complete their education. This is especially true for the students I teach who will be working with young children in early education settings. As students take with them knowledge of child development and skills to facilitate providing quality early education, I can indirectly impact the lifelong learning experience of not only my students, but the children with whom they will be working. As such, through class discussions, assignments and evaluation, I encourage students to see applications for the course information and potential outcomes in the experiences of children.

### **Grants and Fellowships**

2013	Moyes Endowment Travel Grant, Weber State University, \$1453.79
2012	Moyes Endowment Travel Grant, Weber State University. \$2,700
2012	Hemingway Collaborative Research Grant, Weber State University. \$6,190 "Effective Student-Teacher Practices in Early Learning Training Programs"
2012	Moyes Endowment Travel Grant, Weber State University. \$2,700
2007	Faculty Seed Grant, Washington State University, \$6,842 "Preschool Children's Social Behaviors and Physiological Response in a Playgroup Situation"
2007	Faculty Travel Grant, Washington State University, \$750
2001	Dissertation Research Award, Auburn University Graduate School, \$1,000
2000-2001	Auburn University Presidential Graduate Research Fellowship, Auburn University,

### **Selected Professional Articles (refereed)**

- Lisonbee, J. A.**, Pendry, P., Mize, J., & Parrett, E. (2010). The role of cortisol and alpha-amylase in the association between family environment and preschooler's effortful control. *Mind, Brain, and Education*.
- Lisonbee, J. A.**, Mize, J., Payne, A. L., & Granger, D. A. (2008). Teacher-child relationship quality and preschool children's cortisol fluctuations. *Child Development, 79*, 1818-1832.
- Granger, D. A., Kivlighan, K. T., Blair, C., El-Sheikh, M. Mize, J., **Lisonbee, J. A.**, Stroud, L. R., Schwartz, E. B., & Handwerker, K. (2006). Integrating the measurement of salivary  $\alpha$ -amylase into studies of child health, development, and social relationships. *Journal of Social and Personal Relationships, 23*, 267-290.

### **Selected Professional Articles and Products (non-refereed)**

- Lisonbee, J. A.** (2008). *Recommendations for a Longitudinal Evaluation of ECEAP*. Report prepared for the Washington State Department of Early Learning.
- Lisonbee, J. A.** (2007). *Recommendations and Issues Relating to the Pilot Implementation of the QRIS in Washington State*. Report prepared for the Washington State Department of Early Learning.
- Lisonbee, J. A.** (2007). *Recommendations and Issues relating to the Planning Phase for Implementing a Quality Rating and Improvement System in Washington State*. Report prepared for the Washington State Department of Early Learning.  
<http://www.del.wa.gov/publications/elac-qris/docs/jaredfinal.pdf>
- Lisonbee, J. A.**, Mize, J. Lapp, A., & Reeves, S. K. (2002). *Passive Drool Saliva Collection Procedure: Childcare Quality Enhancement Project*. Auburn University.

### **Selected Papers and Posters Presented at Professional Conferences (refereed)**

- Lisonbee, J. A.**, Mize, J. (2013, April). *Family Home Environment, Stress Physiology, and Preschool Children's Classroom Behavior Regulation*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Mize, J. Newberry, A., & **Lisonbee, J.** (2013, April). *Health in preschool children: Prediction by cortisol and family risk factors*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Lisonbee, J. A.**, (2013, March). *Recognizing Stress and Stressors in ECE Classrooms*. Paper presented at the 38th Annual Utah Early Childhood Conference, Salt Lake City, UT.

- Lisonbee, J. A.**, (2012, August). *An Ecological Evaluation of Contributors to Children's Classroom Behavioral Regulation: The Contribution of Family Functioning and Three Physiological Stress Measures*. Paper presented at the 19th International Conference on Learning, London, UK.
- Lisonbee, J. A.**, & Syed, Z. (2011, March). *Cortisol, Alpha-amylase, and Social Dominance across a Scarce Resource Playgroup Situation*. In **J. Lisonbee** (Chair), *Social Hierarchies and Biological Stress Systems: Species, Context, and Background Influences*. Symposium Conducted at the Biennial Meeting of the Society for Research in Child Development, Montreal, QC, Canada.
- Lisonbee, J. A.**, Schmidt, T., Williams, E. & Werner, N. E. (2009, April). *Age, Relational Aggression and Physiology Measures in Preschoolers during a Scarce Resources Playgroup Scenario*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Mize, J., Arsiwalla, D. D., Parrett, E., **Lisonbee, J. A.**, Payne, A. L., Meece, D. W., Reinecke, D., & Lin, M. C. (2009, April). *Social Risk Factors and Cortisol Predict Kindergarten Aggression*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Schmidt, T., Williams, E., & **Lisonbee, J. A.** (2009, April). *Power Associations Between Interparental, Parent-Child and Child-Peer Relationships*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Lisonbee, J. A.**, Diaz, A., Schmidt, T. (2008, April). *Associations between HPA and sympathetic nervous system activity and dominance hierarchy status in preschool children*. Paper presented at the Biennial Conference on Human Development, Indianapolis, IN.
- Lisonbee, J. A.**, Diaz, A., Schmidt, T., & Werner, N. (2008, March). *Physiological Stress Activation and Dominance Behaviors in Preschool Children*. Poster presented at the 2008 WSU Academic Research Showcase, Pullman, WA.
- Lisonbee, J. A.**, Mize, J., Payne, A. L., Sung, S. C., & Romans, T. (2007, March). *Classroom quality, observed stress behaviors, and children's cortisol change across the day in child care*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Booren, L. M., **Lisonbee, J. A.**, & Mize, J. (2007, March). *Childrens' sleep behaviors, cortisol, and aggression*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Mize, J., **Lisonbee, J. A.**, Payne, A. L., Parrett, E., & Lin, M. C. (2007, March). *Cortisol in child care predicts kindergarten adjustment after controlling for earlier adjustment*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Lisonbee, J. A.**, & Payne, A. L. (2007, March). *Laying the groundwork for success: Understanding high quality early learning*. Northwest Parenting and Family Education Conference. Vancouver, WA.
- Bell, G. K., **Lisonbee, J. A.**, Mize, J., Cumbie, E. H., Jumper, R. L. (2005, April). *Child age moderates the effects of childcare quality on vocabulary development in preschool children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA.
- Cleary, D. J., Pettit, G. S., & **Lisonbee, J. A.** (2005, April). *Friendlessness, victimization, and mutual dislike among elementary school-aged children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Lisonbee, J. A.**, Mize, J., & Payne, A. L. (2005, April). *Teacher-child relationships and cortisol fluctuation in preschool children: Does relationship quality make a*

- difference?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Mize, J. **Lisonbee, J. A.**, & Granger, D. A. (2005, April). *Stress in child care: Cortisol and alpha-amylase may reflect different components of the stress response*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Payne, A. L., **Lisonbee, J. A.**, & Mize, J. A. (2005, April). *Discriminant and predictive validity for the 'Feelings About my School and Teachers' Instrument*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Bell, G., **Lisonbee, J. A.**, Mize, J., Cleary, D. J. (2004, April). *Vocabulary development and childcare quality*. Poster presentation at the Biennial Meeting of the Conference on Human Development, Washington, D.C.
- Lisonbee, J. A.**, Jumper, R., Mize, J., & Payne, A. L. (2004, April). *Teacher-child relationships and cortisol fluctuations in preschoolers*. Paper presentation at the Biennial Meeting of the Conference on Human Development, Washington, D.C.
- Payne, A. L. Mize, J., & **Lisonbee, J. A.** (2004, April). *Measuring preschool children's perceptions of teacher-child relationship quality: Developing and testing the "Feelings About My School and Teachers" instrument*. Poster presentation at the Biennial Meeting of the Conference on Human Development, Washington, D.C.
- Lisonbee, J. A.**, & Cleary, D. J. (2003, April) *Mutual antipathies, reciprocated friendships, and school adjustment in middle childhood: Concurrent and longitudinal relations*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Lisonbee, J. A.**, Lapp, A., & Cleary, D. J. (2003, April) *Children's health in preschool classrooms: Are low quality classrooms making children sick?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Lisonbee, J. A.**, Cleary, D. J., & Pettit, G. S. (2002, April). *Social information processing, social skill, and peer acceptance in middle childhood: A longitudinal test of bidirectional and mediated processes*. Poster presented at the Biennial Meeting of the Conference on Human Development, Charlotte, NC.
- Mize, J., Pettit, G., & **Lisonbee, J. A.**, (2001, April) *Social experience, psychophysiology, and development of hostile knowledge structures: Different pathways for girls and boys?* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Lisonbee, J. A.**, Harach, L. D., Colwell, M. J. & Pettit, G. S. (2000, April) *Extracurricular activity, family ecology, and child adjustment: A longitudinal study across middle childhood and early adolescence*. Poster session presented at the Conference on Human Development, Memphis, TN.
- Lisonbee, J. A.**, Olsen, S. F., Bancroft-Andrews, C., & Cottle, N. (1999, April). *An interrelations model of parental disciplinary strategy*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- Olsen, S. F., Yang, C., Wu, P., Robinson, C. C., **Lisonbee, J. A.**, & Jin, S. (1999, April) *Psychological control and preschool children's behavioral outcomes in China, Russia, and the United States*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- Nelson, L. J., Robinson, C. C., McNeilly-Choque, M. K., & **Lisonbee, J. A.** (1997, April). *Relations between three subtypes of withdrawn behavior and peer acceptance in preschool children: A multi-method perspective*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C.



### **Professional/State/Community Service**

- 2013 Public Policy Committee Chair -- Utah Association for the Education of Young Children
- 2013 Member of the *Ogden Promise Neighborhoods* planning grant committee, Ogden, UT.
- 2013 Reviewed manuscript for *Family Relations*
- 2012 Reviewed manuscript for *Psychoneuroendocrinology*
- 2011 Reviewed manuscript for *Early Childhood Research Quarterly*
- 2009 Reviewed manuscripts for publication in the *Journal of Experimental Child Psychology, Psychoneuroendocrinology, Early Childhood Research Quarterly, and Developmental Psychobiology.*
- 2008 Advisory group member for the Washington State Department of Early Learning and Office of the Superintendent for Public Instruction for making recommendations for statewide kindergarten assessment considerations.
- 2008 Consultant to the Washington State Department of Early Learning to identify considerations for planning a longitudinal evaluation of the ECEAP program
- 2008 Advisory committee member for the Washington State Department of Early Learning working on identifying best practices for assessing children's learning and development as part of validating the Quality Rating Improvement System (QRIS) in the state.
- 2007 Consultant with the Washington State Department of Early Learning on creating support materials for Proposals for implementing the Quality Rating and Improvement System (QRIS) in pilot communities.
- 2006 Reviewed a grant proposal relating to genetics and biobehavioral influences for the Estonian Science Foundation.
- 2006 Reviewed a manuscript submitted for publication to the journal *Hormones and Behavior.*

### **Professional Affiliations**

- Society for Research in Child Development (SRCD)  
National Association for the Education of Young Children (NAEYC)  
Utah Association for the Education of Young Children (UAEYC)

**CHLOE D. MERRILL, Ph.D., CPC, CFCS, CFLE  
SUMMARY VITA**

**CURRENT POSITION/RESPONSIBILITIES AT WSU**

- Associate Dean, College of Education, 2012 – present
- Director, Packer Center for Family and Community Education, 2013 – present
- Chair, Board of Directors, WSU Charter Academy, 2013 - present
- Tenured/Full Professor

**WEBER STATE UNIVERSITY OVERVIEW INFORMATION**

- Taught at Weber State since 1979
- Received tenure July 1, 1985
- Advanced to rank of full professor on July 1, 1992
- Served as Chair of the Department of Child and Family Studies from 1987-1995 and 2009-2012
- Served as Chair of the Families Alive Conference for 13 of the 23 years held to date. Most recent was October, 2011
- Serve on Master of Education, Bachelor of Integrated Studies and Honor Student committees

**EDUCATIONAL HISTORY**

- Ph.D.            1984            Colorado State University, Fort Collins, Colorado
  - Vocational Education
  - Specialty Area in Teacher Education
  - Cognate Area in Human Resource Science
- M.S.            1979            Utah State University, Logan, Utah
  - Home Economics and Consumer Education
- B.S.            1977            Utah State University, Logan, Utah
  - Home Economics Education
- A.S.            1976            College of Eastern Utah, Price, Utah
- Additional educational history
  - Attended a variety of courses at Weber State University over the years for personal enhancement
  - American Association of Family and Consumer Sciences, Certified in Family and Consumer Sciences, Professional Development Units 3000.0+ credits, 1987-present
  - National Council on Family Relations Continuing Education, Certified Family Life Educator, 3000.0+ Recertification Contact Hours, 1988-present.
  - Consilience Energy Medicine. Attended and passed numerous courses to become certified in this field
  - Numerous miscellaneous in-service hours at various workshops and conferences, 1979 - present

**CERTIFICATIONS/LICENSES CURRENTLY HOLD**

- Certified in Family and Consumer Sciences (CFCS), American Association of Family and Consumer Sciences
- Certified Family Life Educator (CFLE), National Council on Family Relations
- Certified Professional Coach (CPC)
- State of Utah Early Childhood Education Teaching Certificate (Level 3)
- State of Utah Secondary Teaching Certificate (Level 3)
- State of Utah Vocational Teaching Certificate: Textiles and Clothing, and Child Care (Level 3)
- Weber State University Online Master Teacher Certification (1<sup>st</sup> class)
- Certified in Energy Medicine (CEM)

**COMMUNITY/NATIONAL/INTERNATIONAL OVERVIEW INFORMATION**

- Published over 45 works. Most recently have 5 articles in a series of books that published by the Professional Women's Publishing Company
- Given over 120 presentations to professional groups
- Hold membership in numerous International, National, Regional, and/or State professional organizations
- Currently member of the Board of Directors for the Professional Women's Network
- Given over 130 community presentation
- Received numerous special achievements and honors
- Have served on National Associate Board of Directors and in various officer positions

**TEACHING (Including Academic Advising)**

- Teaching philosophy:

- To give students, of all ages, the most current information possible along with some historical perspective on both sides of an issue, then let them decide for themselves where they stand. Also to involve students in the cutting edge of their field of study, foster their critical thinking skills, and raise their awareness of the global picture of society in which they live
- Teaching responsibilities have varied and changed over tenure at Weber State University. Currently, primary teaching responsibility is in the area of Family Studies. Also, teach two online courses over the WebCT for the department.
- Served on numerous Bachelor of Integrated Studies' (BIS) and Honor Students' committees.
- Throughout career have developed and taught many different courses - 24 different courses at Weber State University over the years, 3 at Colorado State University, 4 at Weber High School, and 3 at Utah State University.
- Advise students daily in career direction and help to plan and support their decisions. When a student has a personal problem, listen and try to help the student see available options; may make referrals as needed.
- Direct individual's practicums, directed readings, and field experiences. Work with businesses to establish these experiences Many students have been hired by these various businesses after completing their experiences..
- Participate in numerous conferences, workshops, and seminars each year to obtain new ideas to pass along to the students. In my travels I am constantly asking questions that would improve my teaching abilities and materials.
- Received the Lowe Innovative Teaching Award from Weber State University, May 1998.
- Recognized as an Exceptional Teacher in 1998 by the Staff and Students of Services for Students with Disabilities at Weber State University, June 1998.
- Named Outstanding Advisor in 1989-1990 for the School of Education, award given by the Academic Advisement Center.
- One of 5 finalists nominated for Crystal Crest Master Teacher Award, 5 different years. Have been nominated for this award 9 different years since its inception.
- Created in 1981, the Child and Family Studies Student Association (CFSSA) and advised them for over 18 years. This organization is a member of C&O at Weber State University and participates in many activities. They were the recipients of the Crystal Crest Organization of the year 2005 award. Have escorted numerous students to the Annual Conference for the National Council on Family Relations over the past 14 years and encouraged and mentored student presenters as well.
- Have senior students participate with me in community presentations where their contributions enhance the presentation as they gain valuable experience.. Support students by attending special activities in which they are involved. I have assisted several graduates who have opened their own businesses or have gone into graduate programs.
- Over the past 31+ years student evaluations have produced an average mean rating of 4.71 to 5.00 on a scale of 1 to 5 (5 being the highest).
- Receive numerous notes, letters, and e-mails from students thanking me for helping them succeed in the "world". Also, numerous colleagues around the nation comment on how well prepared students are that come from the program and specifically courses I have taught.
- Advisor to the Pinnacle Non-traditional Honor Society from 1990-1997.

### **RESEARCH, SCHOLARSHIP, CREATIVE ACTIVITIES**

- Have over 45 published books, articles, reviews, and/or notes. Examples of published works:
  - Merrill, Chloe D. (2013, Oct. 28). "Too many of us don't fully appreciate who or what we are". Utah Families. *Ogden Standard-Examiner*.
  - Merrill, Chloe D. (2013, June 24). "Obstacles clutter the road of life". Utah Families. *Ogden Standard-Examiner*.
  - Merrill, Chloe D. (2013, May 13). "Caring for oneself important". Utah Families. *Ogden Standard-Examiner*.
  - Merrill, Chloe D. (2013, Feb. 11). "Use Stress to Your Advantage". Utah Families. *Ogden Standard-Examiner*.
  - **Merrill, C.D.,** & Schvaneveldt, P.L. (2012). Engaging students in community-based Family Life Education experiences. *NCFR Report*, 57(2), 22-23. National Council on Family Relations, Minneapolis, MN.
  - Merrill, Chloe D. (2007, November). "*You, The Leader: Building Better Relationships*". Chapter in *Women as Leaders: Strategies for Empowerment & Communication*. Louisville, KY: Professional Women's Press.
  - Merrill, Chloe D. (2007, August). "*Road Map To Transforming Life's Pathways*". Chapter in *Women's Journey to Wellness: Mind, Body & Spirit*. Louisville, KY: Professional Women's Press.
  - Merrill, Chloe D. (2007, June). "*10 Strategies For Increasing Self-Esteem*". Chapter in *Women's Journey to Wellness: Mind, Body & Spirit*. Louisville, KY: Professional Women's Press.
  - Merrill, Chloe D. (2007, May). "*Taking Care Of Your Body*". Chapter in *You're on Stage! Image, Etiquette, Branding & Style*. Louisville, KY: Professional Women's Press.

- Merrill, Chloe D. (2006, August). *"Managing Personal Stress"*. Chapter in *Self-Esteem and Empowerment for Women*, Madison, WI: Goblin Fern Press. (This book is used by the Weber State University Women's Center.)
- Merrill, Chloe D. (2004). *"Family Life Education Methods Workbook"*. National Council on Family Relations, Minneapolis, MN.
- *"Competencies for Family Life Educators"*. (2003, Nov). Family Studies Faculty, Department of Child and Family Studies, Weber State University, In *"Family Life Education: Integrating Theory and Practice"*. Edited by D. J. Bredehoft and M. J. Walcheski. Published by the National Council on Family Relations, Minneapolis, MN.
- Book Review *Marriage and the Family*. (2001, April). Mountain View, CA: McGraw-Hill/Mayfield Publishing.
- Merrill, Chloe D. (1999). "Business Section Marks Banner Year with Strengthened Identity." *Journal of Family and Consumer Sciences*, (91)4, 151-152.
- Buck, J., Campbell, C., Chatelain, R., Higginson, R., & **Merrill, C.** (1999). Competencies for family life educators. Minneapolis, MN: National Council on Family Relations
- "Competencies for Family Life Educators". Family Studies Faculty, Department of Child and Family Studies, Weber State University, In *"Tools of Ethical Thinking and Practice in Family Life Education"*, Distributed by the National Council on Family Relations.
- Merrill, Chloe D. *"What's Up With Business"*, Journal of Family and Consumer Sciences: From Research to Practice, Volume 91, Issues 3, 1999, PG. 153-154. American Association of Family and Consumer Sciences. AAFCS: Alexandria, VA.
- Have over 55 unpublished manuscripts, thesis, dissertation, within-institution reports. Examples of recent unpublished works:
  - *Personal Journey to Wellness*. 2013, revised. Workbook for use in the corporate world when conducting workshops.
  - *The Family in Stress Workbook*. 2010, revised. This workbook was used in connection with teaching of CHF 4400 course online and on campus courses. Adjunct faculties also use this workbook.
  - Merrill, Chloe D., Charlesworth, Rosalind, & Buchholz, Dilek. 2004. *Childhood Stress and its Effects on Development*". Paper submitted for publication in OMEP conference Proceeding, Melbourne, Victoria Australia.
- Radio interview concerning *"More Family Traditions – Helping Families Understand"* aired December 24, 2006 on STOP GAP Radio program. STOP GAP is a weekly, 30-minute studio production featuring women business leaders, women's issues, women in transition and women who are making their mark in the world in various industrial/organizational venues.
- Radio Interview concerning *"Family Traditions"*, aired December 24, 2005 on STOP GAP.
- Submitted 16 research projects and grants for funding. Most recent examples:
  - Utah State Office of Education, Utah Charter School Grant Program, 2<sup>nd</sup> Year Implementation Grant, Funded \$15,287.00. August, 2013.
  - Utah State Office of Education, Utah Charter School Grant Program, Start-up Grant, Funded \$63,635.00. March, 2013. Materials to help start up the WSU Charter Academy in the planning year
  - Carl D. Perkins Internal RFP, 2011-2012 FY Total Funded \$15,215.19.
  - Carl D. Perkins Internal RFP, 2010-2011 FY, funded \$6,190.00.
  - Carl D. Perkins Internal RFP, 2009-2010 FY Total Funded \$47,105.32.
  - Received two Hemingway Vitality Grants, one in 2003 and one in 2004.
  - *Using Clickers in the classroom*. (2009). Jerry and Vickie Moyes Endowment, Weber State University. \$2,800.00 (funded). Schvaneveldt, P.L., **Merrill, C.** & Bird, J. (co-Principal Investigators).
  - Proposal submitted to ETI with Roz Charlesworth for two (2) media workstations in the CHF main Classrooms, \$7,500.00 funded, September 2001.
  - Proposal submitted to ARCC with Roz Charlesworth for two (2) media workstations in the CHF main Classrooms, \$22,500.00 funded, March 2001.
- Given over 120 papers and/or addresses to professional groups. Examples of recent workshops and/or papers presented:
  - **Merrill, C.D.**, & Schvaneveldt, P.L. (2013, June). *Teaching grant writing to undergraduate students*. Paper presented at the Teaching Family Science Annual Conference, Annapolis, MD.
  - Merrill, Chloe. (2013, Feb. 1). *"WSU Charter Academy – In's and Out's"*. TAPT Lecture Presentation, Weber State University. Ogden, UT.
  - **Merrill, C.D.**, & Schvaneveldt, P.L. (2012, June). *Evaluation: Purpose and process*. Paper presented at the Hawaii International Conference on Social Sciences, Honolulu, HI.

- Schvaneveldt, P.L., & **Merrill, C.D.** (2011, June). *Engaging students in community based family life education experiences*. Paper presented at the Teaching Family Science Annual Conference, Troutdale, OR.
- **Merrill, C.D.**, & Schvaneveldt, P.L. (2007, June). *Teaching family diversity across the curriculum from a family systems perspective*. Paper presented at the Teaching Family Science Annual Conference, Stanley Bridge, Prince Edward Island, Canada.
- Schvaneveldt, P.L., & **Merrill, C.D.** (2005, June). *Developing and assessing competencies for the substance areas of family life education in an undergraduate family studies program*. Paper presented at the Teaching Family Science Annual Conference, Stasburg, PA.
- Merrill, Chloe D. “*Overcoming Obstacles and Reduce Stress*” Keynote presentation given for the Professional Women’s Network – International Annual Conference, Louisville, KY. August 14, 2010.
- Merrill, Chloe D. “*YOU and Coaching, Inc.*” Two-day workshop given for the Professional Women’s Networking. Louisville, KY. July 30-31, 2005, January 21-22, 2006, July 29-30, 2006, January 27-28, 2007, July 28-29, 2007, January 19-20, 2008, July 27-28, 2008, January 24-25, 2009, July 25-26, 2009, January 23-24, 2010.
- Merrill, Chloe D. “*Self-Efficacy During War Time*”. Workshop given to the spouses of ROTC members at Weber State University. Ogden, UT. February 6, 2009.
- Merrill, Chloe D. “*How to Start a Coaching Practice.*” Two-day workshop given for the Professional Women’s Networking. Louisville, KY. August 3-4, 2008.
- Merrill, Chloe D. “*Overcoming Obstacles and Reduce Stress*” Keynote presentation given for the Professional Women’s Network International Annual Conference, Louisville, KY. August 14, 2010.
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- Merrill, Chloe D. “*Self-Efficacy During War Time*”. Workshop given to the spouses of ROTC members at Weber State University. Ogden, UT. February 6, 2009.
- Merrill, Chloe D. “*How to Start a Coaching Practice.*” Two-day workshop given for the Professional Women’s Networking. Louisville, KY. August 3-4, 2008. “*Teaching Family Diversity Using a System Theory Model*”. Presentation given with Paul Schvaneveldt at the Teaching family Science Conference. Prince Edward Island, Canada. June 22, 2007.
- “*YOU and Coaching, Inc.*” Two-day workshop given for the Professional Women’s Networking. Louisville, KY. July 30-31, 2005, January 21-22, 2006, July 29-30, 2006, January 27-28, 2007, July 28-29, 2007, and will present again January 19-20, 2008.
- *Team Building*. Two-day workshop given for the Professional Women’s Networking. Louisville, KY. February 11-13, 2005, February 11-12, 2006, and January 20-21, 2007.
- “*Recruitment of Students Within Weber State Universities Family Studies Program*”. Presentation given at the Teaching Family Science Conference. Park City, UT. June 2, 2006.
- “*Facts about Utah*”. Presentation given with Paul Schvaneveldt at the WSU New Faculty Retreat. Midway, UT. August 16, 2005.
- “*Leadership and You.*” Workshop given for the PWN Conference, Louisville, KY. August 5, 2005.
- “*WSU Family Studies Competencies*” Presentation given with Paul Schvaneveldt at the Teaching Family Science Conference, Strasburg, PA. June 11, 2005
- *Team Building*. Two-day workshop given for the Professional Women’s Networking. Louisville, KY. February 11-13, 2005.
- *Childhood Stress and its Effects on Their Development*. Presentation given along with Rosalind Charlesworth and Dilek Buchholz at the XXIV World Congress of OMEP (World Organization for Early Childhood Education). Topic will be Conference, Melbourne, Australia, July 21-24, 2004.
- *Why Establish an Affiliate in Your State or University?* Presentation given at the National Council on Family Relations Annual Conference, Vancouver, BC, November 22, 2003.
- *Why Establish an Affiliate in Your State or University?* Presentation given at the National Council on Family Relations Annual Conference, Vancouver, BC, November 22, 2003.
- *Role of Faculty Advisor in Student Affiliates*. Presentation given at the National Council on Family Relations Annual Conference, Vancouver, BC, November 19, 2003.
- *The Symbols of Life*. Keynote address given at the International Professional Networking Annual Conference, Women of the United Nations, Louisville, KY. August 23, 2003.
- *Helping Undergraduate Students in NCFR*. Presentation given at the National Council on Family Relations Annual Conference, Rochester, NY. November 2001.
- *The Five Common Symbols in Life*. Keynote address given at the International Professional Networking Annual Conference, Women of the United Nations, New York, NY. August 2001.

## SERVICE

- Served on 27 different University committees. Current and recent past committees:
  - Larry H. Miller Driven2Teach Program - Representative
  - Early Childhood Education Inter-Institutional Consortium (State Committee) - Member
  - WOW Award Reviewer for the WSU Women's Center - Member
  - Faculty Senate, 2006-2007 - Member
  - WebCT Communications Subcommittee, 2004 - Member
  - Interior Design Institutional Review Committee, 2003 - Reviewer
  - Faculty Board of Review Committee (2 year term), 2002-2004 - Member
  - Faculty Senate, 2000-2003 - Member
  - Faculty Chair Crystal Crest Reception Committee, 2000-2001 - Member
  - Storytelling Conference Committee, 1999-2001, - Member
  - Curriculum and General Education Committee, 1998-2001 – Member
- Served on 23 different Moyes College of Education Committees. Current and recent past committees:
  - Storytelling Conference Executive Committee, 2013- present, Executive Director
  - Board of Directors for the Weber State University Charter Academy, 2012-present, Chair
  - Founding Committee for the Weber State University Charter Academy, 2012-present, Chair
  - Moyes College of Education Capital Campaign committee – 2012-present, member
  - Boyd K. and Donna S. Packer Center for Family and Community Education, 2013-present, Director
  - WSU Charter Academy Teacher Search Committee, 2012-2013, Chair
  - Five other Master of Education student committee, Member, 2010-present
  - Masters of Education committee, Janae Hudman's, 2010, Chair
  - Moyes College of Education Tenure/Promotion Committee, member, 2009-2010, 2012-2013, 2013, 2013-2014
  - Moyes College of Education Technology Committee member, 2009 – 2012
  - Moyes College of Education Tenure/Promotion Committee, member, 2009-2010
  - Moyes College of Education Mission and Goals Committee. 2006-2007
  - Moyes College of Education Tenure/Promotion Committee, 2005-2006
  - "Sage Room" Development Committee, 2004-present
  - Moyes College of Education Tenure/Promotion Committee, 2002-2003
  - Tenure Document Revisions Committee, 2001-2002
  - Teacher Education Advisory Committee, 1996-2000
- Served on numerous departmental committees over the years. Current and recent past committees:
  - Principal Investigator and Executive Director of CCR&R
  - Search committee for the Assistant Director for the Packer Center for Family and Community Education (Melba S. Lehner Children School)
  - Current Department of Child and Family Studies Peer committees, Chaired - three, Member - one –
    - o Wei Qiu (chair),
    - o Carrie Ota (chair),
    - o Pam Payne (chair)
    - o Jared Liasonbee (member)
  - Past Department of Child and Family Studies Peer committees , Chaired – two
    - o Paul L. Schvaneveldt Peer Review Committee (Chair), Weber State University, 2002-2007
    - o Dilek Buchholz Peer Review Committee (Chair), Weber State University, 2001-2006
  - Department Tenure/Promotion Evaluation Committee, have served when no on College of Education Committee.
  - Child and Family Studies Student Association (CFSSA), 28 years total
  - NCFR Advisor to CFSSA, 7 years
  - Family Studies Committee, 1979-present
  - Early Childhood/Early Childhood Education, 2011-present
- Currently serve on 3 BIS student committees, 1 honor student committee, and 1 dance student committee
  - Have served on 14 other BIS student committees, 9 honor student committee, and 2 dance senior thesis committees
- Currently hold membership in 21 International, National, Regional, and/or State professional organizations. Most active in:
  - Professional Women's Network (PWN)
  - National Council on Family Relations (NCFR)
  - Utah Council on Family Relations (UCFR)
  - American Association of Family and Consumer Sciences (AAFCS)
  - Utah Association of Family and Consumer Sciences (UTAFCS)

- Held over 50 different positions within the different professional organizations involved with. Current and recent past positions:
  - President, Affiliate Councils Board, National Council on Family Relations, 2009-2011
  - Member, Board of Directors, National Council on Family Relations, Represent the Association of Councils, 2007-2009
  - Chair-elect, Association of Councils, National Council on Family Relations. 2007-2009, then chair from 2009-2011
  - Chair/Member, Academic Program Review Board, National Council on Family Relations. 2001-2008
  - Member, Board of Directors, Professional Women's Network, 1996-present
  - Member, Board of Directors, The Professional Network Association, 1997- present
  - Member, Media Awards Committee, National Council on Family Relations. 2002 -2007
  - Member, Awards and Recognitions Committee, Utah Association of Family and Consumer Sciences, 2001-2003
  - Editor, Home Economics Research Section Newsletter, American Educational Research Association. 2001-2003
  - Juror, Massachusetts Avenue Building Assets Fund Grants, American Association of Family and Consumer Sciences. 2000-2002
  - Chair, Strategic Directions Committee, American Association of Family and Consumer Sciences. 1998-2002
  - Editor, Higher Education Unit (HEU) Newsletter, American Association of Family and Consumer Sciences. 1999-2001
  - First Vice Chair, Higher Education Unit (HEU), American Association of Family and Consumer Sciences. 1999-2001
  - Member, Resource Development and Management Oversight Committee, American Association of Family and Consumer Sciences, 2000-2001
  - Member, CFLE Certification Review Board, National Council on Family Relations. 1998-2000
  - Served or been involved with numerous professionally related community service projects. Current and recent past activities:
    - Salt Lake Community College Program Advisory Committee, Education Department, Salt Lake Community College. 1994-2005
    - Northern Utah Leadership Academy, Member, Ogden-Weber Chamber of Commerce, 1996-1997
- Given over 130 community presentations. Examples of current and recent past presentations:
  - "Being Single in a Couple's World and Loving Life". Ogden Community Group, January 2013
  - "Life is a Journey Not a Destination, Enjoy!". Ogden Community Group, March 2012
  - "The Road of a Happy Life" Ogden Community Group, October 2011.
  - "Living Life to the Fullest After Losing a Loved One." Ogden Community Group, March 2011
  - "Dealing with Technology and Relationships." Ogden Community Group, September 2010
  - "Being a Parental Caregiver." Ogden Community Group, May 2010
  - "You and Relationships." Ogden Community Group, February 2010
  - "Dealing with Holiday Stress." Ogden Community Group, November 2009
  - "Live Life to the Fullest – Daily." Ogden Community Group, July 2009
  - "Life in the Fast Lane – Reducing Stress" Salt Lake Community Group, April 2009
  - "Nurturing Relationships." Ogden Community Group, February 2009
  - "Love Languages and Your Relationships." Ogden Community Group, March 2008
  - "Flowers Will Grow Again: Living Life to the Fullest After Losing a Loved One." Ogden Community Group, February 2008
  - "Making Sense of Death During the Holidays". Ogden Community Group, December 2007
  - "Love Languages and Your Relationships". Ogden Community Group, March 2007
  - "Stop to Smell the Flowers". Ogden Community Group, February 2007
  - "Stress and You". Ogden Community Group, November 2006
  - "Christmas: A time of Celebration." Ogden Community Group, December 2005
  - "Handling Life and its Stresses". Salt Lake Community Group, August 2005
  - "Daily Hassles: Ins and Outs." Ogden Community Group, February 2005
  - "Stress, Parents & Children." Salt lake Community Group, November 2004
  - "Ups and Downs in the Art of Living". Salt Lake Community Group, March 2003
- Received numerous special achievements and honors. Most recent include:
  - Received Meritorious Service Award, National Council on Family Relations, November 2001
  - Special Recognition award for Outstanding Service to the AAFCS Business Section, American Association of Family and Consumer Sciences, June 1999
  - Received Outstanding Service to the Certified Family Life Educator Program Award, National Council on Family Relations, 1998
  - Received Lowe Innovative Teaching Award, Weber State University, May 1998

- Received Leader Award, American Association of Family and Consumer Sciences, 1998 and the from the Utah Association of Family and Consumer Sciences, 1997
- Distinguished Service Award, Utah Association of Family and Consumer Sciences. April 1996
- Endowed Scholar, College of Education, Weber State University, 1993 - 1996. Extended for one year in April 1997

#### **CONSULTING**

- President/CEO, Transformational Symmetry Consulting, 1994 - present
- International Health Coalition. "*Heal the Day Cruise*". (2006, September 10-22). Royal Caribbean Cruise Line.



Neal Nghia Nguyen  
**Curriculum Vitae**

Pinebrooks Community  
Apartments  
381 N. Washington Blvd  
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Weber State University  
Dept. of Child & Family Studies  
Office: ED 211  
1301 University Circle  
Ogden, Utah 84408-1301  
(801) 626-7265  
nghianguyen@weber.edu

**Research Interests**

- Early Childhood Education/Early Childhood Special Education
- Systematic reading program development for students with autism as well as neuro-typical developing K-5 students
- Teacher/Instructional qualities in inclusive primary settings

**Current Position**

2013-present

Assistant Professor, Department of Child and Family Studies at Weber State University (tenure-track)

**Degrees Awarded**

2013 Spring-present

Doctor of Philosophy, Ph.D. in Early Childhood/Special Education  
University of Nevada, Las Vegas (UNLV)  
Disability Areas: Autism and Emotional Behavioral Disorders  
Leadership Areas: Early Childhood Education and Research Design  
Doctoral Dissertation was Successfully Defended on April 2, 2013  
GPA: 3.83/4.0

2005 August

Master of Science, M.S.  
Area of Emphasis: Early Childhood/Special Education, University of Nevada,  
Las Vegas  
GPA: 3.84/4.0

2004 May

Bachelor of Science, B.S. University of Nevada, Las Vegas

Area of Emphasis: Early Childhood Education  
GPA: 3.6/4.0

### **Public School Teaching Experiences**

2008-2009	First Grade Teacher, Snyder Elementary School, Las Vegas, Nevada
2006-2008	First Grade Teacher, Thacker Avenue Elementary, Kissimmee, Florida
2004-2005	First Grade Teacher, Eileen Connors Elementary, Las Vegas, Nevada
2002-2004	Guest Teacher K-12, Clark County School District Las Vegas, Nevada

### **Honors, Awards, and Professional Memberships**

2012-present	Copyright Owner <i>“Project BIG IDEAS: Increasing and Linking Early Literacy Skills Acquisition of Students with Autism from School to Home”</i> Library of Congress, United States Copyright Office, Washington, D.C
2008-present	Member, National Association for the Education of Young Children (NAEYC)
2007-2008	Teacher of the Year Thacker Avenue Elementary, Kissimmee, Florida
2003-present	Member, Golden Key International Honor Society
2003-present	Member, National Honors Society
2002-present	Member, National Society of Collegiate Scholars
1997-present	Member, P.E.N. International
1997-present	Member, Amnesty International
1997-present	Member, The Vietnamese Writers Abroad Association
2008-2015	<b>Teaching Certificate</b> Licensed Teaching Certification PreK-2, Clark County School District, Nevada.

### **Professional Experiences**

#### **Selected University Non-Teaching Experiences**

01/2012-08/2012	Educational mentor of Acelero Learning Group. DOE Grant <i>Head Start: Preparing Inclusive Educators</i> in collaboration with Dr. Gelfer, Dr. Tannock and Dr. Lyons of the University of Nevada, Las Vegas
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#### **Current University Teaching Experiences**

### ***Undergraduate Courses***

8/2013-12/2013	CHF 3500 Young Children at Risk (WSU)
8/2013-12/2013	CHF 1500 Human Development through the Lifespan (WSU)
8/2013-12/2013	CHF 4711 Advanced Guidance and Planning in Early Childhood (WSU)

### **University Course Development**

1/2012-4/2012	ECE 444 <i>“Literacy Instruction for Early Childhood Education from Birth to Eight Years of Age”</i>
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### **Research and Scholarship**

#### **Publications**

##### *Refereed Articles/In Preparation*

Nguyen, N., Diamond, L. L., & Hsiao, Y. J. (in preparation). Linking early literacy skills acquisition for students with autism: An administrator-teacher approach. Target journal: *Intervention in School and Clinic*.

Nguyen, N., Hsiao, Y. J., & Diamond, L. L. (in preparation). Linking early literacy skills acquisition for students with autism: A teacher-parent approach: Target journal: *Journal of Autism and Developmental Disorders*.

Nguyen, N., Gelfer, I., J. (in preparation). Bridging the gap in early literacy skills acquisition from school to home with typical-developing students in kindergarten to second grade. Target journal: *Young Children*.

Nguyen, N., & Gelfer, I., J. (submitted). First grade teachers’ perceptions of the five strands of effective reading instruction and their influence on daily instructional practices. Target journal: *Journal of Literacy Research and Instruction*.

Nguyen, N., Leytham, P., Lisonbee, J, Qui, W., Ota, C., & Henke, T. (in preparation). Kindergarten teachers’ perceptions of the five strands of effective reading instruction and their influence on daily instructional practices. Target Journal: *Journal of Literacy Research and Instruction*.

#### **Funded Grant** (August 1, 2013 - April 15, 2014)

A grant proposal for the study entitled *Kindergarten Teachers’ Perceptions of the Five Strands of Effective Reading Instruction and Their Possible Influence on Daily Instructional Practices* was funded by October 7, 2013 in the amount of \$500.00 (Moyes Endowment Research Grant 2013-2014).

## **Invited Manuscript Reviewer and Consulting Editorial Board**

8/2013-Present. *Intervention in School and Clinic*. The Hammill Institute on Disabilities.

## **Selected Local and National Professional Presentations**

Nguyen, N. (2014, January). *First grade teachers' perceptions of the five strands of effective reading instruction and their possible influence on daily instructional practices*. A presentation will be presented at the 12<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, HI.

Nguyen, N. (2012, November). *Increasing and linking early literacy skills acquisition for students with autism from school to home*. A presentation was presented at the TASH Annual Research Conference, Long Beach, CA.

Nguyen, N. (2010, November). *Preparing general educators to teach in inclusive classrooms*. A round-table session was presented at the National Association for the Education of Young Children (NAEYC) Annual Research Conference, Anaheim, CA.

Nguyen, N. (2010, March). *Are early childhood education teachers prepared to teach in inclusive classrooms?* A presentation was presented at the Annual Doctoral Colloquium, Las Vegas, NV.

## **Services (College, Department, University)**

8/2013-Present. Early Childhood Education Committee.

8/2013-Present. College Due Process Committee.

8/2013-Present. Family Alive Program Committee.

8/2013-Present. TED Referral and Retention Committee.

10/2013-Present. WSU Charter Academy Academic Excellence Committee.

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784 East 1250 South  
Kaysville, UT 84037  
801-682-6401

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## **Curriculum Vita**

### **Education**

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- |      |   |
|------|---|
| 2010 | Doctorate of Philosophy, Family and Human Development; Early Care and Education / Child Development, Utah State University, Logan Utah<br><br>Dissertation: The relationship among training, mentoring, and turn-taking between caregiver and child in family child care<br>Major Advisor: Ann M. Berghout Austin |
| 2005 | Master of Science, Family, Child, and Consumer Science; Early Childhood Education, Louisiana State University, Baton Rouge, Louisiana<br><br>Thesis: The impact of training on caregiver responsiveness<br>Major Advisor: Cynthia F. DiCarlo  |
| 1997 | Bachelor of Science, Health and Human Development; Child Development, Montana State University, Bozeman Montana   |

### **Professional Experience**

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- |             |  |
|-------------|--|
| 2011 –      | Weber State University – Ogden, Utah – Assistant Professor               |
| 2009 – 2011 | Utah State University – Logan, Utah – Temporary Faculty                  |
| 2007 – 2010 | Utah State University – Aggie CARE, Logan, Utah – Research Coordinator   |
| 2006 – 2010 | Utah Child Care Resource and Referrals Agencies – ECE Trainer            |
| 2005        | Louisiana State University, Baton Rouge, Louisiana – Graduate Assistant  |
| 2002 – 2004 | The Fund for Child Care Excellence, Austin, Texas – Training Coordinator |
| 1998 – 2002 | The Children’s Courtyard, Austin, Texas – Director                       |

## **Publications**

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- Ota, C.**, DiCarlo, C.F., Burts, D., Laird, R., & Gioe, C. (2006). Training and the needs of adult learners. *Journal of Extension*, 44(6), Article 6TOT5.
- Ota, C.**, DiCarlo, C.F., Burts, D., Laird, R., & Gioe, C. (2006). The impact of training on caregiver responsiveness. *The Journal of Early Childhood Teacher Education*, 27(2), 149-160.
- Austin, A.M., Blevins-Knabe, B., **Ota, C.**, Rowe, T., & Knudsen Lindauer, S. (2011). Mediators of preschoolers' early mathematics concepts. *Early Child Development and Care*, 181(9), 1181-1198.
- Deris, A. R., DiCarlo, C., Flynn, L. L., **Ota, C.L.**, & O'Hanlon, A. (2012). Importance of social supports of parents of children with autism. *International Journal of Early Childhood Special Education*, 4(1), 17-31.
- DiCarlo, C.F., Baumgartner, J., Pierce, S.H., Harris, M.E., & **Ota, C.** (2012). Whole group instruction practices and young children's attention: A preliminary report. *Journal of Research in Childhood Education*, 26(2), 154-168.
- \*2012 *Distinguished Education Research Article*
- Ota, C.L.**, Baumgartner, J.J., & Austin, A.M.B. (2013). Provider stress and children's active engagement. *Journal of Research in Childhood Education*, 27, 1-13. doi: 10.1080/02568543.2012.739588
- Ota, C. L.** & Austin, A.M. (2013). Training and mentoring: Family child care providers' use of linguistic inputs in conversations with children. *Early Childhood Research Quarterly* 28(4), 972-983.

## **Papers in Review**

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- Beckert, T., Lee, C., & **Ota, C.L.** *Adolescent relationships and psychosocial outcomes.*
- Gose, S.H., Baumgartner, J.J., & **Ota, C.L.** *Loving me or loving you: Influences the attitudes and behaviors of children through a prosocial intervention.*

## **Manuscripts in preparation**

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- Baumgartner, J.J., **Ota, C.L.**, & McBride, B. *Parent beliefs about continuity between home and childcare environments.*

DiCarlo, C.F., Geary, K. E., & **Ota, C.L.** *The impact of choice on child sustained attention in the preschool classroom.*

### **Courses Taught**

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Lifespan Development (CHF 1500). Weber State University. Ogden, UT. Face-to-face format (4 semesters).

Working with Parents (CHF 3640). Weber State University. Ogden, UT. Face-to-face format (4 semesters).

Planning Creative Experiences for Young Children (CHF 2620). Weber State University. Ogden, UT. Face-to-face format (4 semesters).

Interdisciplinary Senior Thesis (FCHD 4800). Utah State University, Logan, UT. Face-to-face format (2 semesters).

Marriages and Families (FCHD 2400). Utah State University, Logan, UT. Face-to-face format. (1 semester)

Infancy and Early Childhood (FCHD 3510). Utah State University, Logan, UT. Online format (2 semesters).

Development across the lifespan (FCHD 1500). Utah State University, Logan, UT. Face-to-face format (2 semesters).

Parenting and Child Guidance (FCHD 2610). Utah State University, Logan, UT. Blended format (1 semester); Face-to-face format (1 semester).

### **Child Care Consultation**

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**Ota, C.** (2011). Program Consultant, The Children's Center; DDIV Early Head Start, Salt Lake City, UT.

**Ota, C.** (2010). Program Consultant, The Children's Center; DDIV Early Head Start, Salt Lake City, UT.

**Ota, C.** (2005). Coordinator, NAEYC Accreditation. Louisiana State University Child Care Center, Baton Rouge, LA.

**Ota, C.** (2005). Specialist, Quality Child Care. Campbell County Memorial Hospital, Gillette, WY.

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## **Methodology Consultation**

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- Geary, K. E. (2011). *The impact of choice on child sustained attention in the preschool classroom* (Master's thesis). Louisiana State University, Baton Rouge, LA.
- Gose, S. H. (2011). *Loving me or loving you: Influencing the attitudes and behaviors of children through a prosocial intervention* (Master's thesis). Louisiana State University, Baton Rouge, LA.
- Jenkins, C. (2010). *Caregiver perceptions of aggression in preschool-aged boys* (Master's thesis). Louisiana State University, Baton Rouge, LA.

## **Recent Invited Presentations**

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- Baumgartner, J.J., Carson, R.L., & **Ota, C.** (2013, April). *Daily stress, stress-reducing activities, and classroom behaviors in childcare teachers: An ecological momentary assessment study*. Poster presentation at the Society for Research in Child Development, Seattle, WA.
- DiCarlo, C.F., Baumgartner, J.J., & **Ota, C.**, & Geary, K. (2013, April). *Child sustained attention in the preschool classroom*. Poster presentation at the Society for Research in Child Development, Seattle, WA.
- Carson, R. L., Baumgartner, J. J., **Ota, C.L.**, & Hata, N. H. (2013, April). *Understanding the gradual eroding processes of burnout and attrition in childcare teachers: An ecological momentary assessment study*. In C. J. McCarthy (Ed.), *Innovative approaches to conceptualizing and researching stress in educational settings*. Symposium presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hendershot, S., Blevins-Knabe, B, Austin, A.M, & **Ota, C.L.** (2012, March). *Young children's mathematics references during free play in family child care settings*. Poster presentation at the Society for Research in Human development, New Orleans, LA.
- Hendershot, S., Blevins-Knabe, B, Austin, A.M, & **Ota, C.L.** (2012, March). *Who do young children talk with when using math in family home child care environments?* Poster presentation at the Society for Research in Human development, New Orleans, LA.
- Anderson, S., Roggman, L. A., **Ota, C.**, Boyce, L., Cook, G., & Norman, J. (2011, March). *Early Father Play and Aggression in Toddler Boys*. Presentation in poster symposium at the Society for Research in Child Development, Montreal, CANADA.
- Blevins-Knabe, B., **Ota, C.**, Hendershot, S. & Austin, A.M. (2011, March). *Preschool Children's Math Conversations in Family Home Child Care*. Presentation in paper symposium at the Society for Research in Child Development, Montreal, CANADA.



**Ota, C.** & Austin, A.M. (2011, March). *Two models of professional development and turn-taking between caregiver and child in family child care*. Poster presentation at the Society for Research in Child Development, Montreal, CANADA.

Lee, C., Beckert, T, & **Ota, C.** (2011, February). *The Impact of Parent and Peer Relationships on Taiwanese Youth Psychosocial Outcomes*. Paper presentation at the American Association of Behavioral and Social Science, Las Vegas, NV.

**Ota, C.**, Austin, A.M., & Rowe, T. (2010, April). *Provider Stress and Active Engagement in Child Care*. Poster presentation at the Society for Research in Human development, San Antonio, TX.

### **Professional Service**

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- 2013 - Child and Youth Care Forum
- 2011 - Reviewer for Early Childhood Research Quarterly
- 2010 - Reviewer for Journal of Research in Childhood Education
- 2009 Textbook Revision Updates  
R. Charlesworth, (Ed.) (2010). *Understanding Child Development*.  
Wadsworth: Belmont, CA.
- 2009 Training Curriculum Development  
Utah Office of Child Care  
Child Care Professional Development Institute  
*School Readiness, Course 1: Language and Literacy*  
*School Readiness, Course 2: Early Math and Science*  
*School Readiness, Course 3: Physical School Readiness*  
*School Readiness, Course 3: Social and Emotional School Readiness*

### **Professional Societies**

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- American Psychological Association, 2008 – present.
- American Educational Research Association, 2011 – present
- National Association for the Education of Young Children, 1996 – present.
- Utah Association for the Education of Young Children, 2006 – present.
- Society of Research in Child Development, 2007 – present.
- Society of Research in Human Development, 2008 – present.

## CURRICULUM VITAE

**Pamela B. Payne, Ph.D.**

[pamelapayne@weber.edu](mailto:pamelapayne@weber.edu)

### CONTACT INFORMATION

Jerry and Vickie Moyes College of Education  
Child and Family Studies Department

Weber State University  
1301 University Circle  
Ogden, UT 84408

### EDUCATION

2010 Ph.D. Family Studies and Human Development, University of Arizona  
2003 M.A. Psychology, Pepperdine University  
2001 B.A. Psychology, University of Arizona

### ACADEMIC POSITIONS

2012 – Present *Weber State University*  
Assistant Professor, Child and Family Studies  
2011- 2012 *University of Arizona*  
Lecturer and Program Coordinator for Family and Consumer Sciences  
2011-2012 *University of Arizona*  
Interim Program Coordinator for Veteran Education and Transition Services  
(VETS), Student Affairs  
2010 – 2011 *University of Arizona*  
Research and Program Specialist, Norton School of Family and Consumer  
Sciences/Cooperative Extension  
2008 – 2010 *University of Arizona*  
Graduate Research Associate/Project Coordinator, Children, Youth, and Families  
At-Risk Common Measures Pilot Study

### INDEPENDENT TEACHING EXPERIENCE

#### Child and Family Studies

Individual Research	Fall 2013 (1 student)
Parenting Education	Fall 2013 (35 students)
Adult Development	Fall 2013 (35 students)
Practicum	Fall 2013 (15 students)
Seminar in Family Studies	Fall 2013 (35 students)
Marriage as an Interpersonal Process	Fall 2012 (32 students)
	Overall Effectiveness rated by students 4.9/5.0

#### Human Development

	Fall 2012 (69 students) (section 20788)
	Overall Effectiveness rated by students 4.7/5.0
	Fall 2012 (74 students) (section 20784)
	Overall Effectiveness rated by students 4.3/5.0

#### Middle Childhood

	Fall 2012 (15 students)
	Overall Effectiveness rated by students 3.3/5.0

#### Family Studies and Human Development

Problems in Human Development	Spring 2012 (80 students)
	Overall Effectiveness rated by students 4.5/5.0

### Close Relationships

Fall 2008 (150 students & 10 honors students)  
Overall Effectiveness rated by students 4.4/5.0  
Spring 2008 (165 students & 10 honors students)  
Overall Effectiveness rated by students 4.5/5.0  
Summer 2007 (22 students)  
Overall Effectiveness rated by students 4.9/5.0

### Dynamics of Family Relations

Spring 2009 (150 students & 10 honors)  
Overall Effectiveness rated by students 4.5/5.0  
Summer 2007 (22 students)  
Overall Effectiveness rated by students 4.6/5.0

### Human Sexuality and Relations

Summer 2007 (17 students)  
Overall Effectiveness rated by students 4.7/5.0

### Internship Supervisor

Spring 2009 (42 students)  
Fall 2008 (27 students)

## **ONLINE INDEPENDENT TEACHING EXPERIENCE**

### Child and Family Studies

#### Human Development

Fall 2014  
Summer 2013  
Overall Effectiveness rated by students 3.9/5.0

#### Parenting Education

Summer 2013  
Overall Effectiveness rated by students 4.3/5.0

### Family and Consumer Sciences

#### Understanding United States Military Structure from a Family Perspective

Summer 2011 (27 undergraduates; 3 graduates)  
Overall Effectiveness rated by students 4.5/5.0

#### Understanding the Modern United States Military Family

Spring 2012 (33 students)  
Overall Effectiveness rated by students 4.1/5.0  
Summer 2011 (11 undergraduates; 3 graduates)  
Overall Effectiveness rated by students 4.8/5.0

### Family Studies and Human Development

#### Close Relationships Summer 2008 (30 Students)

Overall Effectiveness rated by students 3.7/5.0

## **ACADEMIC ADVISING**

2012- Present Academic Advisor for Family Studies and Early Childhood Majors, Weber State University

## **PUBLICATIONS**

### *Peer Reviewed Publications*

**Payne, P.B.** & McDonald, D. (2012). *Using Common Evaluation Instruments Across Multi-State Community Programs: A Pilot Study*. Journal of Extension [On-line], 50,(4). Article RIB4. Available at: [http://www.joe.org/joe/2012august/pdf/JOE\\_v50\\_4rb2.pdf](http://www.joe.org/joe/2012august/pdf/JOE_v50_4rb2.pdf) .

Ridley, C.A., Ogolsky, B.G., **Payne, P.B.**, Totenhagen, C.J., & Cate, R.M. (2008). Sexual expression: It's emotional context in heterosexual, gay, and lesbian couples. *The Journal of Sex Research*, 45, 305-314.

*Non-Peer Reviewed Publications*

**Payne, P.B.** (2013). *How do Military Families Cope with Stress*. Standard Examiner. Available at <http://www.hersutah.com/story/we-can-all-help-families-struggling-deployment>

**Payne, P.B.** (2013). *Give military families the respect they deserve*. Standard Examiner. Available at <http://www.standard.net/stories/2013/09/16/give-military-families-respect-they-deserve>

**Payne, P.B.** (2013). *Thank troops and their families for their sacrifice*. Standard Examiner. Available at <http://www.hersutah.com/story/thank-troops-and-their-families-their-sacrifices>

*Manuscripts in Review*

**Payne, P.B.** & McDonald, D. (2013). *Evaluation of a Multi-State Parenting Program Using Common Measures*. Submitted to the Journal of Human Sciences and Extension.

Schvaneveldt, P.L., **Payne, P.B.**, Hubler, D., & Merrill, C.D. (2013). *Undergraduate Competencies in Family Science: An Exploratory Study*. Submitted to Family Science Review.

Taylor, A.R., **Payne, P.B.**, & Arizaga-Marron, A. (2013). *Expanding Access to Higher Education for Rural, Latina/o Students: Lessons from a Pilot Distance Degree Program in Family Science*. Submitted to Journal of Latinos and Education.

**SELECTED SCHOLARLY PRESENTATIONS**

**\*\*Name change from Gargle to Payne in 2006.**

**Payne, P.B.** & VandenAkker, C. (2014, June). Integrating Principles of Family Science and Business to Educate Families on Financial Management. Paper to be presented at Teaching Family Science conference, Honolulu, HI.

**Payne, P.B.**, Hunt, J.E., & Corkery, S.A. (2012, November). Creating online classes: ways to encourage hesitant faculty to take a leap. In **Payne, P.B.** (chair). *O.N.L.I.N.E.: ON Learning & Instruction for Net-Based Education*. Poster presented to National Council on Family Relations (NCFR) Phoenix, AZ.

Corkery, S.A., **Payne, P.B.**, & Hunt, J.E. (2012, November). Instructing Online: Opportunity & Experience for Graduate Students. In **Payne, P.B.** (chair). *O.N.L.I.N.E.: ON Learning & Instruction for Net-Based Education*. Poster presented to National Council on Family Relations (NCFR) Phoenix, AZ.

Hunt, J.E., Corkery, S.A., & **Payne, P.B.**, (2012, November). Creating Student Centered Learning in the Virtual Classroom. In **Payne, P.B.** (chair). *O.N.L.I.N.E.: ON Learning & Instruction for Net-Based Education*. Poster presented to National Council on Family Relations (NCFR) Phoenix, AZ.

- Taylor, A.R., Marron, A., & Payne, **P.B.** (2012, November). *Family Science as a Pathway to Higher Education Access and Success for Rural, Latina/o Students: Lessons from a Pilot Distance Degree Program*. Paper presented to National Council on Family Relations (NCFR). Phoenix, AZ
- Payne, P.B.** & Borden, L. (2011, November). *Teaching about the Modern United States Military Family*. Poster presented at National Council on Family Relations (NCFR), Orlando, FL.
- Payne, P.B.** & McDonald, D. (2011, November). *Using Common Measures: Understanding the Importance of Dosage*. Poster presented at the 2011 American Evaluation Associate annual conference, Anaheim, CA.
- McDonald, D., & **Payne, P.B.** (2011, September). *Identifying Common Evaluation Measures for Multi-site Use*. Poster presented at the 2011 National Extension Association of Family and Consumer Sciences Conference, Albuquerque, NM.
- McDonald, D., **Payne, P.B.**, Borden, L., Marek, L., Yaroch, A., Schaller, A., & LeMenestrel, S. (2011, April). *Identifying and Using Common Evaluation Measures*. Workshop presented at the 2011 Forging the Partnership: DoD/USDA Family Resilience Conference, Chicago, IL
- Curran, M.A., Corkery, S., & **Payne, P.B.** (2010, November). *Spirituality, sacrifice and relationship quality for pregnant cohabiters*. Paper presented at National Council on Family Relations (NCFR), Minneapolis, Minnesota.
- McDonald, D., & **Payne, P.B.** (2010, November). *Implementing an evaluation using common measures across multiple states with individual programs*. Paper presented as part of symposium, "Supporting Evaluation Capacity Building Within the Cooperative Extension System to Impact the Lives of Children, Youth, and Families at Risk" at the American Evaluation Association annual conference, San Antonio, TX.
- McDonald, D., **Payne, P.B.**, Bracamonte-Wiggs, C., Hill, L., Jones, K., & Deveraux, M. (2010, May). *Using common measures across CYFAR projects: Lessons being learned*. Workshop conducted at the Children, Youth and Families At-Risk (CYFAR) annual conference, San Francisco, CA.
- McDonald, D., **Payne, P.B.**, Bracamonte-Wiggs, C., Borden, L. (2010, May). *Let's talk about using common measures*. Interact session conducted at the Children, Youth and Families At-Risk (CYFAR) annual conference, San Francisco, CA.

## **REPORTS**

- McDonald, D. & **Payne, P.B.** (August 2011). CYFAR SCP Common Measures Pilot Study Final report. Provided to U.S. Department of Agriculture (USDA), Cooperative State Research, Education, and Extension Service (CSREES) on Grant #2008-41520-04810 (Total Award \$200,000).
- McDonald, D. & **Payne, P.B.** (August 2010). CYFAR SCP Common Measures Pilot Study Progress report. Provided to U.S. Department of Agriculture (USDA), Cooperative State Research, Education, and Extension Service (CSREES) on Grant #2008-41520-04810 (Total Award \$200,000).

## GRANTS

- 2013 Jerry and Vickie Moyes Endowment Travel Award for National Council on Family Relations Annual Meeting. San Antonio, TX: November 2013 (\$1576.00): Approved
- 2013 Jerry and Vickie Moyes College of Education Moyes Endowment Grant, Intergenerational Poverty Research Analysis Grant. Co-PI's: Dr. Paul Schvaneveldt, Dr. Dan Hubler, **Dr. Pamela Payne**, Dr. Carrie Ota. Total Award:
- 2012 Jerry and Vickie Moyes College of Education Research and Development Grant Military Family course development and video series. Co-PI's: Dr. Dan Hubler, **Dr. Pamela Payne**, Dr. Chloe Merrill, Dr. Paul Schvaneveldt. Total Award: \$4000.00
- 2012 Jerry and Vickie Moyes Endowment Technology Grant for EndNote software (\$735.00): Approved
- 2012 Jerry and Vickie Moyes Endowment Travel Award for National Council on Family Relations Annual Meeting. Phoenix, AZ October/November 2012 (\$1885.00): Approved
- 2010 The University of Arizona Initiative for Development of Online Programs Grant Co-PI's: Dr. Taylor, **Dr. Payne**, Dr. Hunt. Total Award \$40,000

## SERVICE

### *University Service*

- 2013-2014 Families Alive Conference, Program Committee, Weber State University
- 2013 Co-Chair CHF Early Childhood Faculty Search Committee Member, Weber State University
- 2013 - Teaching, Learning Assessment Committee, Weber State University
- 2013 - Co-Chair Moyes Endowment Committee (ASTECC), Weber State University
- 2012 - 2013 Member Moyes Endowment Committee (ASTECC), Weber State University
- 2012 - Present Early Childhood Committee Member, Weber State University
- 2012 - Present Family Studies Committee Member, Weber State University
- 2012 - Present Moyes Endowment Committee Member, Weber State University
- 2012 - 2013 Moyes Post-Tenure Review Committee Member, Weber State University
- 2012 CHF Early Childhood Faculty Search Committee Member, Weber State University
- 2012 CHF Secretary Search Committee Member, Weber State University
- 2011 - 2013 Master Thesis Committee for Courtney Waters, University of Arizona

### *State Level Service*

- 2013 Intergenerational Poverty Data Evaluation and Report to be submitted to Senator Orin Hatch
- 2013 Higher Education Course Developer for Technology Intensive Concurrent Enrollment (TICE) for CHF 1500 Life Span Development Course in partnership with Salt Lake Community College (SLCC) for the Utah System of Higher Education (USHE).

### *National Service*

- 2013 – Present Treasurer, Family Science Association
- 2012 – Present Reviewer Sage OPEN publications
- 2012 Reviewer, NCFR 74<sup>th</sup> Annual Conference: Religion and Family Life Section
- 2007 - Present Reviewer for *Journal of Sex Research*
- 2007 Invited Reviewer for McGraw-Hill textbooks. Reviewer for *Intimate Relationships* (5<sup>th</sup> Ed).

### *Professional Organizations*

- 2013 – Present Member Family Science Association
- 2006 - Present Member Society for Personality and Social Psychology
- 2005 - Present Member International Association of Relationship Research
- 2003 - Present Member National Council on Family Relations
- 2001 - Present Member American Psychological Association

*Wei Qiu*

### **Curriculum Vitae**

*Address:* Department of Child and Family Studies  
Weber State University  
1301 University Circle  
Ogden, UT 84408-1301

*Phone:* 801-626-7386  
*Fax:* 801-626-7427  
*E-mail:* weiqiu@weber.edu

### **Education**

University of Delaware	<i>Human Development and Family Studies</i>	Ph.D.	May 2008
University of Delaware	<i>Human Development and Family Studies</i>	M.S.	May 2005
Nanjing University	<i>Applied Linguistics</i>	M.A.	June 1997
Nanjing University	<i>English</i>	B.A.	June 1995

### **Academic Experiences**

Weber State University	<i>Assistant Professor</i>	7/2008-present
University of Delaware	<i>Teaching Assistant</i>	9/2005-12/2006
University of Delaware	<i>Instructor</i>	1/2005-2/2005
University of Delaware	<i>Research Assistant</i>	9/2004-8/2005
University of Delaware	<i>Teaching Assistant</i>	9/2003-5/2004
University of Delaware	<i>Graduate Assistant</i>	2/2002-5/2003
Fudan University	<i>Assistant Professor</i>	9/1999-6/2000
Fudan University	<i>Lecturer</i>	9/1997-8/1999
Nanjing University	<i>Instructor</i>	9/1995-6/1996

### **List of Courses Taught at Weber State University**

CHF 1500 Human Development  
CHF 2500 Development of the Child: Birth to Eight  
CHF 2570 Middle Childhood Development  
CHF 2610 Guidance based on Developmental Theory

CHF 3640 Working with Parents

CHF 3850 Current Research Methods in Child and Family Studies

CHF 4830 Directed Readings

CHF 4890 Cooperative Work Experience

CHF 4990A Seminar in Child Development

### **Supervision of Undergraduate Students' Conference Presentations (selected)**

Morgan, P., Washburn, M., Buck, D., Garrett, K., & Baggs, K. (April 5, 2013). *The effects of employment on college students' academic performance*. Poster presented at the Utah Council on Family Relations Annual Conference, Orem, Utah.

Grange, J. Y., Eaglehorn, A., Willford, L., & Zimmerman, J. (April 5, 2013). *In what ways do college students cope with the stress of balancing multiple responsibilities*. Poster presented at the Utah Council on Family Relations Annual Conference, Orem, Utah.

Van Patten, B., Frandsen, S., Anderson, S., Knight, T., & Harmon, R. (February 7, 2013). *Technology: For better or worse?* Poster presented on WSU Day at the Capitol, Salt Lake City, Utah.

Barth, K., Brown, M., Deru, M., Howell, J., & Jolly, R. (April, 2012). *Are adolescent curfews effective? A study of how curfews effect risky behavior*. Paper presented at the UTCFR Annual Conference, Salt Lake City, Utah.

Harper, J., & Qiu, W. (March, 2012). *Parenting attitudes and practices of American parents with young children*. Poster presented at the National Conference on Undergraduate Research, Ogden, Utah.

Spencer, T., Allen, A., Collings, A., Chris, N., & Smith, M. (March, 2012). *A comparative study of youth and parent/guardian perceptions of risk factors*. Oral session presented at the National Conference on Undergraduate Research, Ogden, Utah.

Harper, J., Harper, A., Hoog, D., Viall, C., & Ward, A. (March 28, 2011). *Displays and views of affection in adulthood as influenced by childhood environment*. Oral presentation made at the WSU 8<sup>th</sup> Annual Undergraduate Research Symposium, Ogden, Utah.

Dawson, M., Palick, T., & Thompson, C. (March 28, 2011). *Undergraduate students' changing their academic majors*. Poster presented at the WSU 8<sup>th</sup> Annual Undergraduate Research Symposium, Ogden, Utah.



## Publications

- Qiu, W.**, Schvaneveldt, P. L., & Sahin, V. (in press). Children's perception and definition of family life in China, Ecuador, Turkey, and the United States. *Journal of Comparative Family Studies*.
- Li, H., Liu, J., & **Qiu, W.** (2013). A comparison of parents' attitudes toward toilet training between China and U.S. *Early Childhood Education*, *Z6*.
- Li, H., Liu, J., & **Qiu, W.** (2013). Issues in childrearing: A survey on Chinese and American parenting attitudes in the only-child era. *Shanghai Research on Education*, *3*.
- Deiner, P. L., & **Qiu, W.** (2007). Embedding physical activity and nutrition in early care and education programs. *Zero to Three*, *28*(1), 13-18.
- Deiner, P. L., & **Qiu, W.** (2008). *Instructor's manual to accompany Infants and Toddlers: Development and Curriculum Planning* (2nd ed.). Clifton Park, NY: Delmar Cengage Learning.
- Deiner, P. L., & **Qiu, W.** (2008). *Online companion to accompany Infants and Toddlers: Development and Curriculum Planning* (2nd ed.). Clifton Park, NY: Delmar Cengage Learning.
- Trask, B. S., Brady, L. T., **Qiu, W.**, & Radnai-Griffin, D. (2009). Understanding the immigration experience through a lifecourse lens: Exemplified in four personal stories. In R. Dalla, J. DeFrain, J. Johnson, & D. Abbott (Eds.), *Strengths and challenges of new immigrant families: Implications for research, policy, education and human services* (pp. 53-70). Lanham, MD: Rowman & Littlefield Publishers.
- Qiu, W.** (1999). Lexical cohesion in ESL reading comprehension. In Y. Ting, & Q. Wen (Eds.), *Second Language acquisition and English learning strategies*. Nanjing, China: Northeast University Publishing House.
- Qiu, W.** (January, 2009). Planned energetic play in early care and education classrooms. *UAEYC Newsletter*, *3*(1), 3.
- Amsden, D., Buell, M., Paris, C., Bagdi, A., Cuevas, T., Edwards, N., Tressell, P., Gamel-McCormick, M., Hartranft, D., Walker, E., **Qiu, W.**, Kamphaus, J., & Turner, J. (2005). *Delaware pilot full-day kindergarten evaluation: A comparison of ten full-day and eight part-day kindergarten programs school year 2004-2005*. Newark, DE: Center for Disabilities Studies.
- Gamel-McCormick, **Qiu, W.**, & Baker, M. (2003). *Interviews of consumers and counselors: Project CLIMB evaluation*. Newark, DE: Center for Disabilities Studies.
- Qiu, W.** (1997). Learning strategies in the development of English study. *Jiangsu Foreign Language Teaching and Research*, *12*(1), 17-20.

**Qiu, W.** (1997). Patterns of lexical cohesion in second language reading. *Foreign Languages in Fujian*, 54(4), 31-37.

### **Conference Presentations (selected)**

**Qiu, W.** (2013). *The only child parents: A survey on parenting attitudes and practices in China*. Paper presented at the Western Conference of the Association of Asian Studies, Ogden, Utah.

**Qiu, W.**, Hicks, T., Harper, J., & Cassel, C. (2012, November). *Developmentally appropriate use of iPads in an early childhood program*. 1 ½-hour session presented at the NAEYC 2012 Annual Conference, Atlanta, Georgia.

Schvaneveldt, P., **Qiu, W.**, & Sahin, V. (2011, November). *Children's perception and definition of family in China, Ecuador, Turkey, and the United States*. Poster presented the NCFR 73<sup>th</sup> Annual Conference, Orlando, Florida.

**Qiu, W.** (2011, October). *"Move away from Obesity" in OWCAP Head Start*. Workshop presented at the 23<sup>rd</sup> Families Alive Conference, Ogden, Utah.

Liu, J., & **Qiu, W.** (2011, June). *For the sake of my child's happiness: A cross-cultural study of parenting attitudes*. Paper presented at the International Conference on Children's Education, Nanjing, China.

**Qiu, W.**, Schvaneveldt, P., & Sahin, V. (2011, May). *Children's perspective of family life across cultures*. Paper presented at the Prospects and Perspectives of Global Studies in 21<sup>st</sup> Century International Symposium, Nanjing, China.

**Qiu, W.**, Carboni, C., & Kwok, A. (2010, November). *Helping Children "Move" away from Childhood Obesity: An intervention program in Head Start*. One-hour session presented at the NAEYC 2010 Annual Conference, Anaheim, California.

**Qiu, W.**, & Deiner, P. L. (2009, April). *Can children be more active? Effectiveness of a physical activity intervention in early care and education settings*. Poster presented at the 2009 SRCD Biennial Meeting, Denver, Colorado.

**Qiu, W.**, & Deiner, P. L. (2008, November). *Increasing moderate and vigorous physical activity in early childhood settings*. One-hour session presented at the NAEYC 2008 Annual Conference, Dallas, Texas.

**Qiu, W.** (2008, September). *Increasing children's physical activity: An ecological perspective*. Workshop presented at the 22<sup>nd</sup> Biennial Families Alive Conference, Ogden, Utah.

### **Professional Service Assignments at Weber State University**

Melba Lehner Children's School Executive Committee	10/2013-present
College of Education Recruiter Search Committee	6/2013-8/2013
Family Education Center Assistant Director Search Committee	9/2012-11/2012
WSU Charter Academy Governing Board	9/2012-present
WSU Charter Academy Founding Board	5/2012-present
Early Childhood Committee in the Department of Child and Family Studies (Co-Chair)	3/2012-present
Family Studies Faculty Position Search Committee	9/2011-2/2012
WSU Faculty Senate	4/2011-present
Early Childhood Faculty Position Search Committee	10/2010-3/2011
Early Childhood Faculty Position Search Committee	Spring 2010
Master of Education Advisory Council	4/2010-4/2011
Research, Scholarship, and Professional Growth (RSPG) Committee	8/2009-4/2012
College of Education Curriculum Committee	9/2008-4/2011
Teacher Education Admission and Retention Committee	9/2008-6/2013

### **Membership in Professional Organizations**

The Society for Research in Child Development (SRCD)  
The National Association for the Education of Young Children (NAEYC)  
The Utah Association for the Education of Young Children (UAEYC)  
The Delaware Association for the Education of Young Children (DAEYC)  
The National Council on Family Relations (NCFR)

### **Journal Review**

Family and Consumer Sciences Research Journal  
Journal of Family Issues

Curriculum Vita (Summary)  
Paul L. Schvaneveldt, Ph.D., CFLE  
Child and Family Studies  
Weber State University  
Ogden, UT 84408-1301  
Office: (801) 626-6597  
pschvaneveldt@weber.edu

## I. POSITIONS AND PROFESSIONAL EXPERIENCES

- 2002 – **Professor and Chair.** Child and Family Studies, Weber State University, Ogden, UT.
- 2006 – **Director, Family Literacy Program/Glasmann Endowment,** Weber State University, Ogden, UT.
- 2009 – 2010 **Fulbright Scholar,** U.S. State Department, Council for International Exchange of Scholars. Universidad Del Azuay, Cuenca, Ecuador.

## II. EDUCATION

- 1999 Ph.D. University of North Carolina at Greensboro, Greensboro, NC  
Human Development and Family Studies

## III. CERTIFICATIONS/SKILLS

**Certified Family Life Educator (CFLE),** National Council on Family Relations, Minneapolis, MN.  
Fluent in **Spanish.**  
**Certification in the PREP, Within our Reach Certified, Marriage LINKS Certified, and PICKS** relationship education curriculum.

## IV. RESEARCH AND GRANT PROPOSALS (selected)

- 2013 *Material and new equipment grant for Early Childhood Education Center.* Carl D. Perkins Grant, Weber State University. \$16,747.74 (funded). Schvaneveldt, P.L. (Principal Investigator).
- 2011 *The other side of Latino immigration: Emigrant family dynamics in Latin America.* Jerry and Vickie Moyes Research Endowment, Weber State University. \$4,300.00 (funded). **Schvaneveldt, P.L.,** (Principal Investigator).
- 2007-2012 *Healthy marriage initiative project.* U.S. Department of Health and Human Services: Administration for Children and Families. \$203,940.00 (funded). **Schvaneveldt, P.L.** & Tesch, J. (co-Principal Investigators).
- 2009-2010 *Fulbright Scholar, Ecuador.* U.S. State Department, Council for International Exchange of Scholars. **Schvaneveldt, P.L.** (Scholar & Principal Investigator).
- 2004-2006 *Mate selection in Bolivia and service learning in orphanages.* Hemingway Faculty Research Grant, Weber State University, \$3,590.00 (funded). **Schvaneveldt, P.L.** (Principal Investigator).
- 2000 *La responsabilidad sexual de los adolescentes (The sexual responsibility of adolescents).* Partners of the Americas small research projects grant, \$3,615.00 (funded). **Schvaneveldt, P.L.,** & Betancourt, E. (Principal Investigators).
- 1998-1999 *The role of parents, peers, and academic achievement, and involvement in substance use in determining pathways to success in early adulthood.* The American Educational Research Association Dissertations Research Grant, \$9,750.00 (funded). **Schvaneveldt, P.L.** (Principal Investigator).

## V. PUBLICATIONS

### A. Peer Reviewed Articles (23 total; selected)

- Qui, W., **Schvaneveldt, P.L.**, & Sahin, V. (2013). Children's perceptions and definitions of family in China, Ecuador, Turkey, and the United States. *Journal of Comparative Family Studies*, 44, 641-662.
- Schvaneveldt, P.L.** (2014). Parenting in Ecuador: Behaviors that promote social competence. In H. Selin (Ed.), *Parenting across cultures: Childrearing, motherhood and fatherhood in Non-Western cultures*. New York: Springer
- Schvaneveldt, P.L.** (2014). Family policy initiatives in Ecuador: A call for explicit family policies. In M. Robilia (Ed.), *Handbook of family policies across the globe*. New York: Springer.
- Searle, T., & **Schvaneveldt, P.L.** (2012). Adolescent identity style: An antecedent to adolescent's ability to articulate religious beliefs. *Family Science Review*, 17, 62-78.
- Schvaneveldt, P.L.** & \*Hubler, D. (2012). Mate selection practices and preferences in La Paz and the Altiplano regions of Bolivia: A comparison within Bolivian culture. *Journal of Comparative Family Studies*, 43(6), 837-855.
- Carrillo, S., Ripoll-Núñez, K., & **Schvaneveldt, P.L.** (2012). Family policy initiatives in Latin America: The case of Colombia and Ecuador. *Journal of Child and Family Studies*, 21, 75-87.
- Schvaneveldt, P.L.**, & Behnke, A. (2012). Family life education with Latino immigrant families. In S. Ballard & A. Taylor (Eds.), *Family life education in diverse populations*. Newbury Park, CA: Sage.
- Schvaneveldt, P.L.**, Kerpelman, J.L., Pasley, B.K., & Acock, A.C. (2011). The influence of parental behaviors during early adolescence on post-secondary education attainment as mediated by academic achievement, peers, and substance use. *Family Science Review*, 16, (2), 27-43.
- \*Priest, J., \*Burnett, M., \*Thompson, R., \*Vogel, A., & **Schvaneveldt, P.L.** (2009). Relationship dissolution and romance and mate selection myths. *Family Science Review*, 14, 48-57.
- Schvaneveldt, P.L.**, Kerpelman, J.L., & Schvaneveldt, J.D. (2005). Generational and cultural changes in family life in the United Arab Emirates: A comparison of mothers and daughters. *Journal of Comparative Family Studies*, 36, 77-91.

### Technical Evaluation Reports and Other Publications (selected)

- Schvaneveldt, P.L.** (2006-2012). *Annual reports of the Weber State University Family Literacy Program*. Child & Family Studies, Weber State University, Ogden, UT.
- Schvaneveldt, P.L.** (2007-2012). *Annual Evaluation Reports of the Healthy Marriage Initiative Project: Assessment of the effectiveness of relationship education programming*. Child & Family Studies, Weber State University, Ogden, UT.
- Merrill, C.D., & **Schvaneveldt, P.L.** (2012). Engaging students in community-based Family Life Education experiences. *NCFR Report*, 57(2), 22-23. National Council on Family Relations, Minneapolis, MN.

## VI. RESEARCH PAPERS AND PRESENTATIONS (Selected; 54 total)

- Spencer, T., & **Schvaneveldt, P.L.** (2013, November). *International humanitarian service experiences and young adult social competence*. Paper presented at the National Council on Family Relations Annual Meeting, San Antonio, TX.
- Schvaneveldt, P.L.** (2013, October). *Those left behind*. Paper presented at the Weber State University Diversity Conference, Ogden, UT.
- Schvaneveldt, P.L.** (2013, July). *Emigrant family dynamics in Ecuador: Marital and parental relationships of those left behind*. Paper presented at the Family and Migration Conference, International Sociological Association, Vilnius, Lithuania.

- Merrill, C., & **Schvaneveldt, P.L.** (2013, June). *Teaching grant writing to undergraduate students*. Paper presented at the Teaching Family Science Annual Conference, Annapolis, MD.
- Schvaneveldt, P.L.** (2013, June). *An educated family studies student*. Paper presented at the Teaching Family Science Annual Conference, Annapolis, MD.
- Schvaneveldt, P.L.** (2012, November). *An examination of parental behaviors and family dynamics impacting social competence among school-aged children in Ecuador*. Paper presented at the National Council on Family Relations Annual Meeting, Phoenix, AZ.
- Busk, P. & **Schvaneveldt, P.L.** (2012, November). *Parental influences on adolescent social competence among Bolivian youth*. Paper presented at the National Council on Family Relations Annual Meeting, Phoenix, AZ.
- Schvaneveldt, P.L.**, (2012, June). *Spousal expression of love related behaviors as predictive of marital satisfaction: An examination of relationships in Ecuador*. Paper presented at the Hawaii International Conference on Social Sciences.

#### **VII. PRESENTATIONS TO THE COMMUNITY (selected)**

- Carlin, A., & **Schvaneveldt, P.L.** (2011). *Adentro de mi alcance (Within my reach)*. 8-hour relationship education curriculum taught to the community: Ogden-Weber Community Action Partnership, Inc.
- Schvaneveldt, P.L.** (2007-2012). *Within our reach*. 16-hour marriage education curriculum taught to the parents of Head Start children: Ogden-Weber Community Action Partnership, Inc.
- Schvaneveldt, P.L.** (2009, December). *La crianza de niños y estrategias de la disciplina para los niños con discapacidades (parenting and discipline strategies for children with disabilities)*. Workshop presented to the parents of “La escuela de niños especiales” Cuenca, Ecuador.
- Schvaneveldt, P.L.** (2009, October-December). *Su papel en ayudando a su niño a tener éxito (Your role in helping your child succeed)*. Original 10 hour parenting education curriculum developed and taught to the parents of children at Ulises Chacón and Fe y Alegría public schools in Cuenca, Ecuador.

#### **VIII. TEACHING EXPERIENCES Weber State University**

Adolescent Development 6140  
 Practicum Supervision 4860  
 Independent Research 4800  
 Work and Family Interface 4810a\*  
 Comparative Child and Adolescent Development 4500  
 Latino Child and Family Development 4300\*  
 Research Methods in Child and Family Studies 3850  
 Parenting Education 3550  
 Diverse Families 3350  
 Family Relations 2400

\* indicates a new course developed at Weber State University

#### **Universidad Del Azuay, Cuenca, Ecuador**

Enfoques terapéuticos y dinámicas de las parejas y matrimonios (Marital dynamics and therapeutic approaches of couple relationships). Graduate course taught as Fulbright Scholar in Ecuador.

**M.S. Theses Committees (selected)**

- Searle, Travis. (May 2007). *Adolescent identity status and articulation of religious beliefs*. Published Master's Thesis, Weber State University, **Chair**.
- Hadley, Susan (May 2007). *Myths and misconceptions concerning conception and contraceptives among young adults and adolescents*. Unpublished Master's Thesis, Weber State University.

**X. ACADEMIC HONORS/AWARDS (selected)**

- 2012 & 2013 *Master Teacher Finalist*, Weber State University Crystal Crest Award for outstanding university teacher.
- 2011 *National Council on Family Relations Affiliate Councils Award for Meritorious Service*, Minneapolis, MN
- 2003, 2004, 2005, & 2011 *Faculty Mentor* to students winning the Outstanding Undergraduate Research Paper awarded by the National Council on Family Relations.
- 2010 *Honors Recognition in Family Science - Academic Professional*, National Council on Family Relations, Minneapolis, MN
- 2009-2010 *Fulbright Scholar*, U.S. State Department, Council for International Exchange of Scholars, Washington, DC
- 1999 *Winner*, Graduate Student Paper Competition, Southeastern Council on Family Relations Annual Conference, Atlanta, GA.
- 1995-1996 *Holderness Doctoral Fellow*, University of North Carolina at Greensboro.

**XI. SERVICE ACTIVITIES (selected)**

- 2013 – 2015 *Chair*, Utah Marriage Commission. (Strongermarriage.org). Office of the Executive Director, Department of Human Services, State of Utah.
- 2013 *Member*, Diversity Conference Organizing Committee, Weber State University.
- 2013 *Discipline Peer Reviewer*, Council for International Exchange of Scholars (CIES), Fulbright Scholar Program, US Department of State, Washington, DC.
- 2012-2014 *Moyes College of Education Representative*, Northwest Commission on Colleges and Universities, Weber State University
- 2007 – 2010 *Faculty Senate Member*, Weber State University
- 2007 – 2009 *Member*, Masters of Education Policy Committee, Moyes College of Education, Weber State University
- 2007 – 2008 *Chair*, Families Alive Biennial Conference, Child and Family Studies, Weber State University
- 2012 – 2013 *Co-Chair*, Teaching Family Science Conference, Honolulu, HI.
- 2009 – 2011 *Chair*, International Section, National Council on Family Relations
- 2011 – 2012 *President*, Utah Council on Family relations.
- 2010 – 2011 *Program Chair*, Utah Council on Family Relations Annual Conference.
- 2008 *Member* Search committee for Editor of *Family Relations: Interdisciplinary Journal of Applied Family Studies*, National Council on Family Relations
- 2007 – 2008 *Member*, Honor Society Development Task Force, National Council on Family Relations
- 2006 – 2007 *President*, Family Science Association
- 2005 – 2006 *Program Chair*, Teaching Family Science Annual Conference, June 1-3, 2006. Park City, UT
- 2006 – 2007 *President*, Utah Council on Family Relations.
- 2004 – 2005 *Program Chair*, Utah Council on Family Relations Annual Conference, Ogden, UT.
- 2010 – 2013 *Editorial Board Member*, Family Science Review
- 2005 – 2013 *Editorial Board Member*, Marriage and Family Review
- 2007 *Guest Editor*, Journal of Teaching Marriage and Family

### **XIII. PROFESSIONAL AFFILIATIONS**

National Council on Family Relations  
Fulbright Association  
Family Science Association  
Utah Council on Family Relations  
National Head Start Association

### **XIV. UNDERGRADUATE RESEARCH ACTIVITIES (selected)**

#### **Faculty Mentor for Research Grants Funded by Weber State University Office of Undergraduate Research (selected)**

Chris, Andrew & Burton, Michelle (2010). *The impact of religiosity on blended family dynamics as moderated by dyadic adjustment (funded)*. Paul Schvaneveldt, Faculty Mentor  
Mellor, Cassidy (2005). *National Council on Family Relations Association of Affiliates Study (funded)*. Paul Schvaneveldt, Faculty Mentor

#### **Faculty Mentor for Papers Presented at Academic Conferences (33 total: selected)**

Chris, A., & Burton, M. (November, 2011). The impact of religiosity on step-family dynamics as moderated by dyadic adjustment. Paper presented at the National Council on Family Relations Annual Conference, Orlando, FL. **Winner of the Outstanding Undergraduate Research Paper awarded by NCFR.**

Malan, H., Westergard, S. (April, 2010). *Influences that Affect Family Meal Frequency: A Study on Reasons for Family Meals*. Paper presented at the Utah Council on Family Relations Annual Conference, Logan, UT.

Burnett, M., Priest, J., Thompson, R., & Vogel, A. (Paul Schvaneveldt, Faculty Mentor; 2006). *Relationship breakups and attitudes of romance and mate selection*. Paper presented at the Utah Council on Family Relations Annual Conference. **Winner of the Outstanding Undergraduate Research Paper awarded by NCFR.**

Mellor, C. (Paul Schvaneveldt, Faculty Mentor; 2006). *National Council on Family Relations Association of Affiliates Study*. Paper presented at the Annual Undergraduate Research Symposium and Celebration, Weber State University, Ogden, UT.

Kons, K.M., & Mau, M.T. (Paul Schvaneveldt, Faculty Mentor; 2006). *Adolescent self-efficacy in India: Parental influences*. Paper presented at the Utah Council on Family Relations Annual Conference and the National Conference on Undergraduate Research.

Burrows, E., Davis, J., Ellsworth, L., Mayfield, M., & Rogers, D. (Paul Schvaneveldt, Faculty Mentor; 2005). *Modernity and the intergenerational transmission of parenting styles*. Paper presented at the National Conference on Undergraduate Research. **Winner of the Outstanding Undergraduate Research Paper awarded by NCFR.**

Simon, J.D., Smith, C., & Vassas, J. (Paul Schvaneveldt, Faculty Mentor; 2005). *Military family life*. Paper presented at the Utah Council on Family Relations Annual Conference.

Bright, J., Carter, T., Mickens, K.R., Schultz, E.C., & Shaw, A.K. (Paul Schvaneveldt, Faculty Mentor; 2004). *The effects of chronic/terminal illness on the family*. Paper presented at the Utah Council on Family Relations Annual Conference and the National Conference on Undergraduate Research. **Winner of the Outstanding Undergraduate Research Paper awarded by NCFR.**