

DEPARTMENT OF CHILD AND ADOLESCENT STUDIES

PROGRAM PERFORMANCE REVIEW

FOR THE PERIOD 14/15 – 21/22

PRELIMINARY SELF-STUDY

SUBMITTED FEBRUARY 21st, 2022

I. Department/Program Mission, Goals and Environment

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

The Department of Child and Adolescent Studies (CAS) is dedicated to promoting the well-being of children, adolescents, and families through teaching, research, and reflective practice. The Department’s mission is threefold: 1) to prepare students to contribute to the community through fieldwork, course activities, and extracurricular endeavors, and to continue that contribution as professionals in their work with children, adolescents, and families, 2) to conduct developmentally informed research with implications for practice, and 3) to make significant contributions to the community through fieldwork and service. The CAS Mission and Goals were revised in Academic Year (AY) 21/22 to add one new goal: Develop student cultural competencies to prepare them for effective and equitable practices with diverse communities. As outlined below, the Department’s core goals closely align with the goals, objectives, and/or strategies of the University’s strategic plan, which was approved in October 2018.

CAS Department Goals (DG)	Aligned University Goals, Objectives and/or Strategies
<p>DG1. Enhance student learning through ongoing program assessment and implementation of program improvement strategies.</p>	<p>Goal 1: Provide a transformative educational experience and environment for all students. Objective: Identify, develop, and highlight university signature programs that provide a transformative experience for students.</p> <p>Goal 2: Strengthen opportunities for student completion and graduation. Strategy: Accelerate the identification of and response to program bottlenecks and barriers</p> <p>Goal 3: Recruit and retain a high-quality and diverse faculty and staff. Strategy: Diversify and grow opportunities to promote faculty teaching, scholarly and creative activities, and support services to enhance the professional lives of faculty.</p>
<p>DG2. Promote student success through effective advisement and support.</p>	<p>Goal 2: Strengthen opportunities for student completion and graduation. Strategy: Engage in the deep interdivisional and cross-divisional collaboration essential to holistic student advisement and support. Strategy: Implement 15 credits per semester campaign. Provide support to increase the percentage of students who achieve these benchmarks and improve the average unit load for the campus.</p>

<p>DG3. Expand access to our courses and programs to meet student demand and community needs.</p>	<p>Goal 1: Provide a transformative educational experience and environment for all students. Strategy: Increase existing outreach with community partners and alumni to connect faculty, students, and staff.</p> <p>Goal 2: Strengthen opportunities for student completion and graduation. Objective: Examine existing measures for postbaccalaureate and graduate student success and completion, set benchmarks for greater progress, and develop recommendations to achieve those goals. Strategy: Develop and implement course schedules aligned with road maps that support an average of 15 units per semester load.</p>
<p>DG4. Increase student engagement through participation in high impact practices.</p>	<p>Goal 1: Provide a transformative educational experience and environment for all students. Objective: Ensure all undergraduate students participate in at least three high-impact curricular or co-curricular experiences. Strategy: Enhance global competencies through increased access to and participation in immersive learning experiences, including those focused on internationalization and home and study abroad</p>
<p>DG5. Support research and scholarly activities that advance our understanding of developmental processes.</p>	<p>Goal 1: Provide a transformative educational experience and environment for all students. Objective: Ensure all undergraduate students participate in at least three high-impact curricular or co-curricular experiences.</p> <p>Goal 3: Recruit and retain a high-quality and diverse faculty and staff. Strategy: Diversify and grow opportunities to promote faculty teaching, scholarly and creative activities, and support services to enhance the professional lives of faculty.</p>
<p>DG6. Develop student cultural competencies to prepare them for effective and equitable practices with diverse communities.</p>	<p>Goal 1: Provide a transformative educational experience and environment for all students. Objective: Support and implement models that build increased cultural competencies.</p>
<p>DG7. Enhance our visibility and connectedness to alumni and the community.</p>	<p>Goal 1: Provide a transformative educational experience and environment for all students. Strategy: Increase existing outreach with community partners and alumni to connect faculty, students, and staff.</p>

	<p>Goal 4: Expand and strengthen our financial and physical capacity.</p> <p>Strategy: Build greater alumni affinity for the institution and strengthen alumni advocacy and financial support.</p>
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B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

Developmental science disciplines have increasingly focused on understanding the contexts, needs, assets, and outcomes of children and families from historically understudied and marginalized populations. This trend is evident in commitments made by professional organizations such as the American Psychological Association and Society for Research on Child Development. The CAS Department has likewise committed to enhancing students’ understanding of diversity in development and cultural competence through curricular revision, faculty trainings, and high impact practices (e.g., international fieldwork, research opportunities). The Department began this process systematically in 2013, when a CAS faculty working group surveyed colleagues on their teaching practices and priorities related to diversity in development. Culture, race/ethnicity, and SES emerged as the areas of diversity most frequently identified. The Department then formed a standing Diversity in Development Committee (DiD), which developed a Cultural Competency Framework (CCF) that guided efforts in infusing content related to cultural competence across the curriculum. The Department developed a new student learning objective (SLO; identify and describe key components of cultural competence) and revised another SLO to place greater emphasis on cultural influences on development (see SLO 1-C, page 11). To support faculty in implementing this department-wide change, the Department facilitated workshops during faculty retreats and the DiD created an online repository of resources (e.g., readings, activities, videos) pertaining to cultural competence and diversity

Recent and upcoming California state policies and laws are characteristic of increased investment in early childhood education in the state of California. Consensus is growing that to improve child development outcomes and reduce equity gaps in academic readiness, early childhood educators need better pay and improved and more consistent permitting and credentialing, especially in the preschool, transitional kindergarten, and kindergarten years. Whereas the CAS PPR in 2014 reported a decrease in the availability of K-12 teaching jobs, there is now a K-12 teacher shortage across California. Recent proposals and pilot programs at the state and county level to enhance education in early childhood are still in flux, but CAS clearly needs to increase its capacity to serve students interested in early childhood education and promote its program among future teachers. Toward that end, the department has developed a Subject Matter Preparation Pathway to meet the Multiple Subject Teaching Credential subject matter competence requirement. The department is also working on the new CSET Subtest Waivers approved by the state. Finally, the Department has developed Integrated Teacher Education Pathways (ITEP) for Special Education Credentials, allowing students interested in special education teaching to complete their upper-division coursework and their credential preparation in two years, rather than the typical three. The ITEP pathway, which represents a successful collaboration between CAS and the Department of Elementary and Secondary

Education, can serve as a foundation for similar programs developed for students pursuing a Multiple Subject and ECE Credential in the future.

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

The Department will continue to prioritize efforts to maintain the rigor and relevance of its program through the recruitment, professional development, and retention of faculty and through comprehensive programmatic assessment, which helps us identify curricular needs and improve instruction.

Because effective student advisement is critical to student retention, graduation, and time to degree, the Department will continue to invest in high-quality advising.

CAS faculty will also continue to monitor changes in the discipline and incorporate those changes into its program. Reflecting the Department's evolving efforts to promote diversity, equity, and inclusion, a priority in the next review period is to extend the cultural competence work initiated by the DiD Committee. For example, the Department will explore how to foster practical applications of cultural competence among students. These extensions may result in further curricular revision and professional development opportunities for faculty.

The department will recruit faculty members whose expertise lies within early childhood education and experiences, and who understand how state and county level policies may affect our students' post-baccalaureate paths.

Finally, the COVID-19 pandemic led to significant changes in University needs and expectations for virtual instruction. As we look toward a post-pandemic future, the Department will evaluate student and faculty experiences with online teaching and examine patterns of course offerings to optimize student access to courses in various modalities and ensure high-quality, responsive instruction.

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

Not applicable.

II. Department/Program Description and Analysis

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

The CAS department historically offered a baccalaureate in Child and Adolescent Development with four options, allowing students to focus their coursework on an area of professional interest: Early Childhood Development (ECD), Elementary School Settings (ESS), Adolescent/Youth

Development (AYD), and Family and Community Contexts (FCC). The options were originally approved in AY 08/09. During the last review period, changes were made to the requirements of all four options to reflect disciplinary trends and accommodate new CAS courses and relevant courses from other departments. As an example, in Family and Community Contexts a comprehensive revision of course requirements ensured that they aligned with the requirements for graduate education programs and employment opportunities relevant to students focused on supporting children and families in community-based settings. Moreover, during the period of review, the major was renamed to Child and Adolescent Studies and, in line with university policy, “options” were renamed as “concentrations.” Concentrations allow students to declare a focus more officially (i.e., the concentration is listed on their transcript and diploma). The course concentrations are:

Early Childhood Development (CHAE) Concentration

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

Elementary School Settings (CHAS) Concentration

CHAS is designed for students interested in teaching at the elementary school level and emphasizes an understanding of cognitive, physical, and socioemotional development; subject-matter knowledge; and consideration of pedagogical 5 strategies and programs that promote academic achievement as well as other positive developmental outcomes for elementary school children.

Adolescent/Youth Development (CHAY) Concentration

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

Family and Community Contexts (CHAF) Concentration

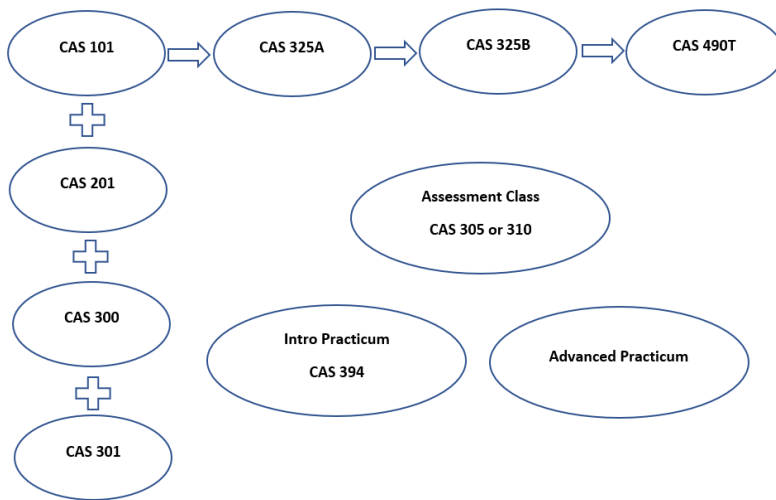
CHAF is designed for students planning to work with children, adolescents, and their families in community-based settings and/or preparing for graduate studies in human/child development, counseling, social work, or related fields.

There are two minors in the Department (Appendix G). The *Child and Adolescent Development* minor (21 units) underwent small changes in AY 15/16. In 2018 a new minor titled *Adolescent Development* was approved. This minor was developed to appeal to CSUF students interested in careers working with adolescents. Covering cognitive, biological, and social-emotional development in adolescence, the 18-unit minor includes the following curriculum categories: a developmental survey course, an adolescent development course, a diversity in development course, topics in adolescence, and an elective option.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

The Bachelor of Science in CAS is designed to provide students with empirically-derived knowledge about physical, socio-emotional, and cognitive developmental milestones from conception through adolescence; individual and cultural differences; and common variations in development. Students develop critical thinking, writing, and oral presentation skills in preparation to be professionals working with children and families.

Curriculum in the major is hierarchically structured. Students in the CAS major take nine, 3-unit courses (the core): (1) CAS 101: Introduction to Child and Adolescent Development, (2) CAS 201: Child, Family and Community, (3) SPED 371: Exceptional Individual, (4) CAS 300: Elements of Effective Professional Communication, (5) CAS 301: Inquiry and Methodology in Development, (6) CAS 325A: Conception through Age 8, (7), CAS 325B: Age 9 through Adolescence, (8) CAS 490T: Topical Senior Seminar in Child and Adolescent Development, and (9) CAS 394: Introductory Practicum in Child and Adolescent Development. These classes have a prerequisite sequence that requires at least 4 semesters to complete. In addition, each concentration includes an assessment course, an advanced practicum course, and six developmental or topical courses. Student learning outcomes for each core course are displayed in the curriculum matrix in Appendix H.



C. Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see instructions, Appendices A and B).

Enrollment has steadily increased over the period of review. For example, during AY 13/14, 441 people applied to be CAS majors as first-time freshman. Of those, 43% were admitted, and of those admitted, 61% (115 students) enrolled. During the same year, 567 people applied as upper-

division transfers. Of those, 56% were admitted, and of those admitted, 71% (228 students) enrolled. Since AY 13/14, there has been an increase in the number of first-time freshmen and upper division transfer students applying to be CAS majors. During AY 20/21, 1,009 people applied to be CAS majors as first-time freshmen, and 940 people applied as upper-division transfers. As would be expected with an increase in the number of applicants, there has also generally been a decrease over time in the percent of applicants accepted into the program (e.g., from 56% admitted for upper division transfer in 2013 to 41% in 2019). An exception was in AY 20/21 when the percent admitted jumped up to 52% for first-time freshmen and 55% for upper division transfers. This increase is likely due to the uncertainty of the academic school year that was fully online due to the pandemic and not necessarily due to systemic trends in applicants, acceptances, or enrollment. The number of enrolled students has remained fairly stable for upper division transfer students, but there have been larger decreases in enrolled students for first-time freshmen. Across both groups there were large drops in the percent enrolled during AY 20/21 (29% for first time freshmen, 47% for upper division transfers), which can likely be attributed to the uncertainty regarding the pandemic and/or the move to online instruction.

The department's graduation rates for first time freshmen and transfer students exceed the University's graduation rate, overall, although the year-to-year rates have fluctuated. For example, students from the Fall 2010 cohort had a 6-year graduation rate of 78%. The percentage rose as high as 81% for CAS majors who entered in 2013, but the most recently available 6-year graduation rate data from the Fall 2015 freshmen cohort was 68%. Nevertheless, these rates still exceed the University's graduation rate of 63% for first-time freshmen. Graduation rates for upper-division transfer students have remained consistently high and have improved over the period of review. Among the transfer students who entered as CHAD majors in Fall 2012, 82.5% graduated within 4 years. Among the transfer students who entered as CAS majors in Fall 2017, 87% graduated within 4 years or less. These rates exceed the University's graduation rate for transfer students of 79.6%.

With respect to students of underrepresented (UR) status, the equity gaps in 6-year graduation rates for first time freshmen have varied dramatically, from a low of under 1% for the 2013 cohort to as high as 23% for the 2013 cohort. For some cohorts, the equity gap has been reversed, with non-UR freshmen graduating at lower rates than their UR counterparts (e.g., 2010, 2014) Variability based on Pell grant status has also been significant among first-time, full-time freshmen (ranging from -2.3% to 32.1%). The equity gaps have been much smaller and more consistent for transfer students. Specifically, the equity gap has ranged from -1.2% to 6.2% based on UR status and from -5.8% to 7.1% based on Pell status. The Department will make dedicated efforts to reduce these gaps, as detailed in the outlined future plans in Section VII.

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

Total CAS AY FTES has grown steadily, reaching 778.2 last year, which represents an increase of 192.3 over the reporting period. The increases occurred for lower-division and upper-division FTES, and at similar percentages over the reporting period. Similar to the previous review

period, AY FTES generated by CAS majors is nearly double that which is generated by the department. These numbers reflect that CAS majors complete many courses outside of the CAS Department.

CAS FTES targets have also steadily increased over the reporting target period, with actual FTES regularly exceeding FTES targets as set by the college. In addition, full headcount, as defined by program majors, has also consistently increased over the reporting period. The Department expects stability or modest increases in FTES going forward. The steady increases in FTES were accompanied by a similar trend in FTEF.

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

Ongoing program assessment activities (as detailed in Section III, below) may reveal challenges to student learning that may result in curricular changes in addressing them, as they have in the past. This process of "Closing the Loop" in assessment science is fundamental to the principle of continuous curricular improvement.

The Department will continue to examine ways to integrate diversity, equity, and inclusivity in its curriculum through the intentional inclusion of theories and research addressing the contexts, needs, assets, and outcomes of children and families from historically understudied and marginalized populations and of scholars who have been historically underrepresented in the developmental sciences. Although this work is on-going by individual faculty members and has targeted certain core courses (e.g., CAS 325A/B), efforts will be made to expand this work systematically across the curriculum in the near future.

CAS graduates in the Early Childhood Development (CHAE) concentration qualify for the CA Site Supervisor Child Development permit under the current permitting system. However, ongoing changes to the permitting system for early childhood professionals will likely require significant changes to the concentration's curriculum to comply with new standards.

Other changes in the educational landscape and state policy requirements will likely result in a need to change the name of some CAS concentrations, to make minor modifications in coursework requirements across concentrations, and/or to create new courses to address disciplinary trends and state policy. Cross-university collaborations may need to be pursued in order to ensure the currency and relevancy of the CAS degree for future teachers in TK-12 educational settings.

The continued transition to more hybrid and fully online course offerings may also implicate curricular changes. Up to this point, the provisions made to online instruction have attempted to maintain fidelity to the in-person versions to the greatest degree possible. However, more fundamental changes to the curricular component of online courses may be warranted in order to maximize student learning and course effectiveness.

The Department does not currently have longer term (7-year horizon) plans for curriculum changes, as the results of the more immediate upcoming changes must be evaluated first.

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

Not applicable.

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

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

The CAS Department utilizes a systematic process for assessing the quality of student learning at the program level, principally facilitated through the activities of the Program Assessment Committee (PAC). The PAC's responsibilities include:

- Determining the assessment procedure and creating assessment instruments as needed
- Managing data collection within the chosen courses
- Analyzing the assessment data
- Reporting results of assessment to the department and generating the annual assessment report collected by the University
- Identifying follow-up actions in response to assessment results (i.e., "closing the loop") through consultation with department faculty

The PAC and Department work to ensure that the assessment process is manageable, sustainable, and meaningful. To that end, the Department maintains a 3-person assessment team, with the PAC Chair receiving a 3 WTU release each academic year. Another aspect of sustainability is that the assessment activities involve the Department and are collaborative. The PAC relies on the subject area expertise of faculty members when designing new assessments in cases where existing course assignments cannot sufficiently target the student learning outcomes (SLOs) under examination (see sample of Assessment Measure in Appendix I).

There have been three major changes to the assessment program since the last PPR. First, in response to the new SLO that was developed (SLO 1d: Identify and describe key components of cultural competence; see Table on pages 11-13), measures were created in consultation with the DiD Committee to assess this SLO. Second, we eliminated one SLO that asked students to "identify the purpose and structure of community and government systems" and made significant revisions to another. This revised SLO 3c states that students can "describe effective case, administrative, legislative, and media advocacy strategies to promote the well-being of children, adolescents, and families." Finally, in 2015 the Department created and deployed a new Exit Survey for graduating seniors in order to determine students' perceptions of their learning on a programmatic level, as well as their beliefs about factors that helped or hindered their time to graduation. Further details regarding this exist survey and sample results are provided below under Section B.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

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

1. *Comprehension of theories, concepts and research outcomes*
 - A. Describe and/or explain relevant theories, concepts, and related research findings
 - B. Identify and describe normative development and individual and group differences
 - C. Describe biological, psychological, cultural, and environmental influences on development
 - D. Identify and describe key components of cultural competence
2. *Critical thinking and communication skills*
 - A. Identify, access, analyze and synthesize relevant sources, including research studies
 - B. Write effectively in APA style, taking purpose and audience into account
 - C. Make effective oral presentations, taking purpose and audience into account
3. *Professional, ethical, and reflective evidence-based practice with diverse populations*
 - A. Apply theories, concepts, and research findings to promote child well-being across diverse populations
 - B. Identify relevant ethical principles and legal issues and the impact of possible actions in real-world situations
 - C. Describe effective case, administrative, legislative, and media advocacy strategies to promote the well-being of children, adolescents, and families

The Department's systematic assessment plan traditionally targets two SLOs for direct assessment per academic year, which results in a five-year cycle for completion of all ten SLOs. This schedule has been disrupted several times, however. In 2018 a change to a scoring rubric was deemed necessary, but that decision came too late in the semester to allow for assessment of that particular SLO. The onset of the Covid-19 pandemic led to only one SLO assessed in the two most recent years due to disruptions in instructional practice. Each year's final assessment report, representing the prior year's assessment efforts, is submitted to the Assessment Management System and is overseen by the University's Office of Assessment and Institutional Effectiveness (OAIE) for further review and recommendations. Each SLO is assessed with either an existing assessment or assignment already embedded within the courses (e.g., all CAS 490T students are required to make an oral presentation, making it a natural place to assess SLO 2c "students can make effective oral presentations"), or a measure expressly designed by the PAC in collaboration with faculty experts to assess the targeted SLO. Assessments utilize a variety of modalities (e.g., multiple choice, short essay, oral presentations) as befits best practice. Furthermore, for instruments that rely on more subjective scoring (e.g., judging effective oral presentations) the PAC utilizes standardized rubrics and conducts inter-rater reliability analysis to ensure evaluators are scoring assessments reliably.

A summary of how well students have performed on program SLOs via direct measures is presented in the Table below. To evaluate *program-level* achievement of SLOs, the Department uses the following criteria:

SLO “Not Met” 0-69% students met or exceeded competency on measures
 SLO “Met” 70-100% of students met or exceeded competency on measures

Programmatic Assessment Schedule and Results 2013/14 through 2020/21

Academic Year	SLO Assessed	Direct Assessment Results
2013/14	1a. Students can describe and/or explain relevant theories, concepts, and related research findings. 1b. Students can identify and describe normative development and individual and group differences.	SLO 1a: 45% of students sampled met or exceeded competency, indicating an overall “Not Met” for this SLO. SLOs 1b: 83% of students sampled met or exceeded competency, indicating an overall “Met” for this SLO.
2014/15	3a. Students can effectively apply theories, concepts, and research findings to promote child well-being across diverse populations. 3b. Students can identify relevant ethical principles and legal issues and the impact of possible actions in real-world situations.	SLO 3a: 54% of students met or exceeded competency for the Theory to Practice component, and 67% for the Research to Practice component. Taken together, the results indicate this SLO was “Not Met.” = SLO 3b: 79% of sampled students met or exceeded competency for the Ethical Principles component, 73% for the Legal Issues component, and 74% for Mandated Reporting guidelines. Taken together, the results indicate this SLO was “Met.”
2015/16	2b. Students can write in APA style and effectively take purpose and audience into account.	SLO 2b: 85% or more of students sampled met or exceeded expectations in 4 of 7 assessed components (i.e., Format, Title page, Narrative Cohesion, and Overall Paper Quality). 55% or fewer students met expectations in the components of In-Text Citations, References, and Syntax. Results indicate an overall mixed outcome. SLO 2c: 80% or more of sampled student presentations met or exceeded expectations for 3 of 4 assessed

	2c. Students can make effective oral presentations taking purpose and audience into account.	components (i.e., Organization, Effective Language, and Content). For the final component (i.e., Delivery), only 47% of students met or exceeded competence. Results indicate an overall mixed outcome.
2016/17	1c. Students can describe biological, psychological, cultural and environmental influences on development. 1d. Students can identify and describe key components of cultural competence.*	SLO 1c: 78.4 % of students sampled met or exceeded expectations, indicating an overall “Met” for this SLO. SLO 1d: 35.3% of students sampled met or exceeded expectations, indicating an overall “Not Met” for this SLO.
2017/18	2a. Students can identify, access, analyze, and synthesize relevant sources, including research studies.	SLO 2a: 58 % of sampled students met or exceeded expectations, indicating an overall “Not Met” for this SLO.
2018/19	3a. Students can effectively apply theories, concepts, and research findings to promote child well-being across diverse populations. 3c. Students can describe effective case, administrative, legislative, and media advocacy strategies to promote the well-being of children, adolescents, and families.*	SLO3a: 50 % of students sampled met or exceeded expectations, indicating an overall “Not Met” for this SLO. For SLO 3c: 55% of student samples met or exceeded expectations, indicating an overall “Not Met” for this SLO
2019/20	1b. Students can identify and describe normative development and individual and group differences	SLO 1b: Average score on assessment of sampled students was 78%, indicating an overall “Met” for this SLO.
2020/21	2c. Students make effective oral presentations, taking purpose and audience into account	SLO 2c: 80% or more of sampled student presentations met or exceeded expectations for the 4 assessed domains (i.e., Organization, Effective Language, Delivery, and Content), indicating an overall “Met” for this SLO.

*Indicates a newly assessed SLO that was added during the period of review.

The PAC also utilizes indirect assessment to round out the assessment profile and to help the Department better determine other factors that may be impacting student learning (e.g., students' perceptions of their learning). To that end, the Department created and deployed a 42-item CAS Senior Exit survey beginning in the spring of 2015 and administered every spring since then to all graduating CAS majors. The survey typically opens toward the end of the Spring semester and closes in mid-August. The survey was designed to assess not only students' perceptions of their knowledge of key subject areas and related skills across the curriculum, but also their perceptions of obstacles and supports in their graduation path and the extent to which their plans regarding time to graduation were realized. As seen in Appendix J, which shows the full survey items and results from summer 2020, students generally perceive themselves to be knowledgeable of topics and competent in skills related to CAS student learning outcomes and are satisfied with the program.

In summary, although indirect assessment measures suggest that students are generally satisfied with the quality of their learning in CAS, direct assessment paints a mixed picture of students' achievement of key learning outcomes and identifies several areas where targeted efforts to improve student learning may be needed in the future.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Cite specific examples.

The Department has “closed the loop” (i.e., made improvements and changes to the curriculum and practices to address student learning gaps) each year in a variety of ways. For example, a writing synthesis assignment was created after determining that students were not effectively integrating information from empirical sources in expository papers (SLO 2a). This assignment guided students through the process of synthesizing empirical research in a step-by-step manner and was deployed in all sections of CAS 301(research methods).

A more comprehensive example of the Department “closing the loop” involved directly addressing students' cultural competence. Student focus groups had revealed that students were unfamiliar with some core concepts related to the study of culture within child development. Recognizing the importance of this topic area, the Department added SLO 1d, “Students can identify and describe key components of cultural competence.” The first formal assessment of SLO 1d was completed during the spring semester of 2017. Baseline results indicated that only 35.5% of students “met” or “exceeded” competency on the SLO's multiple choice and short essay assessment measures. In response, the Department tasked the Diversity in Development (DiD) Committee with generating curricular materials for faculty to use in their courses to increase students' cultural competencies. Posted on the Department's Learning Management System, resources include articles, activity ideas, sample PowerPoint slides, and assignments covering topics such as Conceptualizing Cross-Cultural Differences and Measurement Validity, Immigration and Acculturation, Privilege and Inclusivity. The DiD committee also prepared and deployed training workshops given during department retreats to improve equity minded and culturally relevant pedagogy. The Department anticipates improved scores on SLO 1d when it will be reassessed in Spring 2023.

D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

The 4-year graduation rate of the incoming cohort of CAS majors who entered in Fall 2017 as native freshmen (i.e., the most recent cohort of graduating students) was 48.5%, and the 6-year graduation rate of the Fall 2015 cohort was 68.2%. For Non-Underrepresented (non-UR) students specifically, the 4-year rate was 59.1% and the 6-year rate was 73.9%. These values are lower for under-represented (UR) students, with a 4-year rate of 40% and the 6-year rate of 61.9%. However, as is evident in the summary table 3-A (Appendix A), the 4- and 6-year graduation rates and the corresponding equity gaps between non-UR and UR students have varied significantly over the past decade. The picture is similar when examining Transfer student graduation rates. This degree of cohort-to-cohort variability is characteristic of programs across the campus.

E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

The Department does not offer an official online program and therefore does not guarantee that a student would be able to complete a degree by taking exclusively online courses in the necessary sequence. All but two courses within the program have been approved by the University for online modalities. CAS may separate program assessment data based on modality (i.e., in-person vs online) in the future but only if instructor confidentiality can be maintained. This strategy has not been done in the past; therefore, all assessment data represents student responses from both online and in-person courses.

During the period of review, the Department assembled an ad-hoc committee to review its Student Opinion Questionnaires (SOQs). Part of the committee's charge was to offer recommendations on adding or revising the list of questions with best practices for online teaching in mind. Those recommendations may be incorporated in the future, but the Department is first waiting for the University to provide guidance on SOQ policy, which it has promised in the near future.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, 8 resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

CAS FTEF was fairly stable during the period of review, averaging approximately 21 full-time equivalents, which represents a small drop from the average over the last PPR report period (22.45). Over the last five years, tenure density (as measured by the FTEF allocated to the Department, divided by the number of tenure/tenure-track faculty) has varied from a low of 49.1% in 2017 to more recent highs of 65.9% and 62.5% in 2019 and 2020, respectively. From Fall 2013 through Fall 2020, the number of tenured/tenure-track faculty has generally been on an upward trajectory, averaging 14 for the first 4-year span, to approximately 17 for the second 4-year span. The Department successfully hired 8 tenure-track faculty during this PPR period, including two recent hires in Spring 2021, bringing the total to 19 tenured/tenure-track faculty. This number includes eight assistant professors, five associate professors, and six full professors. The CAS program has been enriched by new faculty expertise and consistently successful promotions.

One tenured professor participated in the FERP program and retired, and two tenured professors left to take administrative positions at other CSUs during the period of review. The Department's academic offerings were not significantly affected by these retirements and resignations.

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

Hiring will occur for replacement purposes, in response to enrollment growth, and to bolster specific expertise deemed necessary to department goals. Such hires will be aligned with the strategic plans of the University and College and with the Department's long-term goals. For example, the evolving landscape in Early Childhood Education (ECE) at the state level will likely move the Department toward solidifying that base of expertise among its full-time faculty ranks, which, in turn, will help meet the increased student demand in ECE career preparation that is expected. Furthermore, if FTES numbers continue to increase as they have been, the Department will likely request additional faculty lines from the College within the next 2 to 3 years to maintain a stable student-faculty ratio.

C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of parttime faculty or teaching assistants.

Approximately half of our courses are taught by full-time faculty and half by part-time faculty. Course sections taught by part-time faculty members are distributed across the program for lower division and upper division coursework. The Department values not only the teaching service of part-time faculty, but also their input and participation regarding pedagogical and curricular practices. Part-time faculty are invited to the twice-annual department retreats and have been provided stipends for their participation (when budget permits). As an undergraduate-only serving program, the Department does not benefit from the arrangement of having graduate students serve as course assistants. The Department does utilize a more formal peer-to-peer advising program that selected students participate in under CAS 496 independent study credit.

Several instructors also select students as course assistants for CAS 496 Independent Study credit.

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

Not applicable.

V. Student Support and Advising

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

The CAS Department currently has two faculty academic advisors: an associate professor and a lecturer. Major advising is part of new-student orientation, which traditionally involves in-person sessions, informational lectures, and Q&A sessions. However, since Spring 2020, this event has been done online. Students had previously completed a single advising overview but beginning this AY with the new concentration-based major, students now complete an overview for the core of the major and a concentration-specific overview. The greater specificity of the FA21 major provides more clarity to students, is likely to reduce time-to-degree by reducing enrollment errors and enables better tracking and advisement of students.

Advising overviews and information are also integrated into several courses, including the elective course *CAS 100: Foundations for Success*, which addresses key concepts in the field of Child and Adolescent Development and college success strategies, and *CAS 300: Elements of Effective Professional Communication* at the midpoint of their degree. Advisors provide a lecture in CAS 300 addressing completion of the degree, graduation, and application to post-graduate programs. Individual advising options are available to students via appointment and drop-in sessions from 7 a.m. to 9 p.m., which provides wide availability to accommodate student schedules. Since March 2020, advising has been via Zoom links, which reduces congestion around advisor offices, clarifies wait-time for students, and allows students to engage in productive activities while waiting.

Peer advising is an additional option that began in 2015. Peer advisors generally commit 1 to 2 years in the peer advising position. They receive training about the major course sequence and requirements. They provide support on these areas, selection of topical development and elective options, and more. Peer advisors present the student perspective on advising topics, assist with referral to other campus services, and provide guidance on the registration process.

The National Academic Advising Association (NACADA) review of the CSUF Student Success Teams and Academic Advising Program stated that the national standard for appropriate undergraduate advising is 300 students per full-time academic advisor. Currently, the CAS department has two advisors who advise part-time, serving approximately 1500 majors. The shortfall is partly alleviated by use of peer advisors, support from office staff, and assistance of staff in the dean's office. However, it is clearly necessary to increase the amount of WTU/assigned time allocated to advising. NACADA also recommends mandatory in-person

advising during students' first year, which the department cannot currently provide. Demand for advising has also increased due to changing factors across the last five years, such as:

- changes in general education, major structure/courses, and graduation requirements
- increasing diversity in career goals, leading to the development of special pathways and recommendations for target degrees and post-graduate programs,
- changing prerequisites for post-baccalaureate programs (e.g., teaching credential)

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

The CAS department offers many opportunities for students to engage in several leadership and/or professional development activities (described below). Appendix K lists the faculty and students participating in each type of activity.

Research

Many CAS faculty members collaborate with students on research. These students typically earn independent study (CAS 499) units for their participation, and many have had the opportunity to present at conferences and/or collaborate on publications. During the period of review, 17 CAS faculty worked with 127 undergraduate students enrolled in CAS 499 (see Appendix L for list of student co-authored research outcomes). In the previous PPR, it was noted that a primary goal for supporting faculty and enhancing student involvement in research was to implement a WTU weighting program for faculty supervision of student research. This period, the program was implemented (see details in the Plans for the Future subsection). To best support faculty-student research opportunities, the CAS Research Strategic Team was created. This team has engaged in assessment and developed several activities focused on enhancing faculty-student research (e.g., student research accomplishments and opportunities are displayed in the department halls, forms were created to facilitate research assistant recruitment).

Peer Mentor Program (PMP)

The Peer Mentor Program began as a college-wide effort in 2014 to build partnerships between students. Each mentee collaborates with a peer mentor by meeting regularly to work on mutually identified goals. Peer mentors enroll in a 3-unit course, *CAS 399: Peer Mentoring Academy for Student Success*, to receive training and support as they work with their mentees. Mentors gain leadership experience, are knowledgeable about campus resources, and benefit from interacting closely with the faculty coach and fellow mentors in a small course setting.

Child and Adolescent Studies Student Association (CASSA)

CASSA provides students with career-relevant community service, professional development, leadership, social opportunities, and other opportunities to interact with fellow students and faculty. CASSA participation ranges from 65 to 150 students per semester. In addition to general CASSA membership, each year CASSA has 10 leadership positions for students serving on the executive board. The executive board works closely with two full-time faculty members who serve as CASSA co-advisors.

Course Assistant

Course Assistants enroll in *CAS 496: Peer-to-Peer Tutorial* and experience a college classroom from a different perspective, gaining teaching experience. Their responsibilities include assisting the faculty member (e.g., keeping track of attendance, facilitating discussions/activities, etc.) and providing support for students in the course. An average of 39 students take advantage of this collaborative opportunity each year, though the average has been increasing (i.e., 47 students/year, on average in the last two years).

Jumpstart

Jumpstart Fullerton is an AmeriCorps program that pairs college students with at-risk preschool children to build language, literacy, social skills, and kindergarten readiness. Jumpstart Corps Members, many of whom who are CAS majors/minors, serve 300 hours per academic year with local early childhood centers. Each academic year, there are 4 Jumpstart courses: a two-course introductory sequence for general students or lower-division majors (CAS 140 and 141) and a two-course advanced sequence for upper-division students (CAS 394 and 464). Each year, Jumpstart is advised by a CAS faculty member working with a Center for Internships and Community Engagement (CICE) staff person, an average of 7 students who are Jumpstart Student Team Leaders, and 34 additional students who are Corps Members.

Service Learning and Internships

CAS students participate in numerous service learning and internship opportunities. Specifically, they complete two consecutive practicum courses prior to graduation. Students first complete the introductory practicum (CAS 394) and then the advanced practicum (based on their career focus and concentration). Each practicum experience requires at least 60 hours of fieldwork with infants, children, adolescents, and/or families at an approved site. Students receive approximately one hour of individual or group supervision per week on site (See Appendix M for practicum course descriptions). The Department partners with the CSUF Center for Internships and Community Engagement (CICE) to support student access to approved practicum placements. Currently, CICE has 76 approved public-school districts and hundreds of preschools, non-profit agencies, and sites focused on behavioral intervention for children with autism spectrum disorder (ASD), among many others. Our newest section of advanced practicum is focused on behavioral intervention for children with autism spectrum disorder (ASD) and was developed in response to recommendations from the prior PPR, student interests, and departmental efforts to augment high-quality practicum experiences. Since spring 2016, students have had the opportunity to enroll in this special section involving placement with community-based agencies providing behavioral services to children with ASD. This offering was facilitated via collaboration between CICE and the CSUF Center for Autism, which is co-directed by CAS faculty.

A CAS full-time lecturer has served as Department Fieldwork Coordinator since 2008. Some responsibilities include providing a Fieldwork Information Session to students, communicating with CICE about student and site registration, maintaining the Fieldwork website, and serving as a liaison to community/public sites. CAS students are consistently recognized for their service commitment at the annual CICE Community Engagement awards ceremony.

CAS efforts to increase student engagement in high-impact practicum experiences have also focused on augmenting the International Practicum Short-term Study Abroad programs. CAS has offered opportunities in Chiang Mai, Thailand, and Heredia, Costa Rica, with a total of 221

participating students. Programs have also been piloted in New Zealand, Germany, and Mexico (Appendix N). Students complete all or part of the 60-hour requirement abroad in school- and community-based settings serving PK-12 populations. Students describe international practicum experiences as life-changing, in part because they are given the opportunity to implement their own developmentally appropriate lesson plans. Both CAS 394 and the International Practicum have earned a *High Impact Practice (HIPs) badge* granted by the university. Across this review period, CAS raised roughly \$280,000 to support student participation in international practicum.

The COVID-19 pandemic necessitated modifications to in-person practicum experiences (e.g., reduction in hours, use of alternate assignments) and cancellation of international programming. In-person and virtual practicum experiences resumed in Spring 2022, and the Department is planning for international locations in Costa Rica, Sicily, and Spain.

Practicum Curricular Changes and Assessment Efforts. In 2015 a committee revised the SLOs in response to an alumni survey indicating that CAS graduates would benefit from identifying common funding sources for organizations serving children and families. The SLOs were further revised in 2017 to include an instructional emphasis on advocacy. Curricular targets were differentiated between introductory and advanced practicum, and professional development was provided to assist practicum instructors in delivering advocacy material. To assess student perceptions of practicum experiences, CAS conducted an analysis of CICE exit survey data collected in Spring and Fall of 2015. Most students reported satisfaction with their site placement and service-learning experiences. The majority (>93%) indicated that practicum experiences enhanced understanding of community issues, improved applied skills in real-world settings, supported teamwork, and clarified professional and career pursuits.

Plans for the Future

Service Learning and Internships. CAS intends to explore additional avenues for expanding practicum experiences, including “stay/away” models that provide short, transformative domestic experiences as an affordable alternative to travel abroad. CAS also intends to develop additional focused sections centered around shared practicum experiences. Currently, we are preparing to pilot a specialized section focused on best practices in after-school programming. These efforts are aimed at responding to community needs for professionals prepared to work with children in various settings. We will also continue to utilize programmatic assessment to inform curricular adjustments in our practicum classes, such as a focus on advocacy, ethics, and cultural competence. We are also actively engaged in refining course requirements to ensure consistency and alignment with the hierarchical organization of our introductory and advanced practicum classes.

Research. A department-wide faculty assessment of interest, involvement, and experience in faculty-student research activities was conducted. Most notably, this confirmed that time was the primary mechanism by which faculty would feel supported in their research with students. With the WTU weighting program available to support faculty-student research, to date, 13 tenure/tenure-track faculty have engaged in this program, accruing credit towards reassigned time by working with students on research. Three of these faculty (approximately one-third of those participating at the start of the program) have generated sufficient credit to have been awarded three units of assigned time each. In general, this program has been effective in providing benefit to a relatively small number of faculty researchers who have run large projects,

primarily with federal funding. The program is in need of adjustment in order to meet our goal of supporting additional faculty in their research with students. The largest impact would likely be seen through increasing the visibility of the program and encouraging students to enroll in three units as part of their 499 experiences (thus providing increased credit to faculty).

VI. Resources and Facilities

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

The CAS operating budget has been quite variable over the period of review. Baseline OE&E and University Extended Education (UEE)/Open University allocations generally afforded resources sufficient to funding essential needs including office supplies, telephone services, copier rental, and reprographics support; however UEE/Open University funding was phased out beginning in 2020. Another budgetary change since the last period of review involves the allocation for commencement-related activities. The University ceased providing funding for that activity, which the department had used for graduation and our annual student awards showcase event (Celebration of Achievement). The Department and its student association (CASSA) have since picked up those costs. Finally, there has been a continued downward trend in Miscellaneous Course Fees allocation. A change in college policy led to a distribution of these funds based on department need rather than a set distribution.

Tenured/tenure-track faculty typically received \$1000 in travel support associated with presentation at a professionally-relevant conference. Travel funding policy changed in 2019 to reflect actual faculty travel expenditures rather than a lump sum based on the number of tenured/tenure-track faculty in the department at any given time. The Department continues to be efficient and productive in the use of one-time funds to support departmental priorities as available (details indicated below). The opportunity to use one-time funds clearly benefits important departmental priorities although such funding does not support longer term planning. Recent changes to budgetary rules that have prohibited the transfer of funds from one source to another have also complicated the Department's ability to respond to unexpected needs.

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

The Department continues to make important use of its research lab and observation space whose funding, acquisition, and development was made prior to the time-frame under review. The Department anticipates continued utilization of this lab by several faculty members whose research involves infants, young children, and/or child-family interactions. At present, COVID related limitations have hindered in-person research activities for which the lab was designed. One significant investment in equipment that occurred more recently was the purchase of 24 laptop computers and a rolling laptop storage cart in 2019, at a cost of \$8289.98, which was wholly covered by department budget allocations. These laptops are specifically designated for use by students enrolled in CAS 300 and 301 when assigned to the EC-25 room (one of two rooms whose scheduling is completely controlled by the Department). These two courses often

require the use of computers, and it was determined that having laptops for students who do not have their own to use during those sessions greatly benefits instruction.

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

The Department maintains a small collection of books and videos for course use. However, the majority of primary and secondary source materials utilized by CAS faculty are provided by the Pollak campus library. A librarian specifically assigned to CAS supports CAS student learning goals through direct library instruction, most commonly during students' CAS 300 and 301 coursework. Almost all empirical resources that students access for their courses are now accessible and downloadable via relevant library databases (e.g., PsycINFO, PsycArticles).

VII. Long-term Plans

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

- Developed and implemented change to the Bachelor of Science degree designation from Child and Adolescent Development (CHAD) to Child and Adolescent Studies (CAS) to better reflect the breadth of the major.
- Revised Student Learning Objectives, specifically adding Cultural Competence to programmatic assessment
- Developed, submitted, approved, and implemented a new Adolescent Development minor.
- Completed a significant Department website update to include a new tab on Diversity and Equity, as well as new sections on CAS Research and Undergraduate Opportunities in Research, the Peer Mentor Program, and APA Tutorials.
- Held bi-annual faculty retreats to promote review of program goals and outcomes and to articulate strategies for enhancing student learning and professional development.
- Identified a CAS Social Coordinator to organize social activities to allow for faculty bonding and collaboration.
- Successfully hired multiple tenure-track faculty members and promoted many to tenure and full professor status.
- Co-hosted multiple alumni mixers to connect alumni and current students and increase alumni engagement.
- Collaborated with various College of Health and Human Development majors to develop the Peer Mentor Program, the largest and longest operating such program on the campus, and submitted, approved and implemented a new course (CAS 399) to accompany the student training for the Peer Mentor Program.
- Developed and implemented a Peer Advisor group.
- Developed a mission for a CAS Advisory Board and successfully recruited members to join the board.

- Created a new Diversity in Development committee to develop a Cultural Competence Framework that led to systematic curricular changes focused on topics of cultural competency.
- Developed, submitted, had approved, and implemented CAS 100---Introduction to the major/ First Year Experience Student Success course.
- Increased online access to advisors to accommodate student schedules and pandemic restrictions.
- Developed the Integrated Teacher Education Program (ITEP), allowing students to earn both a Bachelor of Science in Child and Adolescent Studies and a Credential in Special Education in two years.
- Participated in the development of three multi-disciplinary “Explore Core” courses for which faculty collaborate across colleges to provide CSUF students with a transformational educational experience.
- Supported the Child and Adolescent Studies Student Association (CASSA) by making it a department service opportunity to have two faculty members be co-advisors every year. Through CASSA students had the opportunity to participate in community service, professional development, and social events. CASSA also hosted several “CAS Chats” where students could meet CAS professors in a more informal setting.
- Recognized for our efforts for Diversity, Equitable, and Inclusive Practices by the College of Health and Human Development.
- Developed a special section of the advanced practicum course focused on behavioral intervention for children with ASD. In collaboration with the CSUF Center for Autism and CICE, developed partnerships with community-based agencies to provide practicum placements.
- Expanded practicum options to Costa Rica and Thailand available to all majors almost every year. Piloted other locations, including New Zealand, Germany, and Mexico. Obtained grants to support student travel each year ranging from \$30,000 to \$58,000.
- Obtained a Center for Internship and Community Engagement (CICE) Service-Learning Grant to develop the Child Developmental Checklist component of the Study Abroad Program in Costa Rica.
- Provided 3-WTUs of assigned time for scholarship in probationary years three through five to tenure-track faculty members.
- Developed, implemented, and assessed Faculty Community for Equity Practices pilot, leading to future collaborative effort with PERTS and the CollegeFutures Foundation.

A. Summarize the unit’s long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).

The seven-year plan that follows is aligned with university, college, and department priorities and is based on the Department’s central aims to continually improve the educational experience of students and to recruit, retain, and support the development and success of faculty in their teaching, scholarship, and service.

Student Learning. The department will continue to engage in intentional curricular and pedagogical professional development to enhance student learning and to determine which factors may impact course-level equity gaps. Furthermore, we continue to advocate for greater

resources from the College and University directed to major advising to improve advisement, given the research that clearly implicates effective advising in better retention and graduation rates. Students' participation in faculty research is well-understood as a high impact practice and provides for excellent preparation to those seeking post-baccalaureate degrees. The Department will continue to encourage student participation in faculty research as a tool of student development and engagement and will look for ways to further incentivize that for faculty. To that end, the CAS Research Strategic Team was created which developed several activities focused on enhancing student and faculty research (previously described on page 20). The Department will also continue to encourage student research by finding ways to adjust and/or increase the visibility of this opportunity whereby faculty can earn course release time through student research supervision.

A valuable component of students' scholarly and professional development involves the fieldwork practicum courses and Study Abroad offerings that complement traditional coursework. In the future, the Department may expand assessment efforts to better capture students' perception of their practicum experience via the Centers for Internships and Community Engagement (CICE) survey that was recently deployed, as well as folding in Study Abroad experiences into formal programmatic assessments. Finally, the Department will further explore curricular changes to coursework in order to meet the needs of CAS students and the likely changes to the post-graduation occupational landscape. Some of these curricular changes were previously described. Changes to some specific courses, such as CAS 301 (inquiry and methodology), involve developing a more circumscribed and focused coverage of topics, while other courses, such as CAS 300 (effective professional communication) may diversify coursework to better align with equity-minded pedagogies.

Scholarship. A significant challenge for CSU faculty overall, and those in our department in particular, is balancing an active research and scholarship agenda with the demands of teaching and service. The Department's goal is to support research and scholarly activities that advance understanding of child and adolescent development. The significant body of published research and the numerous external grant awards secured by CAS faculty speak to their productivity, talents, and hard work. The Department has made significant use of the college's Senior Research Development Officer, Dr. Lisa Lopez, who is shared with the other units in the college. The Department will continue to look for ways to engage the College in providing support for faculty's efforts at securing funds for their research endeavors. Additionally, creating greater opportunities and inspiration for collaborative research within the department, and across the college and campus, can serve to reduce the individual workload needed to pursue a research agenda

Faculty Service. The Department's faculty continues to invest considerable time in service to the discipline, both regionally and nationally, as well as to the campus, where CAS faculty routinely take on leadership roles as committee chairs and program leads (see CVs in Appendix D). While those efforts will no doubt continue, the Department will also examine the possibility of proactively aligning faculty service with the community demands when that can be reasonably accomplished. The Department will also examine how Department Personnel Standards (DPS) may intentionally or unintentionally contribute to the *cultural taxation* of minoritized faculty, who may be more often called to community service, making the accumulation of necessary university service more difficult when meeting RTP standards. Proposed revisions to the DPS

may also include greater year-to-year flexibility in the achieving the necessary number of service activities per year or the reclassification of some activities. The DPS is due for revision in the coming AY.

B. Explain how the long-term plan implements the University’s mission, goals and strategies and the unit’s goals.

The Department’s long-term plans implement University Goals 1 (Provide a transformative educational experience and environment for all students), 2 (Strengthen opportunities for student completion and graduation), 3 (Recruit and retain a high-quality and diverse faculty and staff), and 4 (Expand and strengthen our financial and physical capacity). More specifically, the Department’s plans (as detailed above in Section VII.A and Appendix F) to continue rigorous and comprehensive assessment of learning outcomes and to use the products of that insight to improve curricular and pedagogical practice supports University Goal 1. Continued efforts to engage in equity-minded pedagogical and curricular actions also implicates University Goal 1, as well as Goal 2 given research that indicates these efforts may close equity gaps in retention and graduation rates. In addition, the goal to seek additional advising resources from the college and the full utilization of upcoming advisement support in the form of a newly hired Student Services Professional also supports Goal 1.

The Department’s efforts to recruit a diverse and well-qualified pool of applicants for faculty searches implicates University Goal 3. Future searches will take advantage of search strategies developed by the Department’s Search Committee in AY 2020-2021, which not only resulted in the successful hires of two faculty members from historically underrepresented communities, but also were recognized as exemplary professional practices by the College’s Task Force for Climate and Culture of Inclusion in Fall 2021. The Department’s record of successful and timely promotion of faculty also speaks to this goal. Finally, the efforts to further engage the CAS Advisory Board and Alumni network to support the Department, including the possibility of external fund-raising supports Goal 4.

C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, and how it will collect and analyze such evidence.

The Department will continue with its robust and comprehensive program assessment efforts to determine how to improve the percentage of students that meet or exceed the criteria of success for the Student Learning Outcomes. Student retention, graduation rates, and time to degree metrics will be monitored, and the Department will work to improve each, as needed. More specifically, work will be continued to reduce equity gaps in these outcomes across the major demographic moderators of under-represented status, Pell grant status, and first-generation status. Currently the Department lacks information regarding students’ post-graduation outcomes, whether that is post-baccalaureate education or employment. At this time, the Department does not have sufficient resources to undertake such efforts to engage in the kind of alumni outreach and on-going data collection necessary to obtain this information. The University is best positioned to collect such data to share with the Department. The Department’s existing assessment process (evaluating program effectiveness and student learning) does not differentiate online from in-person classes. In the upcoming review period, the Department intends to explore whether such differentiation is justified and beneficial, but it will need to be

mindful of possible moderating factors (e.g., demographics of students/faculty who elect online versus in-person classes, methods of evaluating student learning).

The Department's history of successful and timely promotion of tenure/tenure-track faculty speaks to the support the department provides and the genuine collegiality afforded by CAS colleagues. In the period since the last review, the only faculty losses to the Department have come by way of advancement to high level administrative positions within the university or other CSUs. Nevertheless, the Department will continue to monitor the satisfaction of its faculty and staff, for example, through the use of a recent faculty and staff climate survey data administered by the College that was aimed at identifying challenges or obstacles to retention.

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

The limited ability for the Department to generate its own revenue (with the exception of participation in the CSU CourseMatch program), and the rules that generally prevent shifting funds from one budget category to another present significant challenges in long-term budget planning. The Department does not have the flexibility, on its own, to fundamentally increase the resources devoted to any long-term goal. Thus, the Department strongly encourages the university to provide maximum flexibility in shifting funds so that it can allocate funds to best meet departmental goals. One possibility of generating more of its own revenue is in the early planning stages. The CAS Advisory Board's Fall 2023 meeting will discuss a philanthropic strategy to secure funding for student, alumni, and faculty success, such as providing travel funding and scholarships. The budgetary resources that are needed to meet some of the critical short- and long-term goals of the Department are under the control of the College and University. The Department is very likely to request additional faculty lines every year for the next several years provided a stable growth in majors. The recent loss of two tenured faculty members to administrative positions, the announcement that another tenured faculty member plans to enter the Faculty Early Retirement Program (FERP), and the full retirement of one more tenured faculty member, necessitates new hires within the next three years to maintain the current tenure/tenure-track student-to-faculty ratio. At the same time, the Department recognizes it may face increased competition in recruiting students if another program's proposal (currently under review by the CSU) to offer a baccalaureate degree in education is approved. It is therefore prudent to explore plans for curricular revision and cross-program collaborations to continue making the CAS program attractive to students pursuing careers working with children and families in both educational and community-based settings.

Finally, as previously noted, the Department seeks to increase its advising capacity. Some of this need will be met by the incoming (Fall 22) Student Services Professional who will work as an academic advisor. However, this position will be shared with another program and is unlikely to satisfy the significant understaffing in advising that is currently experienced. The Department therefore will continue to seek additional advising staffing from the College in the near-term.

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2013	441	189	115
2014	508	198	75
2015	633	210	90
2016	738	261	84
2017	788	276	100
2018	946	302	93
2019	880	312	85
2020	1,009	528	153

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

Fall	# Applied	# Admitted	# Enrolled
2013	567	319	228
2014	568	257	183
2015	640	264	183
2016	760	346	228
2017	845	347	223
2018	756	295	181
2019	936	384	234
2020	940	521	246

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2013-2014	99.4	486.5	585.9
2014-2015	102.5	504.4	606.9
2015-2016	94.7	534.1	628.8
2016-2017	102.3	599.2	701.5
2017-2018	103.8	628.9	732.8
2018-2019	108.9	617.0	725.9
2019-2020	123.4	597.1	720.5
2020-2021	134.1	644.1	778.2

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per Headcount
2013-2014	285	254.2	940	753.6	1,225	1,007.8	0.82
2014-2015	286	255.6	968	790.4	1,253	1,046.0	0.83
2015-2016	270	240.0	1,013	826.6	1,283	1,066.6	0.83
2016-2017	253	224.9	1,157	939.8	1,409	1,164.7	0.83
2017-2018	281	256.5	1,179	963.0	1,460	1,219.5	0.84
2018-2019	285	256.6	1,175	956.2	1,459	1,212.8	0.83
2019-2020	270	249.3	1,186	968.7	1,455	1,218.0	0.84
2020-2021	319	296.3	1,207	1,018.9	1,526	1,315.3	0.86

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2010	82	42.7%	72.0%	78.0%	17.0%	-1.7%
2011	77	37.7%	77.9%	80.5%	-2.3%	4.1%
2012	82	37.8%	65.9%	74.4%	32.1%	23.7%
2013	111	36.9%	68.5%	81.1%	6.3%	0.6%
2014	74	37.8%	75.7%	77.0%	6.2%	-3.9%
2015	88	40.9%	68.2%	68.2%	7.5%	12.0%
2016	83	55.4%	81.9%	N/A	N/A	N/A
2017	99	48.5%	N/A	N/A	N/A	N/A

**Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2010 non-UR six-year graduation rate – 2010 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 2 Years	In 3 Years	In 4 Years	By Pell Status	By UR Status
2012	171	54.4%	78.4%	82.5%	4.9%	-1.2%
2013	229	54.1%	78.6%	82.5%	7.1%	2.1%
2014	185	65.9%	88.1%	91.4%	-1.6%	4.2%
2015	184	69.0%	87.5%	90.2%	2.2%	4.1%
2016	228	54.4%	80.7%	87.7%	5.5%	6.2%
2017	224	56.7%	82.1%	87.1%	-5.8%	1.8%
2018	182	59.9%	82.4%	N/A	N/A	N/A
2019	234	64.5%	N/A	N/A	N/A	N/A

**Note: Equity gap is calculated as the percentage point difference in four-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR four-year graduation rate – 2012 UR four-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2014-2015	411
2015-2016	434
2016-2017	436
2017-2018	471
2018-2019	528
2019-2020	515
2020-2021	510

APPENDIX B. GRADUATE DEGREE PROGRAMS

Not applicable.

APPENDIX C. FACULTY

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

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2014	9	4	0.5	0.0	6	19.0
2015	10	4	2.5	0.0	7	21.0
2016	9	6	0.0	0.5	7	21.1
2017	10	4	0.0	0.5	6	19.5
2018	11	5	0.0	0.5	5	20.5
2019	13	6	0.5	0.5	6	24.5
2020	12	6	0.0	0.5	6	23.5

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty.

Natsuki Atagi – Curriculum Vitae

Office Phone: (657) 278 - 5832 | **Email:** natagi@fullerton.edu

Address: California State University, Fullerton, Department of Child & Adolescent Studies,
800 N. State College Blvd., P.O. Box 6868, Fullerton, CA 92834

EDUCATION

- 2017 **Ph.D., University of California, Los Angeles**
Psychology with an emphasis in Developmental Psychology
Minor and Doctoral Certificate in Culture, Brain, & Development
- 2012 **M.A., University of California, Los Angeles**
Psychology with an emphasis in Developmental Psychology
- 2010 **B.A. with Highest Distinction and General Honors, Indiana University Bloomington**
Psychology with Departmental Honors and **Gender Studies**
Minor in Spanish

ACADEMIC APPOINTMENTS

- 2019-Present **Assistant Professor**, CSU Fullerton, Dept. of Child & Adolescent Studies
- 2019-2020 **Assistant Research Psychologist**, UC Riverside, Dept. of Psychology
- 2017-2019 **Postdoctoral Research Fellow**, UC Riverside, Dept. of Psychology
- Spring 2016 **Lecturer**, CSU Northridge, Dept. of Child & Adolescent Development

OTHER ACADEMIC EMPLOYMENT

- 2016-2017 **Teaching Assistant Consultant**, UCLA Dept. of Psychology
- 2014-2017 **Graduate Writing Consultant**, UCLA Graduate Writing Center
- 2013-2016 **Teaching Assistant**, UCLA Dept. of Psychology
- 2010-2011 **Lab Manager**, IU Dept. of Psychological & Brain Sciences
Developmental Cognitive Neuroscience Lab, PI: Bennett I. Bertenthal
- Fall 2010 **Research Assistant**, IU Dept. of Speech & Hearing Sciences
Baby Language Lab, PI: Lisa Gershkoff
- Summer 2010 **Research Assistant**, Kinsey Institute
Sexual Psychophysiology Lab, PI: Julia Heiman

- 2008-2010 **Pre-advising Student Assistant for Summer Freshmen Advising**
- 2008-2010: IU Hutton Honors College
 - 2008 & 2009: IU Dept. of Psychological & Brain Sciences

PROFESSIONAL DEVELOPMENT CERTIFICATES

- 2021 Teaching Remotely Certificate (CSUF Faculty Development Center)
- 2020 New Faculty Support Series: 2019-2020 (CSUF Faculty Development Center)

GRANTS

- 2020-2021 **CSUF Junior Intramural Grant (3 WTUs / \$6,788)**
PI: Natsuki Atagi
Project: *The role of early language environments in bilingual toddlers' language development*
Award Period: 06/2020-06/2021
- 2017-2019 **NSF Postdoctoral Research Fellowship (\$138,000)**
PI: Natsuki Atagi, Co-PIs: Judith F. Kroll, Christine Chiarello, & Jessica Montag
Project: *The consequences of early language experience and literacy for adult learning and brain structure*
Grant number: SBE-1714925
Award Period: 07/01/2017-06/30/2019, NCE until 06/30/2020
- 2011-2016 **NSF Graduate Research Fellowship (\$132,000)**
Grant number: DGE-0707424
Award Period: 09/2011-08/2016
- 2015 **UCLA Graduate Division Research Travel Grant for Dissertation Data Collection (\$500)**
- 2014 **UCLA Graduate Division Graduate Summer Research Mentorship (\$6,000)**
Project: *The Relation Among Bilingualism, Math, and Executive Functioning*
- 2012-2013 **Research Seed Grant, Foundation for Psychocultural Research-UCLA Center for Culture, Brain, and Development (\$3,350)**
PI: Natsuki Atagi, Co-PI: Catherine M. Sandhofer
Project: *Bilingual Children's Development of Selective Trust*
Award Period: 01/01/2011-12/31/2012
- 2007-2010 **IU Hutton Honors College Undergraduate Grant Program**
- 2010: Professional Experience Internship Grant for Research (\$2,500)

- 2010: Thesis Research Grant (\$750)
- 2009: Teaching Internship Grant (\$1,000)
- 2008: Research Grant (\$2,500)
- 2007: Research Partnership Grant (\$750)

TRAVEL GRANTS FOR CONFERENCE TRAVEL

- 2017: Student Travel Award, Society for Research in Child Development
- 2015: Diversity Travel Award & Diversity Fellow, Cognitive Development Society
- 2013 & 2015: Travel Grant, UCLA Dept. of Psychology
- 2010: Student Travel Award, Conceptual Structure, Discourse and Language
- 2009: Student Travel Award, NSF & The Cognitive Science Society
- 2009: Travel Grant, IU Women in Science Program
- 2008 & 2009: Travel Grant, IU Hutton Honors College Undergraduate Grant Program

HONORS AND AWARDS

2017	Dena Chertoff Graduate Student Service Award, UCLA Dept. of Psychology
2015-2016	Distinguished University Fellowship, UCLA Dept. of Psychology
2012 & 2013	Finalist: Paul & Daisy Soros Fellowship for New Americans
2010	Sigma Xi, The Scientific Research Society
2010	Cheryl Burnham Buhler Excellence in Psychology, IU Dept. of Psychological & Brain Sciences
2010	Excellence in Honors Thesis Research Award, IU Dept. of Psychological & Brain Sciences
2010	Sigma Xi Undergraduate Research Award, IU
2010	Second Place Research Essay: Asian Pacific American Heritage Month Writing Contest, IU Asian American Studies Program & IU Asian Culture Center
2009	Phi Beta Kappa
2009	Won-Joon Yoon Memorial Scholarship, IU Office of the Vice President for Diversity, Equity, & Multicultural Affairs
2009	Theta Nu Xi Multicultural Sorority, Inc. Scholarship, IU
2009	Barbara C. Gray Scholarship Award for Best Undergraduate Paper in Gender Studies, IU Dept. of Gender Studies
2009	Caswell Family Scholarship for Excellence in Academic Achievement, Service, & Teaching, IU Hutton Honors College

2008-2009	Burnett/Masters Junior Scholarship for Excellence in Academic Achievement & Extracurricular Involvement, IU Hutton Honors College
2008	First Place: Undergraduate Social Science Presentation, 10 th annual IU Women in Science Program Research Day
2008	Psi Chi National Honor Society in Psychology
2006-2010	College of Arts and Sciences Dean's List (six semesters), IU
2006-2010	Indiana University Faculty Award Scholarship
2006-2010	Hutton Honors College, IU

PUBLICATIONS

* Indicates student or mentee author

- Macbeth, A., Higby, E., **Atagi, N.**, & Chiarello, C. (2021). Evidence for cognitive and brain reserve supporting executive control of memory in lifelong bilinguals. *Neuropsychologia*, 160, 107958. <https://doi.org/10.1016/j.neuropsychologia.2021.107958>
- Atagi, N.**, & Johnson, S. P. (2020). Language experience is associated with visual attention to speakers. *Brain Sciences*, 10(8), 550. <https://doi.org/10.3390/brainsci10080550>
- Atagi, N.**, & Sandhofer, C. M. (2020). Early language environments predict aspects of explicit language awareness development. *Language Learning*, 70(2), 464-505. <https://doi.org/10.1111/lang.12381>
- Schonberg, C., **Atagi, N.**, & Sandhofer, C. M. (2018). Two-year-olds' executive functioning: The influence of task-specific vocabulary knowledge. *Infant Behavior and Development*, 53, 33-42. <https://doi.org/10.1016/j.infbeh.2018.09.004>
- Takahesu Tabori, A. A., Mech, E. N., & **Atagi, N.** (2018). Exploiting language variation to better understand the cognitive consequences of bilingualism. *Frontiers in Psychology*, 9, 1686. <https://doi.org/10.3389/fpsyg.2018.01686>
- Tsang, T., **Atagi, N.**, & Johnson, S. P. (2018). Mouth-looking supports expressive language skills in monolingual and bilingual infants. *Journal of Experimental Child Psychology*, 169, 93-109. <https://doi.org/10.1016/j.jecp.2018.01.002>
- Atagi, N.**, DeWolf, M., Stigler, J. W., & Johnson, S. P. (2016). The role of visual representations in college students' understanding of mathematical notation. *Journal of Experimental Psychology: Applied*, 22(3), 295-304. <https://doi.org/10.1037/xap0000090>
- Atagi, N.**, Goldenberg, E. R., & Sandhofer, C. M. (2016). Children's use of linguistic information when learning in a bilingual context. *Journal of Experimental Child Psychology*, 144, 199-208. <https://doi.org/10.1016/j.jecp.2015.11.005>
- Atagi, N.**, & Sandhofer, C. M. (2015). Characterizing Japanese parents' numeral classifier input and its effects on children's classifier and number learning. *Psychology of Language and Communication*, 19(2), 101-127. <https://doi.org/10.1515/plc-2015-0007>

Atagi, N., Sethuraman, N., & Smith, L. B. (2009). Conceptualizations of gender in language. In N.A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp.1804-1809). Austin, TX: Cognitive Science Society.

PEER-REVIEWED BOOK CHAPTERS

Atagi, N., & *Rochanavibhata, S. (in press). The role of diverse linguistic experiences in young children's cognitive and language development. To appear in E. B. Bauer, L. Sánchez, Y. Wang, & A. Vaughn (Eds.), *A transdisciplinary lens for bilingual education: Bridging cognitive, sociocultural, and sociolinguistic approaches to enhance student learning*. Routledge.

Sandhofer, C. M., **Atagi, N.**, Schonberg, C., & Slone, L. K. (2016). Developmental psychology (Cognitive). In D. S. Dunn (Ed.), *Oxford Bibliographies in Psychology*. Oxford University Press. <https://doi.org/10.1093/OBO/9780199828340-0180>

SUBMITTED MANUSCRIPTS

*Rochanavibhata, S., **Atagi, N.**, Schonberg, C., & Sandhofer, C. M. (under review). The role of syntactic cues in monolingual and bilingual two-year-olds' novel word learning.

Atagi, N., & Sandhofer, C. M. (under review). Children's performance on a semi-naturalistic attentional task is affected by bilingual status, language fluency, and grade level.

Macbeth, A., Bruni, M. R., De La Cruz, B., Montag, J. L., **Atagi, N.**, Robbins, M. L., & Chiarello, C. (under review). How real-world language use relates to self-report and laboratory measures of bilingualism.

Macbeth, A., Bruni, M. R., De La Cruz, B., Erens, J. A., **Atagi, N.**, Robbins, M. L., Chiarello, C., & Montag, J. L. (under revision). Using the Electronically Activated Recorder (EAR) to capture the day-to-day linguistic experiences of young adults.

CONFERENCE PRESENTATIONS

* Indicates student or mentee author

SELECTED TALKS

Chiarello, C., Macbeth, A., Bruni, M., **Atagi, N.**, Mech, E. N., Sarkis, J., Montag, J., Karan, A., & Robbins, M. (2018, November). *Lend me your EAR: An experience sampling method to investigate natural speech*. Paper presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Atagi, N., Bice, K., Mech, E. N., *Lee, D., & Kroll, J. F. (2018, February). Learning by listening or reading: The effects of language & literacy experiences on new learning. In E. Higby (Symposium Chair), *Heritage speakers' language processing and language learning*.

Symposium conducted at the Third International Conference on Heritage/Community Languages, Los Angeles, CA.

Atagi, N., & Sandhofer, C. M. (2015, May). *Bilingualism and mathematics: Bilingual children show advantages in arithmetic*. Paper presented at the 10th Annual Symposium on Cognition and Language Development, Irvine, CA.

SELECTED POSTERS

*Ibrahim, M., *Hsu, T., **Atagi, N.**, Mech, E. N., Rossi, E., & Kroll, J. F. (2019, June). *The impact of intensive language training and immersion on new language learning*. Poster presented at the 14th Annual Symposium on Cognition and Language Development, Los Angeles, CA.

*Le, T., *Conanan, J., Macbeth, A., Higby, E., **Atagi, N.**, & Kroll, J. F. (2019, June). *How do early language experiences impact vocabulary in young and older adulthood?* Poster presented at the 14th Annual Symposium on Cognition and Language Development, Los Angeles, CA.

*Guerra, M., *Lee, D., Macbeth, A., Higby, E., **Atagi, N.**, & Kroll, J. F. (2019, June). *Do early language experiences shape reading efficiency in young and older adulthood?* Poster presented at the 14th Annual Symposium on Cognition and Language Development, Los Angeles, CA.

Atagi, N., Mech, E. N., Macbeth, A., Bruni, M., Sarkis, J., Montag, J., Karan, A., Robbins, M., & Chiarello, C. (2018, November). *The effects of literacy experiences on bilinguals' everyday speech*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Macbeth, A., **Atagi, N.**, Bruni, M., Mech, E. N., Sarkis, J., Karan, A., Robbins, M., & Chiarello, C. (2018, November). *How bilingual language use relates to social network size and diversity*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Bruni, M., Macbeth, A., **Atagi, N.**, Mech, E. N., Sarkis, J., Montag, J., Karan, A., Robbins, M., & Chiarello, C. (2018, November). *Does self-report predict bilingual language use?* Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

*Kline, N., **Atagi, N.**, Bushmakin, M. A., & Sandhofer, C. M. (2018, July). *Developmental differences in semantic search strategies between monolingual and bilingual children*. Poster presented at the 40th Annual Conference of the Cognitive Science Society, Madison, WI.

Slone, L. K., **Atagi, N.**, & Sandhofer, C. M. (2017, April). *Selection, memory, and inhibition processes in young children's novel word learning*. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

- *Davis, C. R., **Atagi, N.**, & Sandhofer, C. M. (2016, April). *Effects of noun etymology and conceptual kind on gender conceptualizations*. Poster presented at The Annual Meeting of the Western Psychological Association, Long Beach, CA.
- Atagi, N.**, & Sandhofer, C. M. (2015, July). *Cognitive flexibility in mathematics: Bilingual children show cognitive advantages*. Poster presented at the 37th Annual Conference of the Cognitive Science Society, Pasadena, CA.
- *Yamagiwa, Y., **Atagi, N.**, & Sandhofer, C. M. (2015, March). *What is this? Bilingual children's picture naming in a semi-naturalistic setting*. Poster presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- *Ramos, M., **Atagi, N.**, Slone, L. K., & Sandhofer, C. M. (2014, May). *Object labeling: massed versus spaced learning*. Poster presented at the 9th Annual Symposium on Cognition and Language Development, Los Angeles, CA.
- *White, S., **Atagi, N.**, & Sandhofer, C. M. (2014, May). *The development and generalizability of children's switching ability on an every day math task*. Poster presented at the 9th Annual Symposium on Cognition and Language Development, Los Angeles, CA.
- Boyer, T. W., **Atagi, N.**, & Bertenthal, B. I. (2011, November). *Reflexive orienting to pointing hands and arrows*. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

SPEAKING INVITATIONS

- Atagi, N.** (2022, March). *Bilingualism and cognition across the lifespan*. Lecture to be given at the Osher Lifelong Learning Institute, CSUF.
- Atagi, N.** (2017, December). *The effects of early language experiences on language and cognitive development*. Talk presented at Cognitive Brown Bag, UC Riverside.
- Atagi, N.**, & Goldenberg, D. (2016, September). *Academic writing and the writing process*. Professional development talk presented at Developmental Psychology Forum, UCLA.
- Atagi, N.** (2016, January). *Writing conference abstracts*. Professional development talk presented at The Undergraduate Research Journal in Psychology Workshop, UCLA.
- Atagi, N.** (2015, November). *The role of language experience in cognitive development*. Talk presented at Developmental Psychology Forum, UCLA.
- Atagi, N.** (2015, November). *Children use linguistic information about speakers when learning in a bilingual context*. Talk presented in Psych 130: Developmental Psychology, UCLA.
- Atagi, N.** (2015, July). *Mathematical cognitive advantages in bilingual children*. Talk presented in Psych 131: Research in Developmental Psychology, UCLA.
- Atagi, N.** (2010, May). *Indiana University Class of 2010: Reaching your full potential*. Speech delivered at the One Hundred Eighty-first Indiana University Commencement Ceremony, IU.

Atagi, N. (2009, April). *Dedication to Mr. Hutton*. Speech delivered at the Hutton Honors College Building Dedication Ceremony, IU.

TEACHING EXPERIENCE

CHILD & LIFESPAN DEVELOPMENT COURSES TAUGHT

- | | |
|--------------------|--|
| Instructor | <ul style="list-style-type: none">• <i>Child Development from Conception to Age 8</i><ul style="list-style-type: none">• CSUF: F19, Sp20, F20, Sp21, F21, Sp22• <i>Research Methods in Child & Adolescent Studies</i><ul style="list-style-type: none">• CSUF: F19, Sp20, F20, F21• CSUN: Sp16• <i>Human Growth & Development</i><ul style="list-style-type: none">• CSUF: Su20, Su21• <i>Language & Identity</i><ul style="list-style-type: none">• UCLA: W17 |
| Teaching Assistant | <ul style="list-style-type: none">• <i>Developmental Psychology</i><ul style="list-style-type: none">• UCLA: F15, W16, Su16• IU: Sp08• <i>Infant & Toddler Development and Care</i><ul style="list-style-type: none">• UCLA: Sp13• <i>Development, Education, & Care of Preschool-Age Children</i><ul style="list-style-type: none">• UCLA: Su13• <i>Culture & Human Development</i><ul style="list-style-type: none">• UCLA: Sp14 |

PROFESSIONAL DEVELOPMENT COURSES & WORKSHOPS TAUGHT

- | | |
|-----------------|--|
| Instructor | <ul style="list-style-type: none">• <i>Elements of Effective Professional Communication</i><ul style="list-style-type: none">• CSUF: Sp22• <i>Presentation of Psychological Materials</i><ul style="list-style-type: none">• UCLA: Sp16, F16, W17, Sp17 |
| Workshop Leader | <ul style="list-style-type: none">• <i>CSUF Writing Across the Curriculum Thesis Writing Retreat</i> (2021-Present)<ul style="list-style-type: none">• <i>Writing Time Management</i>• <i>UCLA Graduate Writing Center Workshops</i> (2014-2017)<ul style="list-style-type: none">• <i>Strategies for Writing Scientific Papers</i>• <i>Introduction to Publishing Journal Articles</i>• <i>Strategies for Writing the Sciences Dissertation Proposal</i>• <i>Writing the Sciences Dissertation: Process & Structure</i>• <i>General Fellowship & Grant Writing in the Sciences</i> |

- *Applying for the Paul & Daisy Soros Fellowship for New Americans*
- *Applying to & Writing for NIH Training Fellowships*
- *Applying to & Writing for NSF Postdoctoral Research Fellowships*
- *Applying to & Writing for the UC President's Postdoctoral Fellowship Program*
- *Preparing for the Academic Job Market: Writing Research & Teaching Statements*

OTHER COURSES TAUGHT

- Teaching Assistant
- ***Introduction to Psychology***
 - UCLA: W14
 - IU: F08
 - ***Introduction to Cognitive Science***
 - IU: F09
 - ***Research Methods in Psychology***
 - UCLA: F13
 - ***Sociology of Asian Americans***
 - IU: Sp09

GUEST LECTURES

- | | |
|------|---|
| 2020 | <i>Variability in Monolingualism</i> (Guest Discussant)
LGCS 185: Topics in Cognitive Science: Bilingual Cognition, Pomona College |
| 2017 | <i>Multilingual Development</i> (Guest Discussant)
Psych 242: Language and Communication (Graduate course), UCLA |
| 2016 | <i>Writing Introductions</i>
CDV 420: Method and Analysis in Child Study, CSU Dominguez Hills |
| 2016 | <i>Validity & Reliability / Reporting Research</i>
CADV 380: Method and Analysis in Child Study, CSU Northridge |
| 2015 | <i>Reporting Research</i>
CDV 420: Method and Analysis in Child Study, CSU Dominguez Hills |
| 2014 | <i>Language Development</i>
PSY 361: Child and Adolescent Development, CSU Long Beach |
| 2014 | <i>Language and Thought / Intelligence</i>
Psych 10: Introductory Psychology, UCLA |
| 2013 | <i>Mathematical Thinking and Learning</i>
Psych 134B: Dev., Educ., & Care of Preschool-Age Children, UCLA |
| 2013 | <i>Culture, Family, and Providers</i> |

	Psych 134A: Infant and Toddler Development and Care, UCLA
2010	<i>How Language Facilitates and Hinders Our Understanding of Food</i> HON-H205: Food for Thought: The Cognitive Science of Eating, IU
2009	<i>Let's Talk Food: Language, Thought, and Food</i> HON-H205: Food for Thought: The Cognitive Science of Eating, IU
2008	<i>Social and Child Welfare</i> PSY-P315: Developmental Psychology, IU

MENTORSHIP

Total number of students mentored to date	91
Undergraduate students at CSU Fullerton	20
<i>in teaching (as course assistants)</i>	8
<i>in research (as research assistants)</i>	12
Undergraduate students at UC Riverside	13
Undergraduate students at UCLA	57
Master's students at UCLA	1
Mentees who matriculated into graduate programs	24
Ph.D. programs in Psychology & related fields	6
Doctorate programs in medical fields (e.g., M.D., O.D.)	3
Master's programs in Experimental Psychology	2
Master's programs in Linguistics	2
Master's programs in Communication Disorders	3
Master's programs in Education	3
Master's programs in Clinical/Counseling Psychology	1
Other Master's programs	4
Teaching Credential programs	2
Mentees who completed theses, capstone papers, & independent projects	11
UCLA Psychology undergraduate honors thesis	4
Kalamazoo College senior capstone paper	1
Independent research project	6
Mentees who participated in research pipeline programs	8
CSUF Summer Undergraduate Research Academy	1
CSU Sally Casanova Predoctoral Scholar	1
McNair Scholar	1
NSF Partners in International Research and Education at UC Riverside	1
UCLA Psychology Research Opportunities Program	4
Mentees who were accepted into prestigious professional programs	4
Fulbright English Teaching Assistant	1

NIH Academy Enrichment Program	1
Teach for America	2
Mentees who procured positions as lab & research project managers	3

MENTEE HONORS & AWARDS

2021	CSUF Summer Undergraduate Research Academy to Christine Kim Award Period: 06/2021-08/2021 Project title: <i>Examining bilingual toddlers' home language environments and vocabulary development</i>
2019	NSF Partners in International Research and Education Fellowship to Tzu-Ning Vicky Hsu Award Period: 01/2019-03/2019 To support international research collaboration between UC Riverside (USA) and the University of Groningen (The Netherlands)
2017	UCLA Psychology Best Honors Thesis Award to Naomi Kline Undergraduate Honors Thesis: <i>The effects of childhood bilingualism on semantic fluency</i>
2015	NSF Graduate Research Fellowship to Sarah White Award Period: 09/2015-08/2020 (<i>Received as incoming graduate student</i>)
2014	UCLA Undergraduate Research Scholar Thesis Award to Sarah White Undergraduate Honors Thesis: <i>Do children's switching abilities generalize to an everyday math task?</i>

UNIVERSITY SERVICE ACTIVITIES

DEPARTMENTAL SERVICE

2021-2022	<i>Faculty Coordinator, CAS Student Tutoring Program (CSUF Dept. of Child & Adolescent Studies)</i>
2021	CAS 325A Committee (CSUF Dept. of Child & Adolescent Studies)
2020-2021	CAS SOQ Committee (CSUF Dept. of Child & Adolescent Studies)
2019-2020	CAS Research Strategic Team (CSUF Dept. of Child & Adolescent Studies)
2016-2017	Teaching Innovations Committee (UCLA Dept. of Psychology)
2016-2017	<i>Graduate Student Mentor, Undergraduate Research Journal of Psychology (UCLA Dept. of Psychology)</i>
2012-2013	Developmental Forum Speaker Series Organizing Committee (UCLA Dept. of Psychology)

2012 Developmental Area Prospective Student Weekend Organizing
Committee (UCLA Dept. of Psychology)

COLLEGE SERVICE

2020-2021 HHD Jr./Sr. Grant Review Committee (CSUF College of Health & Human
Development)

2020-2022 HHD Student Research Showcase Subcommittee (CSUF College of
Health & Human Development)

2020-Present HHD Research Committee (CSUF College of Health & Human
Development)

2019-Present HHD Student Writing Task Force (CSUF College of Health & Human
Development)

2010 Subcommittee on Undergraduate Teaching Assistants & Graders
(Committee on Undergraduate Education, IU College of Arts &
Sciences)

2010 Diversity Day Committee on the Culture Studies General Education
Curriculum Change (IU College of Arts & Sciences)

2008-2010 IU College of Arts & Sciences Student Advisory Board

2007-2010 IU Hutton Honors College Student-Faculty Extracurricular Programs
Planning Committee

UNIVERSITY SERVICE

2021-2023 *HHD Representative*, Library Committee (CSUF Pollak Library)

2021-Present *Workshop Leader*, Thesis Writing Retreat (CSUF Writing Across the
Curriculum)

2020 *Panelist*, New Faculty Orientation panel discussion on being a tenure-
track faculty member (CSUF Faculty Development Center)

2015 *Moderator*, Equity, Inclusion, and Diversity Day panel discussion on
graduate student life in STEM fields (UCLA Graduate Student
Association & Graduate Student Resource Center)

2013 & 2015 *Panelist/Moderator*, Equity, Inclusion, and Diversity Day panel discussion
on graduate fellowships and funding (UCLA Graduate Student
Association & Graduate Student Resource Center)

COMMUNITY SERVICE ACTIVITIES

2020-Present CSUF CAS Representative, Santiago Canyon College Child Development
Program Advisory Board

2017-2019 Bilingualism Matters at UCR
2011-2017 Blogger, UCLA Psychology in Action (www.psychologyinaction.org)

PROFESSIONAL SERVICE ACTIVITIES

AD HOC REVIEWER

Annals of the New York Academy of Sciences; Applied Psycholinguistics; Child Development; Cognitive Linguistics; Developmental Psychology; Developmental Review; Frontiers in Psychology; Journal of Cognition; Journal of Cognition and Development; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Memory and Language; Urban Education

EDITORIAL BOARD

- 2021-2023 Review Editor for *Frontiers in Developmental Psychology*

FELLOWSHIP & AWARDS REVIEWER

- 2020 & 2021 NSF Reviewer
- 2017 & 2020 SRCD Student & Early Career Council Dissertation Research Funding Awards

CONFERENCE SUBMISSION REVIEWER

- 2019 & 2021 Biennial Meeting of the Society for Research in Child Development
- 2015-2021 Annual Meeting of the Cognitive Science Society
- 2019 Biennial Meeting of the Cognitive Development Society
- 2017 Southern California Conferences for Undergraduate Research

CONFERENCE ORGANIZING

- 2014 & 2016 Symposium on Cognition and Language (SOCAL) Development
 - Annual Southern California regional conference on language & cognitive development
 - Responsibilities: publicized conference, created & maintained conference website, managed & reviewed submissions, managed registration

CONFERENCE SYMPOSIUM ORGANIZING

Atagi, N. (2013, April). Symposium Chair. *Bridging the Gap Between Number Representation and Language Learning*. 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Sera, M. D., & **Atagi, N.** (2011, March). Symposium Co-chairs. *Towards Understanding the Dynamics Between Developing Words and Concepts*. 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

CONFERENCE WORKSHOP PANELIST/DISCUSSION LEADER

- 2019 Biennial Meeting of the Cognitive Development Society, *Promoting Diversity in Cognitive Developmental Science Workshop: Diversity on the Job Market*

PROFESSIONAL AFFILIATIONS

Cognitive Development Society (CDS)

Society for Research in Child Development (SRCD)

International Mind, Brain, and Education Society (IMBES)

International Congress of Infant Studies (ICIS)

The Cognitive Science Society

Psychonomic Society

Women in Cognitive Science (WiCS)

Sigma Xi

Jason K. Baker, Ph.D.

Associate Professor of Child & Adolescent Studies
Co-Director, Center for Autism
California State University, Fullerton
jbaker@fullerton.edu; 657-278-7966

CURRENT POSITIONS:

2017 – present Associate Professor of Child & Adolescent Studies, California State University, Fullerton
2011 – 2017 Assistant Professor of Child & Adolescent Studies, California State University, Fullerton
2013 – present Co-Director & Co-Founder, Center for Autism, California State University, Fullerton

EDUCATION:

2007 **Ph.D., Psychology**, Pennsylvania State University
Major: *Clinical Psychology*; Minor: *Developmental Psychology*
2007 **Clinical Psychology Internship**, UCLA Semel Institute & David Geffen School of Medicine
2003 **M. S., Psychology**, Pennsylvania State University
1996 **B. A., Psychology, cum laude**, University of California, Los Angeles (UCLA)

POSTDOCTORAL POSITIONS:

2009 – 2011 **NICHD Postdoctoral Fellow in Developmental Disabilities Research**
Waisman Center, University of Wisconsin-Madison
2008 – 2009 **NICHD Postdoctoral Fellow in Applied-Developmental Psychology**
Department of Psychology, University of Miami
2007 – 2008 **Postdoctoral Assistant Research Professor**
Family Study Center, University of South Florida, St. Petersburg.

RESEARCH

RESEARCH GRANTS

Federal Grants Received:

Arousal Tendencies and Individual Differences in Autism Spectrum Disorder (PI)
National Institute of Child Health and Human Development (NICHD/NIH) R15 AREA Award
Award Period: 4/1/2016 – 3/31/2019
Award Amount: \$412,667

Intramural Grants Received:

NICHD proposal in autism research (PI)
ASPIRE award, College of Health and Human Development, CSUF
Period: AY 18-19; Award amount: 3WTUs

Psychophysiological Predictors of Treatment Response in Autism Spectrum Disorder (PI)
Intramural Junior Faculty Research Award, Cal State Fullerton.

Period: AY 18-19; Award amount: \$5,000

Center for Autism Research (Co-I)

Centers and Institutes Extramural Funding Initiative

Period: AY 14-15; Award amount: \$7,807

NICHHD proposal in autism research (PI)

Incentive Intramural Research Grant, Cal State Fullerton

Period: AY 14-15; Award amount: \$9,972

The development of social cognition in young children with autism spectrum disorder; Center for Autism (Co-I).

Center & Institutes Planning Grant, Cal State Fullerton.

Period: AY 13-14; Award amount: \$9,624

Multi-method examination of stress regulation in children with autism spectrum disorders (PI)

Intramural Junior Faculty Research Award, Cal State Fullerton.

Period: AY 12-13; Award amount: \$4,955 + 3WTUs

Emotion co-regulation in families of children with fetal alcohol spectrum disorders (PI)

Waisman Center, University of Wisconsin-Madison, Palmer Grant Funds.

Period: 5/1/10 – 8/17/11; Award amount: \$50,000

PEER-REVIEWED PUBLICATIONS: (*Student author)

Schiltz, H. K.,* Fenning, R. M., Erath, S. A. & **Baker, J. K.**. *Parasympathetic functioning and risk for sleep problems in children with ASD*. Manuscript under review.

Schiltz, H. K.,* Fenning, R. M., Erath, S. A. & **Baker, J. K.** *Electrodermal activity moderates sleep-behavior associations in children with autism spectrum disorder*. Revision under review.

Alostaz, J.*, **Baker, J.K.**, Fenning, R.M., Neece, C.L., & Zeedyk, S.M. (2021). Parental coping as a buffer between child factors and emotion-related parenting in families of children with autism spectrum disorder. *Journal of Family Psychology*. Online ahead of print. <https://doi.org/10.1037/fam0000757>

Moffitt, J.M.* , **Baker, J.K.**, Fenning, R.M., Erath, S.A., Messinger, D.S., Zeedyk, S.M., Paez, S.A.* & Seel, S.* (2021). Parent emotion socialization and psychophysiological arousal patterns in children with autism spectrum disorder. *Research in Child & Adolescent Psychopathology; Special Issue on Transdiagnostic Implications of Parent Socialization of Child and Adolescent Emotional Development*. Online ahead of print. <https://doi.org/10.1007/s10802-020-00745-1>

Baker, J.K., Fenning, R.M., Erath, S.A., Baucom, B., Messinger, D.S., Moffitt, J.M.,* Kaeppler, A.,* & Bailey, A.* (2020). Respiratory sinus arrhythmia, parenting, and externalizing behavior in children with autism spectrum disorder. *Autism*, 24, 109-120. doi: 10.1177/1362361319848525

Fenning, R.M., Erath, S.A., **Baker, J.K.**, Messinger, D.S., Baucom, B., Moffitt, J.,* & Kaeppler, A.* (2019). Sympathetic-parasympathetic interaction and externalizing problems in children with autism spectrum disorder. *Autism Research*, 12, 1805-1816. doi: 10.1002/aur.2187

Baker, J.K., Fenning, R.M., & Moffitt, J.* (2019). Brief report: A cross-sectional examination of the internalization of emotion co-regulatory support in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49, 4332-4338. doi 10.1007/s10803-019-04091-0

Baker, J.K., Fenning, R.M., Howland, M.A.,* & Huynh, D.* (2019). Parental criticism and behavior problems in children with autism spectrum disorder. *Autism*, 23, 1249-1261. doi: 10.1177/1362361318804190

Fenning, R.M., **Baker, J.K.**, & Moffitt, J.* (2018). Intrinsic and extrinsic predictors of emotion regulation in

- children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48, 3858-3870. doi: 10.1007/s10803-018-3647-1
- Baker, J.K.**, Fenning, R.M., Erath, S.A., Baucom, B.R., Moffitt, J. M.,* & Howland, M.A.* (2018). Sympathetic under-arousal and externalizing behavior problems in children with autism spectrum disorder. *Journal of Abnormal Child Psychology*, 46, 895-906. doi: 10.1007/s10802-017-0332-3
- Fenning, R.M., **Baker, J.K.**, Baucom, B.R., Erath, S.A., Howland, M.A.,* & Moffitt, J.M.* (2017). Electrodermal variability and symptom severity in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47, 1062-1072. doi: 10.1007/s10803-016-3021-0
- McDonald, N., **Baker, J.K.** & Messinger, D.S. (2016). Oxytocin and parent-child interaction in the development of empathy among children at risk for autism. *Developmental Psychology*, 52, 735-745. <http://doi.org/10.1037/dev0000104>
- Baker, J.K.**, Fenning, R.M., Howland, M.A.,* Baucom, B., Moffitt, J.,* & Erath, S.A. (2015). Brief Report: A pilot study of parent-child biobehavioral synchrony in autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45, 4140-4146.
- Fenning, R.M., **Baker, J.K.**, Baker, B.L., & Crnic, K.A. (2014). Parent-child interaction over time in families of young children with borderline intellectual functioning. *Journal of Family Psychology*, 28, 326-353. doi: 10.1037/a0036537
- Baker, J.K.**, Seltzer, M.M., & Greenberg, J. (2012). Behaviour problems, maternal internalising symptoms, and family relations in families of adolescents and adults with Fragile X Syndrome. *Journal of Intellectual Disability Research*, 56, 984-995. doi: 10.1111/j.1365-2788.2012.01580.x
- Hartley, S., Barker, E., **Baker, J.K.**, Seltzer, M.M., & Greenberg, J. (2012). Marital satisfaction and life circumstances of grown children with autism across 7 years. *Journal of Family Psychology*, 26, 688-697. doi: 10.1037/a0029354
- Fenning, R.M., & **Baker, J.K.** (2012). Mother-child interaction and resilience in children with early developmental risk. *Journal of Family Psychology*, 26, 411-420. doi: 10.1037/a0028287
- Greenberg, J., Seltzer, M.M., **Baker, J.K.**, Smith, L., Warren, S., Brady, N., & Hong, J. (2012). Family environment and behavior problems in children, adolescents, and adults with Fragile X Syndrome. *American Journal of Intellectual and Developmental Disabilities*, 117, 331-346. doi: 10.1352/1944-7558-117.4.331
- Fieldstone, L., Lee, M.,* **Baker, J.K.**, & McHale, J. (2012). Perspectives on parenting coordination: Views of parenting coordinators, attorneys, and judiciary members. *Family Court Review*, 50, 441-454. doi: 10.1111/j.1744-1617.2012.01459.x
- Baker, J.K.**, Seltzer, M.M., & Greenberg, J.S. (2011). Longitudinal effects of adaptability on behavior problems and maternal depression in families of adolescents with autism. *Journal of Family Psychology*, 25, 601-609. doi 10.1037/a0024409
- Baker, J.K.**, Smith, L.E., Greenberg, J.S, Seltzer, M.M., & Taylor, J.L. (2011). Change in maternal criticism and behavior problems in adolescents and adults with autism across a seven-year period. *Journal of Abnormal Psychology*, 120, 465-475. doi: 10.1037/a0021900
- Baker, J. K.**, Fenning, R. M., & Crnic, K. A. (2011). Emotion socialization by mothers and fathers: Coherence among behaviors and associations with parent attitudes and children's social functioning. *Social Development*, 20, 412-430. doi: 10.1111/j.1467-9507.2010.00585.x
- Baker, J. K.**, Messinger, D.S., Lyons, K.K., & Grantz, C. J.* (2010). A pilot study of maternal sensitivity in the context of emergent autism. *Journal of Autism and Developmental Disorders*, 40, 988-999. doi: 10.1007/s10803-010-0948-4

- Baker, J.K.,** Haltigan, J.D.,* Brewster, R.,* Jaccard, J., & Messinger, D.S. (2010). Non-expert ratings of infant and parent emotion: Concordance with expert coding and relevance to early autism risk. *International Journal of Behavioral Development, 34*, 88-95. doi: 10.1177/0165025409350365
- Baker, J.K.,** Messinger, D., Ekas, N., Lindahl, K., & Brewster, R.* (2010). Brief report: Non-expert ratings of family and parent-child interaction. *Journal of Family Psychology, 24*, 775-778. doi: 10.1037/a0021275
- Baker, J.K.,** McHale, J.P, Strozier, A., & Cecil, D. (2010). Mother-grandmother coparenting relationships in families with incarcerated mothers: A pilot investigation. *Family Process, 49*, 165-184. doi: 10.1111/j.1545-5300.2010.01316.x
- Baker, J.K.** & Crnic, K.A. (2009). Thinking about feelings: Emotion focus in the parenting of children with early developmental risk. *Journal of Intellectual Disability Research, 53*, 450-462. doi: 10.1111/j.1365-2788.2009.01161.x
- Talbot, J.A., **Baker, J.K.,** & McHale, J.P. (2009). Sharing the love: Prebirth adult attachment status and coparenting adjustment during early infancy. The transition to parenthood [Special issue]. *Parenting: Science & Practice, 9*, 56-77. doi: 10.1080/15295190802656760
- Frascarolo, F., Dimitrova, N., Zimmermann, G., Favez, N., Kuersten-Hogan, R., **Baker, J.,** & McHale, J. (2009). Présentation de l'adaptation française de « l'échelle de co-parentage » de McHale pour familles avec jeunes enfants. [Presentation of the French adaptation of McHale's Co-parenting Scale for families with young children]. *Neuropsychiatrie de l'enfance et de l'adolescence, 57*, 221-226. doi:10.1016/j.neurenf.2008.11.005
- Baker J. K.,** Fenning, R. M., Crnic, K. A., Baker, B. L., & Blacher, J. (2007). Prediction of social skills in 6-year-old children with and without developmental delays: Contributions of early regulation and maternal scaffolding. *American Journal on Mental Retardation, 112*, 375-391. doi: 10.1352/0895-8017(2007)112[0375:POSIY]2.0.CO;2
- Fenning, R.M., **Baker, J. K.,** Baker, B. L., & Crnic, K. A. (2007). Parenting children with borderline intellectual functioning: A unique risk population. *American Journal on Mental Retardation, 112*, 107-121. doi: 10.1352/0895-8017(2007)112[107:PCWBIF]2.0.CO;2
- Hoffman, C., Crnic, K. & **Baker, J.K.** (2006). Maternal depression and parenting: Implications for children's emergent emotion regulation and behavioral functioning. *Parenting: Science and Practice, 6*, 271-295. doi: /10.1207/s15327922par0604_1
- Baker, J. K.** & Crnic, K. A. (2005). The relation between mothers' reports of family-of-origin expressiveness and their emotion-related parenting. *Parenting: Science & Practice, 5*, 333-346. doi: 10.1207/s15327922par0504_2

BOOK CHAPTERS:

- Baker, J. K.,** Fenning, R.M., & Moffitt, J. (2019). Internalization of emotion co-regulatory support in children with autism spectrum disorder. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorder*. NY: Springer. Online ISBN: 978-1-4614-6435-8
- Fenning, R.M., **Baker, J.K.,** & Moffitt, J. (2019). Predictors of emotion regulation in children with autism spectrum disorder. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorder*. NY: Springer. Online ISBN: 978-1-4614-6435-8
- Messinger, D. Duvivier, L.L., Warren, Z., Mahoor, M., **Baker, J.,** Warlamount, A., & Ruvolo, P. (2014). Affective computing, emotional development, and autism. In R. Calvo, S. D'Mello, J. Gratch, and A. Kappas (Eds.), *The Oxford Handbook of Affective Computing*. Oxford University Press.

SELECTED RESEARCH PRESENTATIONS (Not presented in Teaching section; *Notes student):

- Schiltz, H.K.*, Fenning, R.M., Erath, S.A., & **Baker, J.K.** Electrodermal activity moderates sleep-behavior problem associations in children with ASD. In R. Fenning (Chair), *Restless pillows and ruffled minds: Sleep as a transdiagnostic predictor of youth functioning*. Collaborative Program Symposium presented at the 2021 Convention of the American Psychological Association (APA).
- Schiltz, H.K.*, Fenning, R.M., Erath, S.A., & **Baker, J.K.** *Respiratory sinus arrhythmia and sleep problems among children with ASD*. Poster presented at the 2021 Meeting for the International Society for Autism Research (INSAR).
- Preston, A.*, **Baker, J.K.**, Fenning, R.M., McGregor, H., Sanner, C., Chan, N., & Neece, C. *Parental distress and parenting quality in families of children with ASD: Evidence for potential compartmentalization*. Poster presented at the 2021 Meeting for the International Society for Autism Research (INSAR).
- Baker, J.K.** (Chair; 2020, August). *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the 2020 Convention of the American Psychological Association, virtual format.
- Baker, J.K.**, Benson, P., & Fenning, R.M. (2020, August). Understanding and measuring parenting for children with ASD: The Autism Five-Minute Speech Sample. In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the 2020 Convention of the American Psychological Association, virtual format.
- Moffitt, J.M.*, Seel, S.*, Paez, S.A.*, Zeedyk, S.M., Erath, S.A., Messinger, D.S., Fenning, R.M., & **Baker, J.K.** (2020, August). Emotion socialization and psychophysiological arousal patterns in children with ASD. In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the 2020 Convention of the American Psychological Association, virtual format.
- Fenning, R.M., **Baker, J.K.**, Erath, S.A., Moffitt, J.*, Kaeppler, A.*, Bailey, A.*, Garcia, A.*, Lee, S. M.*, & Patel, S.* (2019, August). Interactions between sympathetic and parasympathetic activity in the prediction of behavior problems in children with ASD. In R. Fenning (Chair), *Emotional arousal and comorbid behavior problems in children with autism*. Symposium presented at the 2019 Convention of the American Psychological Association (APA). Chicago, IL.
- Baker, J.K.**, Fenning, R.M., Erath, S.A., Baucom, B., Messinger, D.S., Moffitt, J.M.*, Kaeppler, A.*, & Bailey, A.* (2019, May). *Respiratory sinus arrhythmia, parenting, and externalizing behavior problems in children with ASD*. Poster presented at the 2019 Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Fenning, R.M., **Baker, J.K.**, Da Silva Colaco, K.*, Gonzalez, J.*, Orr, M.*, Moffitt, J.*, & Patel, S.* (2018, August). *Sleep problems, emotion dysregulation, and symptomatology in children with ASD*. Poster presented at the 2018 Convention of the American Psychological Association (APA). San Francisco, CA.
- Baker, J.K.**, Fenning, R.M., Howland, M.A.*, Frith, C.*, Huynh, D.*, & Moffitt, J.* (2018, August). Parental criticism, electrodermal activity, and behavior problems in children with autism spectrum disorder. In R. Fenning (Chair), *Biomarkers in clinical contexts for children with ASD*. Symposium presented at the 2018 Convention of the American Psychological Association (APA). San Francisco, CA.
- Baker, J.K.** (2018, April). Invited Discussant for R. Hastings (Chair), *Fathers of children with intellectual disability and autism spectrum disorder: Group risk, predictive factors, and coping strategies*. Symposium presented at the 2018 Gatlinburg Conference on Intellectual and Developmental Disabilities. San Diego, CA.
- Baker, J.K.**, Fenning, R.M., Howland, M.A.*, Frith, C.*, & Huynh, D.* (2018, April). *Expressed emotion and behavior problems in children with autism spectrum disorder*. Poster presented at the 2018 Gatlinburg Conference on Intellectual and Developmental Disabilities. San Diego, CA.

- Moffitt, J.*, **Baker, J.K.**, & Fenning, R.M. (2017, August). *A cross-sectional investigation of emergent emotion regulation in children with autism spectrum disorder*. Poster presented at the 2017 Convention of the American Psychological Association (APA). Washington D.C.
- Bailey, A.N.*, **Baker, J.K.**, Moffitt, J.*, Fenning, R.M., & Orr, M. (2017, August). *Child correlates of parental functioning in families of children with autism spectrum disorder*. Poster presented at the 2017 Convention of the American Psychological Association (APA). Washington D.C.
- Fenning, R.M., Moffitt, J.M.*, **Baker, J.K.**, & Partida, A.* (2017, August). *Psychophysiological reactivity and social information processing in children with ASD*. Poster presented at the 2017 Convention of the American Psychological Association (APA). Washington D.C.
- Orr, M.*, Bailey, A.*, Moffitt, J.*, Zeedyk, S., Fenning, R., & **Baker, J.K.** (2017, May). *The role of parent satisfaction with parenting efficacy in links between depressive symptoms and observed parenting in families of children with ASD*. Poster presented at the 2017 International Meeting for Autism Research (IMFAR), San Francisco, CA.
- Fenning, R., Moffitt, J.*, **Baker, J.K.**, Partida, Y.* (2017, May). *Hostile attributions of intent and comorbid behavior problems in children with ASD*. Poster presented at the 2017 International Meeting for Autism Research (IMFAR), San Francisco, CA.
- Baker, J.K.** (2016, August). Chair, *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the 2016 Convention for the American Psychological Association (APA). Denver, CO.
- Baker, J.K.**, Fenning, R.M., Moffitt, J.M.*, & Bailey, A.* (2016, August). Arousal reactivity, regulation, and behavior problems in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the 2016 Convention for the American Psychological Association (APA). Denver, CO.
- Fenning, R.M., **Baker, J.K.**, Baucom, B., & Moffitt, J.* (2016, August). Electrodermal variability and symptom severity in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the 2016 Convention for the American Psychological Association (APA). Denver, CO.
- Fenning, R. M., Moffitt, J.*, & **Baker, J. K.** (2016, August). *Theory of mind, executive functioning, and aggressive behavior in children with ASD*. Poster presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Bailey, A.*, Moffitt, J.*, **Baker, J.K.**, & Fenning, R.M. (2016, April). *Exposure to interparental conflict and behavior problems in children with ASD*. Poster presented at the 2016 meeting for the Western Psychological Association (WPA). Long Beach, CA.
- Moffitt, J.*, **Baker, J.K.**, & Fenning, R.M. (2016, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the 2016 meeting of the Western Psychological Association (WPA). Long Beach, CA.
- Baker, J.K.**, Fenning, R.M., & Moffitt, J.* (2016, March). *Parent support buffers psychophysiological risk for Externalizing problems in children with ASD*. Poster presented at the 2016 Gatlinburg Conference on Intellectual and Developmental Disabilities. San Diego, CA.
- Baker, J.K.**, (2015, August). Invited Chair: *Families of children with IDD/ASD*. Symposium presented at the 2015 Convention of the American Psychological Association (APA). Toronto, CAN.
- Benedicto, S.*, Fenning, R.M., & **Baker, J.K.** (2015, August). *Observational measure of restricted and repetitive behaviors in children with autism spectrum disorder*. Poster presented at the 2015 Convention of the American Psychological Association (APA). Toronto, CAN.

- Moffitt, J.,* Rodriguez, A.,* **Baker, J.K.**, & Fenning, R.M. (2015, August). *Emotion regulation in children with autism and children with fetal alcohol spectrum disorder*. Poster presented at the 2015 Convention of the American Psychological Association (APA). Toronto, CAN.
- Baker, J.K.** (2015, April). Chair: *Innovative frameworks for the study of autism spectrum disorder*. Symposium presented at the 2015 Gatlinburg Conference on Intellectual and Developmental Disabilities. New Orleans, LA.
- Fenning, R.M., **Baker, J.K.**, Erath, S.A., Howland, M.,* & Moffitt, J.* (2015, April). Electrodermal activity, autism symptoms, and emotion regulation in children with ASD. In J. Baker (Chair), *Innovative Frameworks for the Study of Children with ASD*. Symposium presented at the 2015 Gatlinburg Conference on Intellectual and Developmental Disabilities. New Orleans, LA.
- Baker, J.K.**, Benedicto, S.,* Fenning, R.M., & Howland, M.A.* (2014, November). *Repetitive behaviors and parent-child biobehavioral synchrony in families of children with autism spectrum disorder*. Poster presented at the 2014 SRCD Special Topic Meeting on Parenting at-Risk. San Diego, CA.
- Baker, J.K.** (2014, August). Invited Chair: *Contemporary issues in autism and intellectual and developmental disabilities*. Symposium presented at the 2014 Convention of the American Psychological Association (APA). Washington, D.C.
- Baker, J.K.**, Fenning, R.M., Howland, M.,* Murakami, C.,* Moffitt, J.,* & Rodriguez, A.* (2014, August). *Electrodermal activity and behavioral functioning in children with ASD*. Poster presented at the 2014 Convention of the American Psychological Association (APA). Washington, D.C.
- Baker, J.K.**, Fenning, R.M., Howland, M.,* & Murakami, C.* (2014, March). I second that emotion: Concordance and synchrony in physiological arousal between children with ASD and their parents. In A. Esbensen (Chair), *Expanding research on family environment: How, who, and when to measure*. Symposium presented at the 47th Annual Gatlinburg Conference on Intellectual and Developmental Disabilities. Chicago, IL.
- Baker, J.K.**, Fenning, R.M., Conforti, H.,* Murakami, C.,* Meussner, H.,* & Howland, M.* (2013, August). *Correlates of rule violation in children with fetal alcohol spectrum disorders*. Poster presented at the 2013 Convention of the American Psychological Association (APA), Honolulu, HI.
- McDonald, N., **Baker, J.K.**, & Messinger, D. (2013, April). *The influence of OXTR and parent-child interaction on empathy in children at risk for ASD*. Paper presented at the 2013 Biennial Meeting for the Society for Research in Child Development (SRCD). Seattle, WA.
- McDonald, N., Gordon, H., **Baker, J.K.**, & Messinger, D. (2012, May). *Parent-child interaction quality and empathy in toddlers at risk for an ASD*. Poster presented at the International Meeting for Autism Research (IMFAR). Toronto, CAN.
- Baker, J.K.**, Grantz, C.J., Messinger, D.S., & Ekas, N.V. (2011, May). *Autism risk moderates developmental pathways between infant referential requesting and toddler-mother interaction*. Poster presented at the International Meeting for Autism Research (IMFAR). San Diego, CA.
- Baker J.K.** & Fenning, R.M. (2011, March). *Environmental and neuropsychological correlates of emotion regulation in children with fetal alcohol spectrum disorder: Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the 44th Annual Gatlinburg Conference, San Antonio, TX.
- McDonald, N., **Baker, J.K.**, Ekas, N.V., & Messinger, D.S. (2011, March). *Early parent-child interaction and later empathic responding in toddlers at varying risk for an autism spectrum disorder*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Ekas, N.V., **Baker, J.K.**, Celimli, S., & Messinger, D.S. (2011, March). *Parenting children at-risk for autism: associations between child behaviors, parental mental health, and parenting behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

- Celimli, S., Ekas, N., **Baker, J.K.**, & Messinger, D. (2011, March). *Associations among parental distress, discipline style, and behaviors of children at-risk for autism: A longitudinal pilot study*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Fenning, R.M., & **Baker, J.K.** (2010, August). Parenting trajectories in families of children with borderline intelligence: Further evidence for unique risk. In J. Baker and R. Fenning (Chairs), *Parent-child interaction in families of children with early developmental risk*. Symposium presented at the American Psychological Association (APA) 118th Annual Convention, San Diego, CA. *Co-author and Co-chair of symposium.
- Greenberg, J.S., Seltzer, M.M., **Baker, J.K.**, Smith, L.E., Hartley, S., Hong, J., & Abbeduto, L. (2010, July). *Family social climate and behavior in adolescents and adults with Fragile X Syndrome*. Poster presented at the 12th Annual International Fragile X Conference, Detroit, MI.
- Messinger, D.S., **Baker, J.K.**, Chow, S.M., & Haltigan, J.D. (2010, May). *A demonstration measurement system relevant to autism risk and symptomatology: Continuous non-expert ratings of infant and parent emotion*. Paper presented at the 9th Annual International Meeting for Autism Research (IMFAR), Philadelphia, PA.
- Baker J. K.**, Messinger, D.S., Ekas, N.V., Lyons K.K., & Grantz, C.J. (2010, March). Mother-toddler interaction in the context of emergent autism. In J. Baker & N. Ekas (Chairs), *Parent-child interaction and the emergence of developmental disorders*. Symposium presented at the 43rd Annual Gatlinburg Conference, Annapolis, MD. *Author and Chair of symposium.
- Ekas, N.V., **Baker, J.K.**, Gealy, W., & Messinger, D.S. (2010, March). Distress among parents of children with and at-risk for autism spectrum disorder. In N. Ekas & J. Baker (Chairs), *Parenting in the context of developmental difficulties: Perspectives on parental mental health*. Symposium presented at the 43rd Annual Gatlinburg Conference, Annapolis, MD. *Co-author and Co-chair of symposium.
- Baker, J. K.**, Brewster, R., & Messinger, D. S. (2010, March). *Non-expert ratings of maternal sensitivity toward toddlers*. Poster presented at the XVIIth Biennial International Conference on Infant Studies (ICIS). Baltimore, Maryland.
- Lindeke, L., Cole, P. M., Pemberton, C., **Baker, J. K.**, & Armstrong, L. (2010, March). *Structuring: parents socializing child self-regulation*. Poster presented at the XVIIth Biennial International Conference on Infant Studies (ICIS). Baltimore, Maryland.
- Baker, J. K.**, Haltigan, J.D., Brewster, R., Jaccard, J. & Messinger, D. (2009, August). *Non-expert ratings of parent and infant emotion: Concordance with expert coding and relevance to early autism risk*. Hot Topic paper presented at the meeting for the International Society for Research in Emotions. Leuven, Belgium.
- Messinger, D., Ibanez, L., Cohn, J., Mahoor, M., Haltigan, JD, Kelley, K., & **Baker, J**, University of Miami Sibling Study. *Measuring Infant Learning and Emotion*. Presentation to the annual meeting of the NIH/Autism Speaks Baby Sibs Research Consortium, Miami Beach, FL., 2009
- Talbot, J.A., **Baker, J.K.**, & McHale, J.P. (2009, April) Sharing the love: Prenatal adult attachment forecasts coparenting adjustment during early infancy. In J. Oppenheimer & M. Beers (Chairs), *Great expectations: Understanding how prenatal expectancies and representations impact postnatal adjustment and parenting outcomes*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO. *Presented by second author.
- Baker, J.K.**, Strozier, A., Skuza, S., Armstrong, M., Cecil, D., & McHale, J.P. (2009, April). The nature of mother-grandmother coparenting alliances in families with incarcerated mothers. In A. Strozier (Chair), *Coparenting in fragile and extended kinship family systems: Advances and unresolved issues in conceptualization and assessment*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Baker, J.K.**, & Fenning, R. M. (2008, March). Thinking about feelings: parental cognition and emotion-socialization behaviors in families of children with and without early developmental risk. In J. Blacher

- (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the 41st Annual Gatlinburg Conference, San Diego, CA.
- Fenning, R. M., & **Baker, J.K.** (2008, March). Family factors in the emergence of social cognition in children with and without developmental delays. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the 41st Annual Gatlinburg Conference, San Diego, CA.
- Littlewood, K., **Baker, J.K.**, Elliston, D., Strozier, A., Cecil, D. & McHale, J. (2007, May). *Assessing dialogues between incarcerated mothers and custodial maternal grandmothers about child problems*. Poster presented at the meeting for the American Psychological Society, Washington, D.C.
- Baker, J. K.**, & Fenning, R. M. (2007, March). *Meta-emotion attitudes and emotion socialization behaviors of mothers and fathers*. Poster presented at the Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Crnic, K. A., **Baker, J. K.**, & Fenning, R. M. (2006, March). Prediction of social skills in 6-year-old children with early developmental delays: Contributions of early parenting and self-regulation. In B. Baker (Chair), *Well-being in the context of environmental, parenting, and child risk*. Symposium conducted at the 39th Annual Gatlinburg Conference, San Diego, CA.
- Neece, C. L., Baker, B. L., **Baker, J. K.**, & Holakouee, F. (2005, November). *Impact on siblings: Differences between children with and without developmental delays*. Poster presented at the 2005 conference for the Association for Behavioral and Cognitive Therapies, Washington D.C.
- Baker J.K.** & Crnic, K.A. (2005, April). *Predicting later detachment among fathers with low marital adjustment: Child and coparenting effects*. Poster presented at the Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Fenning, R.M., **Baker, J.K.**, Crnic, K.A., & Baker, B.L. (2005, April). *Predictors of close friendships and social involvement among children with and without developmental delays*. Poster presented at the Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Smith, K.E., **Baker, J.K.**, Cole, P.M., & Crnic, K.A. (2005, April). *Relations between young children's emotional behavior and coparenting*. Poster presented at the Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Fenning, R.M. & **Baker, J.K.** (2005, March). Parenting children at risk: The plight of borderline child. In J. Blacher (Chair), *Parenting children with developmental delays: Determinants & consequences*. Symposium conducted at the 38th Annual Gatlinburg Conference, Annapolis, MD.
- Baker, J. K.**, Crnic, K. A., & Hoffman, C. (2004, March). Distraction and regulatory competence in preschool children: The role of context and child developmental status. In K. Crnic and B. Baker (Chairs), *The emergence of problematic behavior in young children with developmental delays: Assessing multiple pathways of influence*. Symposium conducted at 37th Annual Gatlinburg Conference, San Diego, CA.
- Baker, J. K.**, & Crnic, K. A. (2003, May). *Family expressiveness and the socialization of child emotion*. Poster presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
- Hoffman, C., & **Baker, J. K.** (2003, May). *Maternal depression and parenting: Implications for children's emotion regulation abilities*. Poster presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
- Crnic, K., Edelbrock, C., Hoffman, C., Gaze, C., **Baker, J.**, Cafarella, M., & Bekman, S. (2003, March). Self-regulatory and co-regulatory processes in challenging situations: Contrasts between delayed and typically developing children. In J. Blacher (Chair), *Dual diagnosis: Genetics, family and cultural influences*. Symposium conducted at 36th Annual Gatlinburg Conference, Annapolis, MD.
- Baker, J. K.** & Lovaas, O. I. (1999, October). *Examining the efficacy of a visually based language program for a*

subgroup of children with autism. Poster presented at 20th Annual Berkshire Conference on Applied Behavior Analysis and Therapy, Amherst, MA.

RESEARCH POSITIONS:

- 2020 – present *Adjunct Associate Professor*, Division of Interdisciplinary Studies, School of Behavioral Health, Loma Linda University
- 2020 - present *Data Security and Monitoring Board Member*, Improving the Part C Early Intervention Service Delivery System for Children with ASD: A Randomized Clinical Trial.” Reciprocal imitation and social engagement (RISE) program. PI: Alice Carter, University of Massachusetts, Boston.
- 2011 – present *Co-Director*, Family Research Lab, Dept. of Child & Adolescent Studies, Cal State Fullerton
Waisman Center, University of Wisconsin-Madison
- 2011 – 2013 *Honorary Research Fellow*, Waisman Center, University of Wisconsin-Madison
- 2010 – 2013 Principal Investigator (Intramural funding)
- 2009 – 2011 Postdoctoral Fellow
University of Miami, Coral Gables, FL
- 2009 – 2014 Consultant
- 2008 – 2009 Postdoctoral Fellow
University of South Florida, St. Petersburg, FL, Family Study Center
- 2007 – 2008 Postdoctoral Researcher
- 2006 – 2009 Consultant
- 2004 – 2006 UCLA Fernald Child Study Center; Research Assistant
- 2001 – 2004 The Pennsylvania State University, The Child Study Center; Research Assistant
- 1999 – 2000 Institute for Behavioral Research and Education, Los Angeles, CA; Research Coordinator
- 1998 – 2000 University of California, Los Angeles; Research Assistant
- 1996 – 1999 UCLA Clinic for the Behavioral Treatment of Children; Project Coordinator
- 1996 University of California, Los Angeles; Research Assistant

TEACHING

Course Instructor

- 2021 – present *Autism Spectrum Disorder (PSY 437)*, CSUF
- 2013 – present *Senior Seminar in Developmental & Behavioral Disorders (CAS 490T)*, CSUF
- 2013 – present *Assessing & Observing Development (CAS 310)*, CSUF
- 2011 – present *Inquiry & Methodology in Development (CAS 301)*, CSUF
- 2011 – present *Parenting in the 21st Century (CAS 340)*, CSUF
- 2008 *Abnormal Psychology*, University of Miami, Coral Gables,

Course Co-Instructor

- 2016 – 2018 *Advanced Fieldwork in Behavioral Intervention for ASD (CAS 494 Special Section)*

Invited Guest Lectures

- 2021 “*Working with families of children with ASD,*” Psychology MFT Graduate Program, Cal State Fullerton.

- 2020 *"Psychophysiology, child development, and ASD,"* Loma Linda University
- 2020 *"Expressed emotion and the five-minute speech sample,"* Loma Linda University
- 2014 *"Fetal alcohol spectrum disorders,"* Graduate School of Education, UC Riverside.
- 2013 *"Autism spectrum disorders,"* Department of Child & Adolescent Studies, Cal State Fullerton.
- 2013 *"Autism,"* Department of Social Work, Cal State Fullerton.
- 2012 *"Research in atypical development,"* Cal State Fullerton Honors Program Seminar.
- 2012 *"Fetal alcohol spectrum disorders,"* Graduate School of Education, UC Riverside.
- 2011 *"Early intensive behavioral and hybrid interventions for children with autism,"* UW-Madison.
- 2008 *"Parenting and children's social-emotional development,"* University of Miami.
- 2008 *"Clinical psychology: Assessment, treatment, and prevention,"* University of South Florida.
- 2005 *"Developmental psychopathology and parenting,"* UCLA.
- 2003 *"Autism,"* Penn State University.
- 2003 *"The theories of R.D. Laing,"* Penn State University.
- 2003 *"Interventions for children with autism,"* Penn State University.
- 1997 *"Advanced behavioral techniques,"* UCLA.

Teaching on Pedagogy & Curriculum Development in Higher Education:

- Pineda, C.G., Boutakidis, I., Kim, J.L., Espinoza, G., Ramos, M., & **Baker, J.K.** (March, 2019). *A system-wide approach to promoting cultural competencies among child and adolescent development undergraduate students.* Workshop held at the 2019 Developmental Science Teaching Institute, a preconference of the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- 2018 *"Fostering positive relationships with students,"* Invited Guest Lecture, CSUF Faculty Development Center (FDC) Graduate Teaching Certificate Series

Teaching Assistant / Section Instructor

- 2000 *Developmental Psychology*, Penn State University
- 1996 *Advanced Fieldwork in Behavior Modification*, UCLA
- 1995 *Behavior Modification*, UCLA

Teaching & Mentorship Awards Received:

- 2019 Outstanding Teaching Award, *California State University, Fullerton*
- 2018 Outstanding Mentor Award, *CSUF Honors Program*
- 2018 Outstanding Research Mentor Award, *CSUF Office of Research and Sponsored Projects (ORSP)*
- 2016 Distinguished Faculty Service to Students Award, *CSUF Alumni Association*

Mentored Student Awards:

- 2016 *CSUF Outstanding Scholarly & Creative Activities Award* (Mentor; HHD College)
- 2015 *CSUF Outstanding Scholarly & Creative Activities Award* (Mentor; HSS College)
- 2014 *CSUF Outstanding Scholarly & Creative Activities Award* (Mentor; HSS College)
- 2013 *CSUF Outstanding Scholarly & Creative Activities Award* (Mentor; HSS College)

2013 *CSU-Wide Student Research Competition* (Mentor). 1st place at CSUF and 2nd place CSU-system

Student Mentorship Grants Received:

2012 *CSUF Faculty Development Center Faculty-Student Research & Creative Activities Grant*. Mentor

2012 *CSUF ASI Student Research Grant*. Sponsor/Mentor

Mentored Student-Led Presentations (Not included in Research section; *student(s) mentored):

Alostaz, J., * Zeedyk, S., Fenning, R., & **Baker, J.K.** (2020, August). *Positive coping buffers the association between child externalizing problems and poorer parenting in families of children with ASD*. Poster presented at the 2020 Convention of the American Psychological Association, virtual format.

Lee, S.M., * Garcia, A., * **Baker, J.K.**, & Fenning, R.M. (2016, November). *Correlation analysis of electrodermal activity of children with ASD across time*. Talk presented at the 2016 Southern California Conference on Undergraduate Research (SCCUR). Riverside, CA.

Bailey, A., * Moffitt, J., * **Baker, J.K.**, & Fenning, R.M. (2015, November). *Exposure to interparental conflict and behavior problems in children with ASD*. Talk presented at the 2015 Southern California Conference on Undergraduate Research (SCCUR). Claremont, CA.

Moffitt, J., * **Baker, J.K.**, & Fenning, R.M. (2015, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the 9th Annual California State University, Fullerton Conference on Autism Spectrum Disorders. Fullerton, CA.

Frierson, J.D., * **Baker, J.K.**, & Fenning, R.M. (2015, April). *Social experiences of children with ASD*. Poster presented at the 9th Annual California State University, Fullerton Conference on Autism Spectrum Disorders. Fullerton, CA.

Moffitt, J., * **Baker, J.K.**, & Fenning, R.M. (2014, November). *Electrodermal activity, emotion regulation and social context in children with ASD*. Talk presented at the 2014 Southern California Conference on Undergraduate Research (SCCUR). Fullerton, CA.

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

Moffitt, J., * Rodriguez, A., * **Baker, J.K.**, & Fenning, R.M. (2014, April). *Electrodermal activity and emotion regulation in children with autism spectrum disorders*. Poster presented at the 8th Annual California State University, Fullerton Conference on Autism Spectrum Disorders. Fullerton, CA.

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

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

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

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

Meussner, H., * Schaffer, E., * **Baker, J.K.**, & Fenning, R.M. (2012, May). *Behavior problems and maternal*

hassles in families of children with fetal alcohol spectrum disorders (FASD). Talk presented at the UCLA Psychology Undergraduate Research Conference. Los Angeles, CA.

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

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

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

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

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

Thesis Mentorship:

- 2021 Claudia Bobadilla, M.A., Psychology, CSUF: *Sexual identity in adults with autism spectrum disorder*. Role: Chair
- 2021 Jasmin Alostaz, M.S., Psychology, CSUF: *Coping as a buffer for the relation between child behavior problems and parental reactions in families of children with ASD*. Role: Chair
- 2017 Arielle Garcia, Undergraduate Honors, CSUF: *Child predictors of parent well-being in families of children with ASD: Moderators and mediators*. Role: Primary Mentor
- 2017 Chloe Frith, M.S., Psychology, CSUF: *Parental warmth and child outcomes in families of children with ASD*. Role: Member
- 2014 Samantha Benedicto, M.S., Psychology, CSUF: *Culture and the salience of autism symptomatology*. Role: Member
- 2008 Meagan Taylor, Undergraduate Honors, University of South Florida: *Emotional expressiveness in families of toddler-aged children*. Role: Chair

SERVICE

PROFESSIONAL SERVICE:

Professional Leadership

- 2021 –present President, Division 33 of the *American Psychological Association*
- 2020 –2021. President-Elect and Convention Program Chair, Division 33 of the *American Psychological Association*
- 2019 – 2020 President-Elect Designate of Division 33 of the *American Psychological Association*
- 2019—present Fellow, *American Psychological Association (Division 33)*
- 2014 – 2019 Chair, Website Committee, Division 33 of the *American Psychological Association*
- 2014 – 2016 Executive Board Member-at-Large, Division 33 of the *American Psychological Association*

Peer Review:

2011 – present Consulting Editor, *Journal of Family Psychology*—American Psychological Association (APA)

Guest Reviewer:

American Journal on Intellectual & Developmental Disabilities (2013, 2014, 2015, 2020)
American Journal on Mental Retardation (2007)
Autism (2013, 2014, 2015, 2017, 2018, 2019, 2020)
Autism Research (2020, 2021)
Development & Psychopathology (2015, 2016)
Developmental Psychology (2021)
Developmental Science (2015)
Emotion (2009, 2011)
Family Relations (2012)
Infant and Child Development (2012, 2013)
International Journal of Behavioral Development (2010)
Journal of Applied Developmental Psychology (2016)
Journal of Autism and Developmental Disorders (2010, 2012, 2013, 2015, 2016, 2017, 2018, 2019, 2020, 2021)
Journal of Intellectual Disability Research (2009, 2010, 2012, 2013, 2014, 2015)
Journal of Family Psychology (2008, 2009, 2010)
Parenting: Science and Practice (2010)
Psychological Review (2014)
Research in Developmental Disabilities (2015, 2016)
Social Development (2010, 2012, 2013, 2014, 2019)

Conference Submission Review:

Society for Research in Child Development (SRCD), Panel #30: Differently Able Individuals. 2021
Society for Research in Child Development (SRCD), Panel #22: Social, Emotional, & Personality. 2017
 Division 33, *American Psychological Association (APA)*. 2014, 2015.
 Division 7, *American Psychological Association (APA)*. 2012.

PsycShorts Video Contest reviewer, *American Psychological Association* (2019)

UNIVERSITY SERVICE (Cal State Fullerton):

2020 – present CAS Department Personnel Review Committee-Temporary Faculty, Member
 2019 – present CAS Department Course Coordinator, Senior Seminar in Child Development (CAS 490T)
 2018 – present CAS Department Research Strategic Team, Chair
 2016 – 2021 CAS Department Course Coordinator, Inquiry & Methodology in Development (CAS 301)
 2012 – present CAS Department Program Assessment Committee Member
 2011 – present CAS Department Awards & Commencement Speaker Committee Member
 2012 – 2013 CAS Department New Faculty Search Committee Member
 2011 – 2013 CAS Department Committee on Graduate Studies & Center Development, Member
 2019 – present HHD Research Committee Member
 2018 – 2019 HHD Research Working Group Member
 2018 – 2019 HHD Intramural Junior/Senior Grant Review, Committee Member
 2018 – 2019 HHD Faculty Marshal Election Committee Member
 2016 – 2017 HHD College Associate Dean Search Committee Member
 2012 – 2017 HHD College Dean's Advisory Committee Member / Faculty Marshal Committee Member

2013 – present	CSUF Center for Autism Co-Founder and Co-Director
2020 – present	CSUF ORSP Faculty Research Mentor
2017 – 2019	CSUF Faculty Development Center (FDC) Panel Participant: New Faculty Orientation
2017 – 2018	CSUF Faculty Development Center (FDC) Ad-hoc Consultant for Faculty Training
2017 – 2018	CSUF Faculty Development Center (FDC) Graduate Teaching Certificate Guest Instructor
2016 – 2017	CSUF Faculty Development Center (FDC) Panel Participant: Navigating RTP
2013 – 2014	CSUF Faculty Development Center (FDC) Faculty-Student Mentorship Award reviewer
2015 – 2016	CSUF disABILITY Task Force committee member
2013 – 2014	CSUF disABILITY Task Force online course reviewer

SERVICE TO THE COMMUNITY:

2020 – present	<i>Saddleback College Child Development and Education Advisory Board, Member</i>
2019 – present	<i>“ACCESS Division 33: The Official Podcast of Division 33 (IDD/ASD) of the American Psychological Association,”</i> Producer and primary host. www.division33.org/podcast
2018 – present	<i>QABA Behavioral Health Credentialing, Board member</i>
2014 – present	Division 33 (IDD/ASD) of the American Psychological Association webpage, developer and webmaster. www.division33.org
2013 – present	<i>CSUF Center for Autism, Co-Director and Co-Founder</i> http://autismcenter.fullerton.edu/applieddevelopmentalcore/index.htm
2009 – 2012	<i>Florida Family Court Services, Research Consultant</i>

CLINICAL

LICENSURE: **Psychological Assistant (#PSB94025135)**, California Board of Psychology. 11/2019 - present
Supervisors: Dr. Cameron Neece (#26308), Loma Linda University, Loma Linda, CA
Dr. Chelsea O’Haire (#28548), Private Practice, Orange County, CA

CLINICAL POSITIONS:

2006 – 2007	<u>UCLA Semel Institute, David Geffen School of Medicine;</u> Pre-doctoral Internship. <u>General Child Clinical Track</u> <i>Pediatric Consultation-Liaison Service</i> <i>Child Evaluation Clinic</i> <i>OCD, Anxiety, and Tic Disorders Program</i> <i>Child Partial Hospitalization Program</i> <i>Family & Couples Therapy Program</i> <i>Infant & Preschool Assessment Service</i> <i>Adolescent Inpatient Program</i> <i>Adolescent Inpatient Eating Disorders Program</i>
2004 – 2006	<u>Behavioral Education for Children with Autism,</u> Torrance, CA <i>Behavioral Consultant, Case Supervisor.</i>
2003 – 2004	<u>Pennsylvania State University Psychological Clinic, Child & Adolescent Services</u> <i>School Based Mental Health Consultant and Therapist</i>

- 2000 – 2004 *Staff Therapist*
Lovaas Institute for Early Intervention, CA.
- 1998 – 2000 *Case Supervisor*
 1997 – 2000 *Behavioral Consultant, Workshop Leader*
 1995 – 1997 *Senior Aide*
- 1995 **UCLA Clinic for the Behavioral Treatment of Children, Behavioral Aide**

CLINICAL PROGRAM DEVELOPMENT:

- McHale, J.P., **Baker, J.K.**, & Radunovich, H. (unpublished). *Coparenting our preschool child: Course manual*. Three-session manual designed for use with low-risk, nuclear families of children 2 to 5 years old.
- McHale, J.P., & **Baker, J.K.** (unpublished). *Working together for our baby: A guide to coparenting*. Three-session manual designed for prenatal use with high-risk, “fragile” families.

SPECIALIZED CLINICAL TRAINING:

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

CLINICAL PRESENTATIONS & PUBLICATIONS:

- Weiss, J., **Baker, J.K.**, & Butter, E. (2016, September). Mental health treatment for people with autism spectrum disorder (ASD). *Spotlight on disability newsletter: A publication of the Office on Disability Issues in Psychology of the American Psychological Association (APA)*.
<http://www.apa.org/pi/disability/resources/publications/newsletter/index.aspx>
- Baker J.K.**, & Fenning, R.M. (2010, September). *Emotion regulation and co-regulation in families of children with fetal alcohol spectrum disorders*. Presentation at the Wisconsin Primary Care Research & Quality Improvement Forum, conducted by the Wisconsin Research & Education Network (WREN), The UW Department of Family Medicine, and the UW Institute for Clinical and Translational Research (ICTR). Middleton, WI.
- McHale, J., **Baker, J.**, & Radunovich, H. (2007, October). When people parent together: Let’s talk about coparenting. *Informational pamphlet FCS2277* developed for the University of Florida IFAS Extension Program: Department of Family, Youth, and Community Sciences, for dissemination throughout the state of Florida. Online version found at <http://edis.ifas.ufl.edu/pdf/FY/FY100000.pdf>.
- Baker, J.K.**, Lovaas, N., & Lovaas, O. I. (1999, October). Visually-based language intervention programs for children with autism. Paper presented at *People with Autism: Horizons for the New Millennium*. Community Services for Autistic Adults and Children (CSAAC), Rockville, MD.

HONORS & AWARDS

- 2019 Outstanding Teaching Award, *California State University, Fullerton*
- 2019 Elected President-Elect-Designate of Division 33 of the *American Psychological Association*
- 2019 Fellow Status, Division 33 (IDD/ASD) of the *American Psychological Association*
- 2018 Outstanding Research Mentor Award, *CSUF Office of Research and Sponsored Projects*
- 2018 Outstanding Mentor Award, *Honors Program, California State University, Fullerton*
- 2016 Distinguished Faculty Service to Students Award, *CSUF Alumni Association*

2016	College of HHD excellence in community engagement (Center for Autism, Co-Director)
2016	Recognition for Outstanding Scholarly Activity, California State University, Fullerton
2015	Incentive Intramural Research Grant Award, California State University, Fullerton
2014	Elected Member-at-Large, Division 33, <i>American Psychological Association (APA)</i>
2013	CSUF Faculty Development Center Faculty-Student Research & Creative Activities Award
2012	Intramural Junior Faculty Research Award, California State University, Fullerton.
2005	Robert and Ruth Faris Child Psychology Fund Travel Award, Penn State University
2005	Society for Research in Child Development Travel Award
2005	RGSO Travel Award, Pennsylvania State University, University Park, PA
2004	RGSO Travel Award, Pennsylvania State University, University Park, PA
2004	Robert and Ruth Faris Child Psychology Fund Travel Award, Penn State University
2004	David Zeaman Student Award, University of Massachusetts Medical School
2003	Robert and Ruth Faris Child Psychology Fund Travel Award, Penn State University
2003	Child Youth and Family Consortium Travel Award, Pennsylvania State University
1994-1996	Dean's Honors List, University of California, Los Angeles

PROFESSIONAL MEMBERSHIPS

2017 – present	<i>International Society for Autism Research (INSAR)</i> , Member
	<i>American Psychological Association (APA)</i>
2021 – present	President, Division 33 (IDD/ASD)
2021 – present	Member, Division 53 (Child Clinical Psychology)
2020 – 2021	President Elect and Convention Program Chair
2019—2020	President-Elect Designate, Division 33
2019 – present	Fellow, Division 33
2013 – present	Member, Division 33 (IDD/ASD)
2014 – 2015	Executive Board Member-at-Large, Division 33
2014 – 2015	Early Career Committee Member, Division 33
2002 – 2015	<i>Society for Research in Child Development (SRCD)</i> , Member

KATHERINE E. BONO, Ph.D.

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

CURRENT POSITION

2021-present **Interim Associate Dean, College of Health and Human Development, California State University, Fullerton**

2018-present **Professor, Department of Child and Adolescent Studies, California State University, Fullerton**

EDUCATION

2003 **Ph.D., Claremont Graduate University**
 Applied Developmental Psychology

2000 **M.A., Claremont Graduate University**
 Applied Developmental Psychology

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

GRANTS AND CONTRACT FUNDING

Bono, K. (2020). *Orange County Head Resilient Families Project*.
 Agency: Orange County Head Start
 Award: \$30,232
 Period: 10/1/20-6/30/21

Bono, K. & Horn Mallers, M. (2017; 2018; 2019; 2020). *Fullerton Resilient Families Project*
 Agency: Board of State and Community Corrections: Corrections Planning and Grants Program Division
 Award: \$140,000; \$85,000; \$85,000; \$60,000
 Period: 7/1/17-6/30/18; 7/1/18-6/30/19; 7/1/19-6/30/30; 7/1/20-6/30/21

Bono, K (2015) *Exploring Parent-Child Relationships and Children's Stress Experiences*
 Agency: CSUF Incentive Grant
 Award: \$10,000
 Period: 1/1/16-6/30/16

Bono, K (2014) *Parent-Child Relationships and Daily Stress: A Pilot Study*
 Agency: CSUF College of HDD
 Award: \$10,000
 Period: Nov 2014-Nov 2015

- Bono, K. (2011) *The Associations among Verbal Ability, Private Speech, and Self-Regulation in Preschool Aged Children.*
Agency: CSUF Special Fund for Research, Scholarship, and Creative Activity
PI: K. Bono
Award = One Month Summer Stipend
Period: Summer, 2011
- Bono, K. (2009). *The Role of Language and Private Speech in the Development of Self-Regulation in Preschoolers.*
Agency: CSUF Special Fund for Research, Scholarship, and Creative Activity
PI: K. Bono
Award = One Month Summer Stipend
Period: Summer, 2009
- Bono, K. (2008). *Pilot of Audience Response Systems in the Classroom.*
Agency: CSUF Missions and Goals Initiative
PI: K. Bono
Award = \$10,000
Period = August 2008-June 2009
- Katz, L. (2007). *Early School Readiness in Children within and outside the Child Welfare System: An Examination of the Impact of Childcare Quality, Family Stability, and Developmental Status*
Agency: The Miami-Dade County Children's Trust
PI: L. Katz, co-PI: K Bono
Award = \$200,000
Period = November, 2007-October 2008
- Bono, K.E. (2007). *Self-Regulation and School Readiness in At-Risk Children.*
Agency: CSUF Special Fund for Research, Scholarship, and Creative Activity
PI: K. Bono
Award = One Month Summer Stipend
Period: Summer, 2007
- Katz, L. (2004). *Project Hand-N-Hand.*
Agency: The Miami-Dade County Children's Trust
PI: L Katz, co-PI: K Bono
Award = \$200,000
Period: 11/1/04- 12/31/05
- Katz, L., (2003). *Improving language ability in children prenatally exposed to cocaine.*
Agency: State of Florida Office of Drug Control, Drug-Free Communities Program.
PI: L Katz, co-PI: K Bono
Award = \$24,274
Period: 10/1/03- 9/30/04

Higher-Education Experience and Courses Taught

California State University, Fullerton, Department of Child and Adolescent Studies

2014-2021 Department Chair
 2018-Present Professor
 2012-2018 Associate Professor
 2006-2012 Assistant Professor

Parenting in the 21st Century, Development from Conception through Age 8, Developmental Methodology and Inquiry, Senior Seminar focused on Families and Development, Introductory Practicum

University of Miami, Department of Psychology

2003-2006 Adjunct Professor; Psychology of Infancy, Child and Adolescent Development

University of LaVerne, Department of Psychology

2002-2003 Adjunct Professor; Lifespan Development

California State University, Fullerton, Department of Psychology

2002 Lecturer; Developmental Psychology

California State University, San Bernardino, Department of Psychology

2001-2002 Adjunct Professor; Cognitive Development, Middle Childhood, Infant and Toddler development, Psychology of Adolescence

Chaffey College, Department of Psychology

2000-2001 Adjunct Professor; Lifespan Development

RESEARCH EXPERIENCE

2003-2006 **Assistant Scientist; Research Director, Linda Ray Center for Vulnerable Children and Families:** Department of Psychology, University of Miami. Direct several intervention research projects, including an early intervention program for children who have been prenatally exposed to cocaine, a parenting project for at-risk parents of infants and toddlers, and an infant mental health program. Responsibilities include study design, supervision of data collection, data analysis, manuscript preparation, and conference presentations.

2001-2002 **Research Associate, Health Science Department, California State University, San Bernardino**
 Worked on several program evaluations, including an evaluation of a comprehensive, early intervention program for families with young children. Responsibilities included statistical analysis, data presentation, designing evaluations plans, and supervising several undergraduate research assistants.

- 1998-2000 **Research Assistant to Patricia Smiley, Ph.D., Psychology Department, Pomona College**
Collected data, developed reliable codes for observational data, conducted longitudinal statistical analyses, and recruited participants for a longitudinal study on achievement motivation and its relation to temperament and parenting in preschoolers.
- 1999 **Research and Evaluation Assistant, Five Acres: The boys' and girls' society of Los Angeles.**
Assisted with program evaluation, continuing quality assurance, and research within several programs run by the agency including a residential treatment facility for socially and emotionally disturbed children, a foster care program, and a family resource center.

SCHOLARSHIP *Indicates Student Collaborator

I. Publications

- Porges, S. W., Bono, K. E., Ullery, M. A., Bazhenova, O., Castillo, A., Bal, E., & Scott, K. (2018). Listening to music improves language skills and children prenatally exposed to cocaine. *Music and Medicine, 10*, doi: <https://doi.org/10.47513/mmd.v10i3.636>
- Burkhart*, M. L., Horn Mallers, M., & Bono, K. E. (2017). Daily reports of stress, mood, and physical health in middle childhood. *Journal of Child and Family Studies, 26*, 1345-1355. doi: 10.1007/s10826-017-0665-0
- Bono, K. E., Sy, Susan R., Kopp, C. B. (2016). School readiness among low-income black children: Family characteristics, parenting, and social support. *Early Child Development and Care, 186*, 419-435. doi: 10.1080/03004430.2015.1039528
- Bono, K.E., & Bizri, R.* (2013). The role of language and private speech in preschooler's self-regulation. *Early Child Development and Care* doi: 10.1080/03004430.2013.813846
- Smiley, P., Coulson, S., Greene, J., & Bono, K.E. (2010). Performance concern, performance-contingent self-worth and responses to repeated achievement failure in second graders. *Social Development, 19*, 779-798. doi: 10.1111/j.1467-9507.2009.00553.x
- Acra, C.F., Bono, K.E., Mundy, P.C., & Scott, K.G. (2009). Social competence in children at-risk due to prenatal cocaine exposure: Continuity over time and associations with language ability. *Social Development, 18*, 1003-1014. doi:10.1111/j.1467.9507.2008.00519.x
- Bono, K.E., & Sheinberg, N.S. (2009). Effectiveness of early intervention for children prenatally exposed to cocaine: Moderating effects of low birth weight. *Early Child Development and Care, 179*, 487-501. doi:10.1080/03004430701269226
- Bono, K.E., Dinehart- Bolzani, L., Dobbins, D. (2008) Effects of the proximal home environment on language and behavioral outcomes in children prenatally exposed to cocaine. *Early Child Development and Care, 178*, 551-568. doi: 10.1080/03004430600851207
- Bono, K.E., Sheinberg, N., Scott, K.G., & Claussen, A.H. (2007). Early intervention for children prenatally exposed to cocaine. *Infants and Young Children, 20*, 26-37.

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

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

III. Juried Conference Presentations

Bono, K., Horn Mellers, M., Shih, E.Y.H., Enriquez, J., & Lu, V. (April, 2019). *Resilient families program: Changes in parental well-being and parent-child relationship*. Paper session presented at the Western Psychological Association, Pasadena, CA.

Enriquez, J., Horn Mellers, M., & Bono, K. (April, 2019). *The beauty of resilience: Implementation of the resilient families program*. Paper presented at the Western Psychological Association, Pasadena, CA.

Shih, E.Y.H., Bono, K., Lu, V., Horn Mellers, M., Enriquez, J., Yiu, T.K., & Zada, J. (April, 2019). *Resilient families program. Changes in children's social, behavioral, and executive function outcomes*. Poster session presented at the Western Psychological Association, Pasadena, CA.

Bono, K.E., Horn Mellers, M., Burkhart, M. (2017, July). *A daily diary exploration of the associations between parents' and children's daily stress and mood: Moderating effects of parent-child relationship quality*. Poster presented at International Positive Psychology Association World Congress. Montreal, Canada.

Horn Mellers, M., Bono, K.E., Burkhart, M. (2017, April). *How was your day? An examination of daily stress, health, and mood in typically developing children*. Poster presented at Society for Research in Child Development, Austin, TX.

Bono, K.E., Horn Mellers, M., Burkhart, M. (2017, April). *"What a day!" A daily diary exploration of the associations between parents' and children's daily stress*. Poster presented at Society for Research in Child Development, Austin, TX.

Kong, S.*, Enriquez, J.*, Sierra, J.*, Bono, K. Horn Mellers, M., & Burkhart, M.* (2016, April). *How Was Your Day? Daily Reports of Stress, Mood, and Physical Health Symptoms in Middle Childhood*. Poster presented at the Annual Meeting of the Western Psychological Association, Long Beach, CA.

Bono, K. Horn Mellers, M., & Burkhart, M.* (2016, April). *Your Stress is my Stress: Relationships between Parents' Stress and Children's Outcomes*. Paper presented at the Annual Meeting of the Western Psychological Association, Long Beach, CA.

Horn Mellers, M., Bono, K., & Burns, B. (2016, April). *Building Resilience among Young Children and their Families*. Poster presented at the Annual Meeting of the Western Psychological Association, Long Beach, CA.

- Arabpour, A.* , Howard, Q.* , Bono, K., & Horn Mellers, M. (2014, April). *Father child relationship quality and child health outcomes*. Poster presented at the Annual Meeting of the Western Psychological Association, Portland, OR.
- Bono, K. E. (2013). *Associations among language, self-regulation, and private speech among preschoolers*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Bono, K. E., Michel, M.* , Redd, K.* , Schaffer, E.* , & Watanabe, K.* (2011, April). *Associations among language ability, private speech, and self-control in preschool-aged children*. Poster presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.
- Bono, K. E., & Kopp, C. B. (2011, April). *Ethnicity and conceptual models of family influences on school readiness*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Chiaramonte, T., Bono, K. E., Zvonec, P., & Castro, W. (2010, November). *Change doesn't have to be difficult: Effective strategies to work through programmatic transitions*. Paper presented at the Annual Meeting of the National Association for the Education of Young Children. Anaheim, CA.
- Berry, T. & Menkes, S., & Bono, K. E. (2009, November). *Shaping evaluation practice through developmental context*. Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL.
- Bono, K. E., & Kopp, C. B. (2009, April). *Parent and Teacher Predictors of Improved Cognition and Language in African-American Children*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Bono, K. E., Moran, T., Warren, A., & Morales, N. (2008, April). *Self-regulation and school readiness in high-risk children*. Paper presented at the Annual Convention of the Western Psychological Association, Irvine, CA.
- Bono, K. E., Greenberg, A.C., & Sheinberg, N. (2007, March). *Associations between parenting beliefs and cognitive and language outcomes for children prenatally exposed to cocaine*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Greenberg, A. C., Sheinberg, N., Bono, K. E., Kelsey, C. (2007, March). *Caregiver affect as a moderator of directiveness for at-risk toddlers in early intervention*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Footer, S., & Bono, K. E. (2005, June). *Predictive validity of parent versus teacher report on a language assessment in an early intervention program*. Poster presented at the 2006 Biennial Head Start Conference, Washington, D.C.
- Bono, K. E., & Acra, C. F. (2005, April). *The effect of parental behavior on child outcomes in children*

who are prenatally exposed to cocaine and enrolled in an early intervention program. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

- Bono, K. E., Dinehart, L. B., Claussen, A. H., Scott, K. G., Mundy, P. C., & Katz, L. F. (2004, July). *Effectiveness of early intervention with children prenatally exposed to cocaine: Replication with multiple cohorts.* Paper presented at the National Center for Birth Defects and Developmental Delay Conference, Washington, D.C.
- Claussen, A. H., Bono, K. E. (2004, July). *Associations between early intervention for children prenatally and special education placement in elementary school.* Poster presented at the National Center for Birth Defects and Developmental Delay Conference, Washington, D.C.
- Bono, K., & Kopp, C. B. (2004, May). *Maternal sensitivity and behavior problems: The moderating effect of at-risk status.* Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Bolzani Dinehart, L. H., Bono, K. E., & Dobbins, D. (2004, May). *Family process variables and child outcome.* Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Yale Kaiser, M., & Bono, K. E. (2004, May). *Prenatal exposure to cocaine and child outcomes.* Poster presented at the Biennial International Conference on Infant Studies, Chicago, IL.
- Bono, K., & Claussen, A. H. (2004, March). *Effectiveness of early intervention for children prenatally exposed to cocaine: Moderating effects of low birth weight.* Poster presented at the Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.
- Lafean, K., & Shenum, W. (2001, August). *Do attributions moderate the effectiveness of therapeutic interventions for children?* Poster presented at the Annual meeting of the American Psychological Association, San Francisco, CA.
- Lafean, K. (2001, April). *Coping in preschoolers: Response to challenging situations and its relation to expressed affect and verbal ability.* Poster presented at Biennial Meeting of the Society for Research in Child Development, Albuquerque, N.M .
- Smiley, P., Coulson, S., Lafean, K., & Lee, S. (2001, April). *Developmental differences in performance and generalization effects of achievement failure.* Poster presented at Biennial Meeting of the Society for Research in Child Development, Albuquerque, N.M.

IV. Invited Presentations

- Bono, K.E. (2020, March). *Early Childhood Mental Health: Why Should We Care?* Keynote Presentation, Orange County Conditions of Children Forum
- Bono, K.E. (2020, January). *Teaching Advocacy in Child Development Programs.* Orange County Department of Education Higher Education Symposium

- Bono, K.E. (2016, August). *Stress in the Family: Long-term Outcomes of Stress on the Development of Children*. Presented to the Fullerton Unified School District Child Development Services staff.
- Bono, K.E. (2016, April). *Stress in the Family: Long-term Outcomes of Stress on the Development of Children*. Presented to the Orange County Child Care and Development Planning Council .
- Bono, K. E. (2015, May). *Conditions of Children in Orange County: Poverty and Child Development*. Presented to the Irvine Child Care Committee.
- Bono, K. E. (2015, February). *Conditions of Children in Orange County: Poverty and Child Development*. Presented to the Orange County Child Care and Development Planning Council .
- Bono, K. E. (2014, November). *Conditions of Children in Orange County: Poverty and Child Development*. presented at the Conditions of Children Forum. California State University, Fullerton.
- Bono, K.E. (2011, April). *The role of self-regulation in the development of school readiness*. Paper presented at the Orange County Association for the Education of Young Children and Services for Early Education and Development's Annual Early Childhood Collaborative Conference.
- Bono, K.E. (2010, March). *Quality Early Care and Education*. Presented at the Celebration of Quality Early Childhood Education Breakfast, Orange County Child Care and Development Planning Council.
- Bono, K. E. (2010, December). *Self-regulation and school readiness*. Presented at the Fullerton Nursery School.
- Bono, K.E. (2010, March). *Kindergarten Readiness*. Presented at the Fullerton College Laboratory Child Development Center.
- Bono, K.E. (2007, October). *The role of self-regulation in the development of school readiness*. Paper presented at the Orange County Association for the Education of Young Children and Services for Early Education and Development's 3rd Annual Early Childhood Collaborative Fall Conference.
- Bono, K.E. (2007, March) *The Linda Ray Intervention Program: 10 Years of Intervention and Evaluation*. Discussion Series: Crossroads: Where Childhood Interventions and Evaluation Meet, Claremont Graduate University.
- Bono, K.E. (2006, November). *The role of self-regulation in the development of school readiness*. Paper presented at the Orange County Association for the Education of Young Children and Services for Early Education and Development's 2nd Annual Early Childhood Collaborative Fall Conference.

V. Thesis Committees

Member, Christine Hughe's Master's Thesis, University of Miami
 Chair, Jeanne Sierra's Master's Thesis, Department of Psychology CSUF

Chair, Sarah Kong Undergraduate Honor's Thesis, Department of Child and Adolescent Studies, CSUF

SERVICE

I. California State University, Fullerton

Chair, HHD Strategic Plan Evaluation Committee (Fall 2018-
 Chair, CSUF Faculty Research Committee (Fall 2018-
 Member, CSUF IRA Committee (Fall 2016-
 Member, CSUF Faculty Research Committee (Fall 2016-Spring 2018)
 Member, CSUF University Advancement (Fall 2016-Spring 2018)
 Member, Planning Committee Academic Senate Retreat (Fall 2016)
 Member, CSUF Search Committee for Director of Faculty Affairs and Records (Spring, 2016)
 Secretary, CSUF Faculty Affairs Committee (Fall 2015-Spring 2016)
 Member, CSUF Faculty Affairs Committee (Fall 2013-Spring 2016)
 Member, CAS Program Assessment Committee (Fall 2010-Spring 2014)
 Co-Chair, CAS Lab Development Committee (Fall 2008-Spring 2016)
 Member, President's Strategic Fund Committee (Summer 2015)
 Member, CAS Search Committee (Fall 2013-Spring 2014)
 Chair, CAS Student Awards Committee (Spring 2008-Spring 14)
 Member, Program Performance Review Committee (Fall 2013-Spring 2014)
 Member and Secretary, CSUF Faculty Affairs Committee (Fall 2010-Spring 2012)
 Faculty Advisor, Child and Adolescent Studies Student Association (CASSA); (Fall, 2009-Spring 2011)
 Completed review of existing child development graduate programs in California (Fall 2008)
 Faculty Advisor, SIBS Program (Child and Adolescent Studies Peer Mentoring Program; 2007-2008)
 Member and Chair, College of Health and Human Development, CSUF Technology Committee (Fall
 2006-Spring 2010)

II. Professional and Community Service

Member, Early Childhood OC Steering Committee (Fall 2018-
 Member, OC Early Childhood Mental Health Collaborative Steering Committee (Fall 2018-Spring 2020)
 Chair, Planning Committee Quality Start OC Early Childhood Collaborative Conference (Fall 2016-
 December, 2017)
 Member, Orange County Children's Policy Framework Task (Spring 2016-Fall 2018)
 Member, Orange County Raising of America Steering Committee (Spring 2015-Spring 2016)
 Member, Orange County Conditions of Children Report Steering Committee (Spring 2016-Fall 2016)
 Board Member, Orange County Child Care and Development Planning Council (June 2009-present)
 Member, Strategic Planning and Evaluation Committee, Orange County Child Care and Development
 Planning Council (June 2009-present)
 Reviewer, *Developmental Psychology* (2008-present)
 Reviewer, *Family Relations* (2007-present)
 Advisory Board Member, Fullerton College Child Development and Educational Studies Department
 (January 2008-Present)
 President, Orange County Association for the Education of Young Children (June 2014-May 2016)
 External Program Reviewer, Integrated Educational Studies, Chapman University (Fall, 2015)
 External Program Reviewer, Department of Liberal Studies, Santa Clara University (Spring, 2015)
 President Elect, Orange County Association for the Education of Young Children (October 2013-June
 2014)

Secretary, Orange County Association for the Education of Young Children (September 2010-October 2013)

Reviewer, SRCD Biennial Conference 2011

Board Member and Chair of the Family Education Committee, Orange County Association for the Education of Young Children (June 2008-August 2010)

Advisory Board Member, Center for Community Learning and Literacy (Spring, 2007-Fall 2008)

Advisory Board Member, Orange County United Way's Study of the True Cost of Child Care (January-September, 2007)

AWARDS AND FELLOWSHIPS

2004-2006 **National Institute of Health Pediatric Loan Repayment Program Grant Recipient**
Competitive loan repayment program offered to qualified scientists to support research in one of five priority areas.

2002 **Haynes Social Sciences Dissertation Fellowship**
Merit-based fellowship for outstanding doctoral students in the College of Arts and Sciences, approximately 5 awards of \$10,000 awarded each year

1998-2001 **Half-Tuition Fellowship, Claremont Graduate University**

PROFESSIONAL AFFILIATIONS

Member, Society for Research in Child Development

Member, Western Psychological Association

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

Member, California Faculty Association

IOAKIM P. BOUTAKIDIS
Department of Child and Adolescent Studies
California State University, Fullerton
P.O. Box 6868, 800 North State College Blvd.
Fullerton, CA 92834-6868
(657) 278-8562
iboutakidis@fullerton.edu

EDUCATION

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

PROFESSIONAL BACKGROUND

Assistant Professor

Dept. of Child and Adolescent Studies 2008-2014
College of Health & Human Development
California State University, Fullerton
Fullerton, CA

Associate Professor

Dept. of Child and Adolescent Studies 2014-2020
College of Health & Human Development
California State University, Fullerton

Professor

Dept. of Child and Adolescent Studies 2020-present
College of Health & Human Development
California State University, Fullerton

Associate Dean of Student Success

College of Health & Human Development 8/15-8/16
California State University, Fullerton

Faculty Fellow of Student Success

College of Health & Human Development 8/17-8/19
California State University, Fullerton

Chair, Department of Child and Adolescent Studies

8/21-present

COURSES TAUGHT

California State University, Fullerton

CAS 300- *Elements of Effective Professional Communication*

CAS 301- *Inquiry and Methodology in Development*

CAS 315- *Child Development*

CAS 325B- *Development: Age 9 Through Adolescence*

CAS 340- *Parenting in the 21st Century*

CAS 490T- *Senior Seminar In Child/ Adolescent Development: Cultural Processes*

CAS 496- *Tutorial*

CAS 499- *Independent Study*

PUBLICATIONS

Reneau, C. M., & Boutakidis, I. (2021). A modest proposition. In C. M. Renau & M. A. Villareal (Eds.). *The handbook of research on leading high education transformation with social justice, equity, and inclusion* (339-360). IGI Global. DOI: 10.4018/978-1-7998-7152-1

Boutakidis, I. & Rodriguez, J. L. (2019) Academic motivation and engagement across three generations of Latino/a junior high school students. *Journal of Latinos and Education*. doi: 10.1080/15348431.2019.1674147

Chenot, D., Benton, A. D., Iglesias, M., & Boutakidis, I. (2019). Ethnic matching: A two-state comparison of child welfare workers' attitudes. *Children and Youth Services Review, 98*, 24-31. doi: 10.1016/j.childyouth.2018.12.008

Grier, L. K., & Boutakidis, I. (2018) The ecology of social support in relation to academic and behavioral self-perceptions among African American boys and girls. *Journal of Human Behavior in the Social Environment, 28*(6), 798-816, doi: 10.1080/10911359.2018.1464416

- Benton, A. D., Chenot, D., & Boutakidis, I. (2017). "Somebody's gotta be there for these kids": The importance of service orientation for sustaining public child welfare workers. *Journal of Public Child Welfare*, 339-359. doi: 10.1080/15548732.2017.1279106
- Chenot, D., Boutakidis, I., & Benton, A.D. (2014). Equity and fairness perceptions in the child welfare workforce. *Children and Youth Services Review*, 44, 400-406.
- Boutakidis, I., Rodriguez, J. L., Barnett, M. & Knutson Miller, K. (2014). Academic engagement and achievement among Latina/o and Non-Latina/o adolescents. *Journal of Latinos and Education*, 13(1), 4-13. doi: 10.1080/15348431.2013.800815
- Rodriguez, J. L., & Boutakidis, I. (2013). The association between school engagement and achievement across three generations of Mexican American adolescents. *Association of Mexican American Educators Journal*, 7(1), 5-16.
- Boutakidis, I., & Lieber, E. (2014). Parents, peers, and adolescent outcomes: Interactions and cultural variations. In H. Selin (Ed.), *Parenting across cultures: Childrearing, motherhood and fatherhood in Non-Western cultures*. (pp. 435-444). Dordrecht, The Netherlands: Springer.
- Lieber, E., Boutakidis, I., & Chin, D. (2013). Stigma, modernisation, sex behaviour, and infections risk among Chinese youth. In Liamputtong, P. (Ed.), *Stigma, discrimination and HIV/AIDS: A cross-cultural perspective*. Dordrecht, The Netherlands: Springer.
- Laganà, L., Bratly, M., & Boutakidis, I. (2011). The validation of a new measure quantifying the social quality of life of ethnically diverse older women: Two cross-sectional studies. *BMC Geriatrics*, 11, 60. doi:10.1186/1471-2318-11-60
- Boutakidis, I. P., Chao, R. K., & Rodriguez, J. L. (2011). The role of adolescents' native language fluency on quality of communication and respect for parents in Chinese and Korean immigrant families. *Asian American Journal of Psychology*, 2(2), 128-139. doi: [10.1037/a0023606](https://doi.org/10.1037/a0023606)
- Boutakidis, I. Guerra, N., & Soriano, F. (2005). Youth violence, immigration, and acculturation. In N. G. Guerra & E. P. Smith (Eds.), *Preventing youth violence*

in a multicultural society (pp. 75-100). Washington, DC: American Psychological Association.

Greenfield, P.M., Davis, H. Suzuki, L., & Boutakidis, I. (2002). Understanding intercultural relations on multiethnic high school sports teams. In M. Gatz, M.A Messner, & S. Ball-Rokeach (Eds.), *Paradoxes of youth and sport* (pp. 141-157). Minneapolis: Albany: SUNY Press.

UNDER REVIEW

Pineda, C., Boutakidis, I., Kim, J., Espinoza, G. (under review). Preparing students to work with diverse populations of children and families: How one program infused cultural competence across its curriculum. *Teaching of Psychology*

CONFERENCE PRESENTATIONS

National: Competitive

Pineda, C. G., Kim, J. L., Ramos, M., Espinoza, G., Boutakidis, I., & Baker, J. (2019, March 20). A System-wide approach to promoting cultural competencies among child and adolescent development undergraduate students [Workshop Presentation]. Developmental Science Teaching Institute of the Society for Research in Child Development Biennial Meeting, Baltimore, MD, United States.

Boutakidis, I., & Rodriguez, J. L. (2016, July). Exploring the role of engagement on academic performance across three generations of Latino/a adolescents. 4th Biannual American Psychological Association (APA) Division 45 Conference. Stanford University, Palo Alto, CA.

Rodriguez, J. L., & Boutakidis, I. (2016, April). Examining the differential impact of academic engagement on achievement: Comparing Latino/a and European-American adolescents. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Washington, DC.

Boutakidis, I. Sevier, M., & Latham C. (2015, Oct). Implementation and effectiveness of a college-wide, multi-department peer mentor program. Paper presented at the Mentoring Conference, University of New Mexico. Albuquerque, New Mexico.

Boutakidis, I., & Rodriguez, J. L. (2015, April). Examining the interplay of gender, generational status, and engagement in academic achievement among

- Latino/a youth. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Chicago, Ill.
- Grier, L. K., & Boutakidis, I. (2013, August). *Gender, social support, and academic engagement among African American school age children*. Poster presented at the annual conference of the American Psychological Association, Honolulu, HI.
- Boutakidis, I., Lieber, E., Umaña-Taylor, A. J., & Rodriguez, J. L. (2013, June). *A new measure of cultural status: The importance of domain specificity in assessing acculturative outcomes*. Poster presented at the International Association of Cross-Cultural Psychology Annual Meeting. Los Angeles, CA.
- Chenot, D., Boutakidis, I., & Benton, A. (2011, October). *Diversity in the child welfare workforce: Preliminary findings*. Poster presented at the Annual Program Meeting of the Council on Social Work Education; Atlanta, GA.
- Boutakidis, I., Rodriguez, J. L., & Knutson Miller, K., Barnett, M. (2011, April). *Exploring the achievement gap in Latino adolescents: Impact of academic engagement and locus of control*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New Orleans, LA.
- Yen, S. C., Boutakidis, I., & Smith, B. (2010) *"Goodness of Fit" in preschool: Children's temperament and behavioral adjustment in three early childhood programs*. Poster presented at the 18th Occasional Temperament Conference. Brunswick, NJ.
- Boutakidis, I. (2006, August). *Examining acculturation with cultural consensus domain specificity and cluster analyses*. Paper presented at the American Psychological Association Annual Convention, New Orleans, LA.
- Boutakidis, I. (2006, June). Importance of domain specific acculturation in predicting immigrant adjustment: Theoretical framework of the Cultural Status Scale. In I. Boutakidis (Chair), *Re-examining the measurement of acculturation and ethnic identity*. Paper symposium presented at the Society for Research on Adolescence (SRA) Biennial Meeting, San Francisco, CA.
- Boutakidis, I. (2005, April). Examining the role of adolescent fluency in the parent's native language: Process, outcomes and instrumentality. In I. Boutakidis & S. Y. Kim (Co-Chairs), *Examining the role of adolescent fluency in the parent's native language: Process, outcomes and instrumentality*. Paper symposium presented at the Society for Research on Child Development Biennial Meeting, Atlanta, GA.
- Boutakidis, I. (2004, March). *Effects of native language fluency on parent-adolescent cohesion & respect: The mediating effects of quality of communication*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Baltimore, MD.

- Boutakidis, I., & Chao, R. (2000, May). *Fluency, brokering and language use among bilingual adolescents: Effects on four measures of parent-child relationships*. Poster presented at the Society for Research on Adolescence (SRA) Biennial Meeting, Chicago, Ill.
- Suzuki, L., Greenfield, P., Davis, H., & Boutakidis, I. (1999, June). *Individualism and collectivism and interpretive lenses for cultural conflict among youth*. Paper presented at the Symposium on Cultural Diversity in the Models of the Mind. 11th Annual Convention of the American Psychological Society, Denver, CO.
- Boutakidis, I. (1997, June). *Cultural sources of interpersonal conflict: Collectivism vs. individualism*. Poster presented at the Piaget Developmental Conference: 27th Annual Symposium on Culture, Thought and Development. Santa Monica, CA.
- Greenfield, P., Davis, H., Suzuki, L., & Boutakidis, I. (1997, April). *Improving intergroup relations among youth through understanding cross-cultural differences*. Invited presentation at the National Conference on Sport, Youth, Violence and the Media, University of Southern California., Los Angeles, CA.

Regional: Competitive

- Boutakidis, I., Ramos, M. (2020, Oct). Effects of equity-minded pedagogical practices on reducing course-level equity gaps: A pilot test across 3 colleges. Workshop presented at the 2020 CSU Student Success Network's Building a Student-Ready Campus: Shared Opportunities for Equity and Transformation. Virtual Conference.
- Boutakidis, I. (2016, April). Evaluation of a college-wide undergraduate peer mentor program: Successes, challenges, and lessons learned. Paper presented at the 2016 California Peer Leadership Conference. University of California, San Diego. La Jolla, CA.
- Boutakidis, I. (2016, April). Effectively assessing student success interventions: Case study of a college-wide Peer Mentor Program. Paper presented at the 20th Annual Assessment Conference: Common Ground-Building effective, sustainable, and practical assessment. Fullerton, CA.
- Boutakidis, I., & Rodriguez, J. R. (2014, April). Academic motivation and engagement across three generations of Latino/a junior high school adolescents. Poster presented at the Western Psychological Association Annual Meeting, Portland, OR.
- Boutakidis, I., & Rodriguez, J. R. (2013, April). *The association between academic engagement and achievement across three generations of Mexican American adolescents*. In I. Boutakidis (Chair), *Education and learning*. Paper

- symposium conducted at the Western Psychological Association Annual Meeting. Reno, NV.
- Boutakidis, I. & Lieber, E. (2011, April). *Defining a bicultural self: A Mixed methods examination of ethnicity*. Poster presented at the Western Psychological Association Annual Meeting. Los Angeles, CA.

California State University/ Other Invited

- Boutakidis, I. (2019, Oct). *Putting Concepts into Practice*. Invited presentation at the CSU Student Success Network Convening on Growth Mindset and Belonging, at Fullerton Marriott, Fullerton, CA.
- Boutakidis, I. (2018, May). *Adolescence: Brains, Peers, and Identity*. Invited presentation. Pasadena Waldorf School, Altadena, California.
- Boutakidis, I. (2018, March). *Psycho-social factors associated with student success: Factors that are amenable to change and intervention, and those that are not*. Faculty Noon-time Talks, Pollak Library, California State University, Fullerton.
- Boutakidis, I (2018, January). *Review of psycho-social predictors of student success*. Invited presentation. Dillard University. New Orleans, Louisiana.
- Boutakidis, I. (2017, May). *Adolescence: Brains, Peers, and Identity*. Invited presentation. Pasadena Waldorf School, Altadena, California.
- Boutakidis, I. (2015, Sept). *Unpacking White Privilege: A theoretical and personal examination*. Invited presentation to the CSUF Digging Into Diversity Series on Diversity and Inclusivity. Fullerton, CA.
- Boutakidis, I. (2012, June). *Developmental processes and academics: Focus on ethnic minority, at-risk youth*. Presentation to the CSUF Upward Bound staff in preparation for the 2012 Summer Program. Fullerton, CA.
- Boutakidis, I. (2010, Dec). *Program Assessment from the Departmental Perspective*. Invited presentation to the Faculty Development Center's Workshop Series to New Faculty. California State University, Fullerton, CA.
- Boutakidis, I. (2010, Oct). *Exploring the achievement gap in Latino adolescents: The differential impact of academic engagement*. Invited presentation to the Developmental Psychology faculty and students, University of California, Riverside, CA.
- Boutakidis, I. (2010, April). *Coding and classification of qualitative data*. Presentation to the Faculty Development Center. California State University, Fullerton, CA.
- Boutakidis, I. (2008-2010, May). *Psychological examination of culture: Implications for therapeutic settings*. Invited presentation to clinicians and graduate interns at the Pasadena Mental Health Clinic. Pasadena, CA.
- Boutakidis, I., & Freidman, H. (2004, May). *Dark side of self-esteem: Effects on interpersonal violence*. Paper presented at the Mellon/ UCR Philosophy Workshop on The Abuse of Ideals, University of California, Riverside, CA.

Boutakidis, I. (2003, April). *Effects of child native fluency in Asian American families: Testing a mediational model*. Invited presentation at the Psychology Department Colloquium, La Sierra University, Riverside, CA.

GRANTS/ FUNDED AWARDS

1999-2004, Cota Robles Graduate Fellowship, University of California, Riverside (\$17,000 + Tuition & Fees/ year)

2002 Award Recipient of the California State University Doctoral Incentive Program (\$30,000).

Graduate Dean's Dissertation Research Grant (February 1, 2004- January 31, 2005).

Graduate Division, Office of the Dean, University of California, Riverside
Director/Chair, 2004-2005, Mellon Foundation and Center for Ideas sponsored workshop. *Re-Examining Ethnic Identity and Acculturation: Addressing the Integration of Content, Process and Domain Specificity*. (\$5000)

Call-to-Service Minigrant for Community Based Research (January, 2011) (\$1000)

SERVICE-(indicates active committees)**

Department of Child and Adolescent Studies

- Diversity in Development Working Group (Fall 2014- present)**
- Child and Adolescent Studies Program Assessment Committee (member Fall2008-present/ **Chair Aug 2017--present**)**
- CAS Student Success (Fall 2014-present)**
- Committee on Graduate Studies and Center Development (Spr2013)
- Adolescent Youth Development Option Committee (Fall2008-Spr2009, Spr2013)
- Child and Adolescent Studies Student Association (CASSA) Faculty Adviser (Fall2011-Spr2013)
- CAS Search Committee (Fall 2015- Spring 2016)
- CAS Search Committee (Fall 2017- Spring 2018)

College of Health and Human Development

- Faculty Fellow of Student Success- (Fall 2018-Fall 2019)
- Student Success Executive Team- (Fall 2014—Fall 2019 / (**Co-Chair- Fall 2015-Fall 2019**))

- Faculty Advisory Committee (Fall2008-Spr2010)
- Dean's Writing Committee (Fall2008-Spr2009)
- College Retreat Planning Committee (Spr2009/ Spr2016)
- HHD Writing Tutor (Fall2008-Spr2010)
- Information Technology Committee (Fall2012-Fall2014)
- Strategic Assessment Committee (Spr2015-Spr 2016)
- Dean's Executive Committee (Fall2015-Spring2016)
- Dissertation Committee (2019)- Second Chair, Doctoral Dissertation For Ed.D. Program in Educational Leadership. Candidate Ross Gould. Title: The Silenced Audience: Middle School Students Views of PBIS Implementation.

California State University, Fullerton (University Level)

- Institutional Review Board (Fall 2013—present, **Vice Chair- Spring 2018-present**)**
- Assessment and Educational Effectiveness Committee—(Fall 2018—present, **Chair-August, 2021- present**)**
- Hearing Officer- Student Conduct (Fall 2017—present)**
- Assessment Liaisons Committee—(Fall 2016—present)**
- GI2025 Student Success Team/ First Year Experience Advisory Group- (Fall 2017- present)**
- WSCUC/WASC Accreditation Sub-Committee on Student Success- **Co-Chair Spring 2017-2019**)
- Campus Liaison/ Advisory Board Member- CSU Student Success Network (Fall 2017—2021)
- Academic Advisors Professional Development Committee- (Fall 2016- Spring 2019)
- Student Success Steering Committee (Fall 2015---Spring 2017)
- GI2025 Bottlenecks Advisory Group- (Fall 2017- Spring 2019)
- University Board on Writing Proficiency (Fall2009-Fall2012)
- Faculty Advisor- St. Jude Children's Research Hospital Student Club (Fall2010- Spr2011)
- High Impact Practices (HIPS) Working Group- (Fall 2014-Fall 2015)
- Academic Master Plan- Subcommittee: Students- (Fall 2015---Spring 2016)
- Provost Search Committee (Jan 2017-Sept 2017)

National

American Psychological Association (APA) National Taskforce on Boys in School (committee member April 2021---present)

Professional/ Community Service

Peer Reviewer (Scholarly Journals)

Child Development
International Migration Review
Urban Education
Asia Pacific Journal of Social Work and Development
Psychological Reports
Journal of Latinos and Education
Child Welfare

Workshops/ Community Presentations

Boutakidis, I. (2018, May). *Adolescence: Brains, Peers, and Identity*. Invited presentation. Pasadena Waldorf School, Altadena, California.

Boutakidis, I. (2018, Oct). *Workshop on Growth Mindset and Career Readiness*. Dillard University, New Orleans, Louisiana.

Boutakidis, I. (2018, January). *Workshop on impact of Growth Mindset and Belongingness on academic outcomes*. Dillard University, New Orleans, Louisiana.

Boutakidis, I. (2017, May). *Adolescence: Brains, Peers, and Identity*. Invited presentation. Pasadena Waldorf School, Altadena, California.

PROFESSIONAL AFFILIATIONS

Member- American Psychological Association (2009-present)
Member- American Educational Research Association (2010-present)
Member- Society for Research on Adolescence- (2001-2012)
Member- Society for Research in Child Development (2002-2010)
Member- Western Psychological Association (2011-2015)

Nathalie Carrick, Ph.D.

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

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

EDUCATION

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

PROFESSIONAL EXPERIENCE

Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	2021-present
Associate Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	2014-2021
Assistant Professor	Department of Child and Adolescent Studies California State University, Fullerton, CA	2008-2013
Faculty Fellow	Student Creative Activities and Research California State University, Fullerton, CA	2011-2019
Instructor	Department of Psychology and Social Behavior University of California, Irvine	2007-2008
Teaching Assistant	University of California, Irvine Virginia Polytechnic Institute & State University	2002-2004 1997-1999
Research Assistant	Department of Psychology and Social Behavior University of California, Irvine	2004-2007
Family Coordinator	Project in Cognitive and Neural Development University of California, San Diego	1999-2001

COURSES TAUGHT

California State University, Fullerton

CAS 101: Introduction to Child and Adolescent Studies
CAS 100/210: Foundations for Success in Child and Adolescent Studies
CAS 215: Observations in Early Childhood Settings
CAS 322: Advanced Preschool Development
CAS 346: Special Topics in Preschool Development

CAS 325a: Conception through Age 8
 CAS 499R: Independent Study

PUBLICATIONS

(Student names are italicized)

Yen, S. & Carrick, N. (2021). Sticking together: The impact of a collaborative intensive service learning program on college students' academic outcomes. *Journal of Service-Learning in Higher Education*, 2, 29-41.

Carrick, N., & Richmond, R. (2019). What storytelling tells us about fantasy: Parent-child stories about emotionally-charged real and fantastic events. *Early Child Development and Care*. <https://doi-org.lib-proxy.fullerton.edu/10.1080/03004430.2019.1703113>

Carrick, N., Sawaya, S., & Palisoc, J. (2018). Witches, fire, and fairies: Parent-child conversations during fantastic and real emotionally charged stories. *Infant and Child Development*. doi-org.lib-proxy.fullerton.edu/10.1002/icd.2111

Carrick, N., Rush, E., & Quas, J.A. (2013). Suggestibility and imagination in early childhood. In M. Taylor (Ed.), *The Oxford handbook of the development of imagination* (pp. 113-125). Oxford: Oxford University Press.

Lyon, T., Quas, J.A., & Carrick, N., (2013). Right and righteous: Children's incipient understanding and evaluation of true and false statements. *Journal of Cognition and Development*, 14, 437-454.

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

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

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

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

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

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

PROFESSIONAL PRESENTATIONS*(Student names are italicized)*

Carrick, N. & Richmond, R. (2020, October). *The use of fantasy in children's storytelling*. [Poster presentation]. Western Psychological Association Annual Meeting, Virtual.

Yen, S. & **Carrick, N.** (2020, April) *The impact of Jumpstart program on college students' GPA, graduation rate, and years to graduation* [Poster presentation]. AERA Annual Meeting, San Francisco, CA, United States. (Conference Canceled)

Yen, S. & **Carrick, N.** (2020, March). *Impact of Jumpstart on college students' academic success*. [Paper presentation]. CSU Symposium on Teaching and Learning, Fullerton, CA, United States. (Symposium Canceled)

Richmond, R. & Carrick, N. (2019, April). *Parental storytelling based on fantastic versus real information*. [Poster presentation]. Western Psychological Association Annual Meeting, Pasadena, CA, United States.

Richmond, R. & Carrick, N. (2018, November). *Parent-child storytelling of real and fantastic emotional events*. [Poster presentation]. Southern California Council for Undergraduate Research, Pasadena, CA, United States.

Carrick, N. (2017, October). *Examining parent-child conversations while reading fantasy/reality storybooks*. [Poster presentation]. Cognitive Development Society, Portland, OR, United States.

Sawaya, S., & Carrick, N. (2016, April). *Parent-child conversations while reading fantastic and real emotional stories*. [Poster presentation]. Western Psychological Association, Long Beach, CA, United States.

Palisoc, J., & Carrick, N. (2014, April). *Toddler's ability to discern fictional from real information*. [Poster presentation]. Western Psychological Association, Portland, OR, United States.

Haynes, K., Huczneker, D., Palisoc, J., Astorga, C. & Carrick, N. (2013, November). *16- to 18-month-old's ability to discern fantasy and reality*. [Poster presentation]. Southern California Council for Undergraduate Research, Whittier, CA, United States.

Hwang, K., Astorga, C., Haynes, K., & Carrick, N. (2013, November). *Young children's ability to learn from fictional characters in storybooks*. [Poster presentation]. Southern California Council for Undergraduate Research, Whittier, CA.

Carrick, N. (2013, June). *Changing the culture of research at Cal State Fullerton*. [Paper presentation]. Council on Undergraduate Research, Orange, CA.

Erhart, A., Hwang, E., & Carrick, N. (2013, April). *Individual differences in children's understanding of positive and negative events*. [Poster presentation]. Western Psychological Association, Reno, NV.

- Erhart, A., & Carrick, N. (2012, November). *The role of temperament and emotion regulation on young children's understanding of emotional reality*. [Poster presentation]. Southern California Council for Undergraduate Research, Channel Islands, CA.
- Hwang, E., & Carrick, N. (2012, November). *The influence of attachment on preschooler's understanding of emotional events*. [Poster presentation]. Southern California Council for Undergraduate Research, Channel Islands, CA.
- Carrick, N., Palomino, M., Hwang, E., Bui, T., & Solyom, E. (2012, August). *Parental influences on young children's understanding of emotional fantastic and real events*. [Poster presentation]. American Psychological Association, Orlando, FL.
- Carrick, N., & Evans, A. (2012, August). *Getting children to tell the whole truth and nothing but the truth*. Co-chaired symposium at the annual meeting of the American Psychological Association, Orlando, FL.
- Carrick, N., & Evans, A. (2012, August). *Presidential Program- Childhood obesity from exercise to parents: What research and practice can teach us*. Co-chaired symposium at the annual meeting of the American Psychological Association, Orlando, FL.
- Manzer, S. M., Bui, T., Schaffer, E., Wantabe, K., & Carrick, N. (2011, April). *Individual differences in preschoolers' judgments of emotional fantasy and reality*. [Poster presentation]. Western Psychological Association, Los Angeles, CA.
- Carrick, N., Osmialowski, D., Collins, R., Redd, K. & Michel, M. (2010, August). *Preschoolers' judgment of the reality status of emotional events*. [Poster presentation]. American Psychological Association, San Diego, CA.
- Carrick, N., Hendricks, B., & Perez, G. (2009, April). *Good witch, bad witch: Children's ability to discern emotional storybook characters*. [Poster presentation]. Society for Research in Child Development, Denver, CO.
- Carrick, N., & Harris, A. (2007, October). "Mice can't really dance": *Reducing the effects of emotion on children's fantasy-reality distinctions*. [Poster presentation]. Cognitive Development Society, Santa Fe, NM.
- Lyon, T. & Carrick, N. (2007, March). *Does right make right? Children's early understanding of truth and cultural divergences in their subsequent moral evaluations*. Co-chaired symposium at the annual meeting of the Society for Research in Child Development, Boston, MA.
- Carrick, N., Lyon, T., Quas, J. & Eahern, E. (2007, March). *Young children's incipient understanding of truth and lies*. [Paper presentation]. Society for Research in Child Development, Boston, MA.
- Carrick, N., Malloy, L., Quas, J., & Levine, L. (2005, April). *Young children's memory of discrete emotions depicted in images*. [Paper presentation]. Society for Research in Child Development, Atlanta, GA.
- Carrick, N., Quas, J., & Lyon, T. (2005, April). *Maltreated and nonmaltreated children's*

understanding of reality and fantasy. [Poster presentation]. Society for Research in Child Development, Atlanta, GA.

Carrick, N., Quas, J., and Lyon, T. (2004, March). *The role of maltreatment in children's understanding of reality and fantasy*. [Poster presentation]. Children's Bureau of the US Department of Health and Human Services, Washington, D.C.

Carrick, N., & Quas, J. (2003, October). *Children's memory for a mild stressor*. [Poster presentation]. Cognitive Development Society, Salt Lake City, UT.

Carrick, N. (2002, June). *Children's memory for a mild stress: Interactions among physiological systems*. Paper presented at departmental colloquium.

Carrick, N., & Sawyers, J. (2000, May). *Symbolic play through the eyes and words of children*. [Paper presentation]. The Association for the Study of Play. Baltimore, MD.

Carrick, N. (1999, April). *Children's understanding of symbolic play*. [Paper presentation]. Meeting of Quint State. Knoxville, TN.

GRANTS AND SCHOLARSHIPS

CSUF Explore Core Course Development (team award; \$2000)	2019
HHD Research Support Program (\$1401.39)	2018
CSUF Faculty Enhancement and Instructional Development (FEID; \$4747)	2015
CSUF Office of Research Development Intramural Grant (\$11,231)	2012
Faculty Development Center Faculty-Student Collaborative Research (\$1000)	2012
Faculty Development Center Teaching Mini Grant (\$500)	2012
PURE Student-Faculty Research Grant (\$1000)	2011
Faculty Development Center Faculty-Student Collaborative Research (\$600)	2010
CSUF Office of Grants and Contracts Intramural Grant (\$3000)	2010
Faculty Development Center Faculty-Student Collaborative Research (\$440)	2008
CSUF New Faculty Probationary Grant (\$6,500)	2009
Fred Rogers Memorial Scholarship (\$10,000)	2006
US Department of Health and Human Services Pre-Doctoral Fellowship (\$50,000)	2004

HONORS AND AWARDS

College of Health and Human Development Outstanding Teaching Award	2021
CSUF Faculty Development Center Faculty Recognition in Teaching	2019
CSUF Outstanding Research Mentor	2015
Ellen Greenberger Award for Excellence in Research	2008
Dean's Dissertation Writing Award	2008
Award for Excellence in Undergraduate Mentoring	2007-2008
Dean's Dissertation Data Gathering Award	2007

PROFESSIONAL SERVICE

Department, College, and University

Faculty Fellow for Student Creative Activities and Research	2011-2019
HHD Intramural Grant Reviewer	2015 & 2020
Member, CAS Student Success Committee	2018-present
Chair, CAS Department Personnel Review Committee	2018-present

Member, CAS Department Personnel Review Committee	2016-2018
Member, CAS Departmental Petitions Committee	2015-present
Chair, CAS Departmental Student Awards and Commencement Committee	2014-present
CAS 101 Course Coordinator	2014-present
Faculty Co-Advisor, Child and Adolescent Studies Student Association	2014-2015
Member HHD Curriculum Committee	2012-2013
Faculty Co-Advisor, Child and Adolescent Studies Student Association	2010-2011
Member, CAS Department Information Technology Committee	2010-2012
Member, College Information Technology Committee	2010-2012
Faculty Co-Liaison for CAS research lab design and development	2009-2012
Member, CAS committee to revise Student Opinion Questionnaires	2009-2010
Member, Student Research Advisory Council (SRAC, formerly PURE)	2008-2010

Professional and Community

Board member Southern California Conferences for Undergraduate Research	2018-present
ASI Children's Center Working Group	2018-2019
Judge for CSU system-wide Student Research Competition	2014-2016
Moderator for Southern California Conferences for Undergraduate Research	2016-2018
Co-Program Chair for APA (Division 7) convention	2011-2012
Member, Fullerton College Child Development and Educational Studies	2010-2012
Judge for APA Graduate Student Research Presentation	2010-2012
Reviewer	
AERA National Conference Abstracts	
APA National Conference Abstracts	
British Journal of Developmental Psychology	
Infant and Child Development	
Issues in Teaching Education	
Journal of Experimental Child Psychology	
Merrill Quarterly	
National Conferences on Undergraduate Research Abstracts	
Southern California Conferences for Undergraduate Research Abstracts	
SRCED National Conference Abstracts	

**CURRICULUM VITAE
GUADALUPE DÍAZ LARA**

E-MAIL

gdiaz-lara@fullerton.edu

EDUCATION

Ph.D. in Human Development and Family Sciences, Oregon State University, July 2016.

Advisor: Dr. Megan McClelland

Dissertation: The Influence of Family Demographics and Individual Factors on School Readiness: A Focus on Low-Income Spanish-speaking English Language Learners.

M.S. in Human Development and Family Sciences, Oregon State University, April 2013.

Advisor: Dr. Megan McClelland

Thesis: Parental beliefs and practices: Influences of parenting in Latino/a and Caucasian children's behavioral regulation.

B.S. in Human Development and Family Sciences, Oregon State University, June 2009.

Magna Cum Laude

PROFESSIONAL EXPERIENCE

Assistant Professor, California State University, Fullerton, August 2021- Present

Research Associate, Sobrato Early Academic Language Model, March 2019-July 2021

Courtesy Faculty, Oregon State University, October 2019-Present.

Postdoctoral Fellow, Baby Books 2 Project, University of California, Irvine, August 2016-February 2019.

Research Consultant, Exploring Parenting Education Research, WestEd, February 2019-July 2019.

Research Consultant, Santa Ana Early Learning Initiative, Center for the Study of Social Policy, March 2017-January 2018.

Graduate Research Assistant, Oregon English Learner Alliance, Oregon State University/Oregon Department of Education, August 2014-July 2016.

Graduate Research Assistant, Oregon Parenting Education Collaborative, Oregon State University, June 2014-June 2016.

Graduate Research Assistant, Touch your toes! Kindergarten Readiness Study, Oregon State University, September 2011- July 2016.

Project & Research Consultant, Educational Expectations, Experiences, and Future Directions: A Formative Evaluation Among Latino Parents and Students in Corvallis & Albany, Oregon,

CASA Latinos Unidos de Benton County, April 2012-July 2016.

Research Consultant, Evaluating the Influence of Parent Leadership Workshops on Parent Involvement and Empowerment: CASA Latinos Unidos de Benton County, February 2014-July 2014.

Program Coordinator, Professional Managerial Internships in State Employment, Office of Community and Diversity, Oregon State University, April 2009-August 2009.

RESEARCH INTEREST

My research is broadly focused on understanding, elevating and addressing the factors that influence children's development and educational experiences, particularly Latinx children and children who are Dual Language Learners. Additionally, I am interested in the influence of parents on children's educational experiences and the factors that influence parents' abilities to support their children's development and education. I use this work to connect research, practice and policy to improve educational experiences and access to services and resources for ethnically and linguistically diverse children and families.

PUBLICATIONS

Díaz, G. Lopez, L. M., Barajas-Gonzales, R. G., & Garcia Coll, C. (in press). Why education leaders must recognize the impact of COVID-19 on Latinx Students
The Learning Professional.

Martinez, M. I. & **Díaz, G.** (in press). Investing in bilingual teachers. *Multilingual Educator*.

Meadvin, J., **Díaz, G.**, Díaz, A., Hurwitz, A., Martinez, M., I. (in press). Antilinguicist schools, Antilinguicist system. In N.M. Sparkman-Key (Ed.), *Developing Anti-racist practices in helping professions: Inclusive theory, pedagogy, and application*.

Garcia, K. E., Cabrera, N. J., Hennigar, A., Mittone, D., **Díaz, G.** & Reich, S. (2021). Teaching Mothers and Fathers About How Children Develop: Parenting Knowledge and Practices. In: Dimitrova R., Wium N. (eds) *Handbook of Positive Youth Development. Springer Series on Child and Family Studies*. (pp 467-482). Springer, Cham.
https://doi.org/10.1007/978-3-030-70262-5_31

Reich, S. M., Ochoa, W., & **Díaz, G.** (2021). A Randomized Control Trial of Using Baby Books to Reduce New Mothers' Feelings of Stress and Depression. *Maternal and Child Health Journal*. <https://doi.org/10.1007/s10995-021-03200-9>

Dahlin, M., **Díaz, G.**, Jenkins, J. M., & Reich, S. M. (2020). *Head Start family services: Family characteristics as predictors of service use by Latinx families*. *Children and Youth Services Review*, 118, 1-12. <https://doi.org/10.1016/j.childyouth.2020.105376>

Reich, S.M. & **Díaz, G.** (2020). *Baby Books*. In E. Gershoff & S. Lee (Eds.) *Effective approaches to reducing physical punishment and teaching disciplinary alternatives*. Washington DC: APA Press.

- Reich, S. M., Ochoa, W., Gaona, A., Salcedo, Y., Espino, G., Newhart, V., Lin, J., & **Díaz, G.** (2019). *Disparities in Caregivers' experiences at the dentist with their young child*. *Academic Pediatrics*, 19 (8), 969–977. doi: 10.1016/j.acap.2019.03.006
- Reich, S. M., Hoeft, K., **Díaz, G.**, Ochoa, W., Gaona, A. (2018). *Disparities in the quality of pediatric dental care: New research and needed changes*. Society for Research in Child Development Policy Report.
- Díaz, G.** & McClelland, M. M. (2018) Latino families and schools: Identifying challenges and highlighting strengths to support children's early learning. In S. Sonnenschein & B.E. Sawyer (Eds.), *Academic socialization of young Black and Latino children: Building on Family Strengths*. (pp.121-139). New York: Springer.
- Díaz, G.** & McClelland, M. M. (2017). *The Influence of Parenting for Mexican American Children's Self-regulation*. *PsyCh Journal*, 6, 43-56. doi: DOI: 10.1002/pchj.158
- Umansky, I. M., Thompson, K. D., & **Díaz, G.** (2017). *Using an Every-English Learner Framework to Examine Disproportionality in Special Education*. *Exceptional Children*, 84 (1) 76-96. doi: 10.1177/0014402917707470
- Thompson, K., Martinez, M., Clinton, C., **Díaz, G.** (2017). *Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships*. *Educational Researcher*, 46 (8), 464-473. doi: 10.3102/0013189X17733965
- Finders, J. K., **Díaz, G.**, John, G., Sektnan, M., Rennekamp, D. (2016). *The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity*. *Children and Youth Services Review*, 71, 199-209. doi: <http://dx.doi.org/10.1016/j.childyouth.2016.11.006>
- McClelland, M. M., **Díaz, G.**, Lewis, K.W. (2016). *Self-Regulation*. The SAGE Encyclopedia of Contemporary Early Childhood Education.

MANUSCRIPTS UNDER REVIEW

Díaz, G., Ochoa, W., Reich, S. M., & Cabrera, N. (2021). *Translation Practices for Parenting Intervention Research*. [Manuscript under review].

Díaz, G. & McClelland, M. M. (2021). *The influence of family demographic factors on Spanish-Speaking English Language Learners' school readiness*. [Manuscript under review].

MANUSCRIPTS IN PREPARATION

Díaz, G., Dodge-Vera, T., Soria, C. E., Lopez-Cevallos, D. F., Brambila, M. (2021). *"I didn't understand... and I didn't go back": Experiences of Latinx families in rural schools*. [Manuscript in preparation].

Díaz, G., Miao, A., Thompson, K., McClelland, M. M. (2021). *English Language Learners' performance on statewide Kindergarten Assessments* [Manuscript in preparation].

Díaz, G., & Martinez, M. I. (2021). *Exploring the impact of teacher professional development on Spanish and English language development*. [Manuscript in preparation].

REPORTS, POLICY BRIEFS & OTHER PUBLICATIONS

Martinez, M. I., & **Díaz, G.** (2021). *Building an Effective Early Childhood Workforce: The Need for Professional Development for Educators of Dual Language Learners* [Policy Brief]. Sobrato Early Academic Language.

Díaz, G., Vega, C.A., & Thompson, K. (2021, January 27). *Apoyando el bilingüismo de los niños/as y el desarrollo del lenguaje natal: Consejos para familias/Supporting Children's bilingualism & home language development: Tips for families*
Spanish: <https://orparenting.org/2021/01/27/apoyando-el-bilinguismo-de-los-nino-as-y-el-desarrollo-del-lenguaje-natal-consejos-para-familias/>
English: <https://orparenting.org/2021/01/27/supporting-childrens-bilingualism-home-language-development-tips-for-families/>

Lopez, L. M., Barajas-Gonzales, R. G., **Díaz, G.,** Moreno, F., & Garcia Coll, C. (2020). *Addressing inequities in education: Consideration for Latinx children and youth in the era of COVID-19* [Statements of Evidence]. Society for Research in Child Development.

Martinez, M. I., & **Díaz, G.** (2020). *COVID-19 and linguistically diverse students: Issues, implications, and policy recommendations* [Policy Brief]. Research-to-Policy Collaboration. <https://www.research2policy.org/covid-19/linguistically-diverse-students>

Díaz, G. (2017). *Santa Ana Early Learning Initiative: A Landscape Analysis of Services for Children 0-8 and their families*. Center for the Study of Social Policy. June 2017; 18p.

Díaz, G. McClelland, M. M. & Thompson, K. (2016). *English Language Learners and the Oregon Kindergarten Assessment* [Policy Brief]. Oregon School Readiness Research Consortium.

Díaz, G., Vega, C.A., & Thompson, K. (2016, July 15). *Helping Parents Understand English Language Development in English Language Learners/Ayudando a los Padres a Entender el Desarrollo del Idioma Ingles en Niños que Están Aprendiendo Ingles*. Oregon Parenting Education Week Blog.
Spanish: <https://orparenting.org/2016/07/19/ayudando-a-los-padres/>
English: <https://orparenting.org/2016/07/15/helping-parents-understand-english-language-development-in-english-language-learners/>

Thompson, K. & **Díaz, G.** (2016). *English Learner Students with Disabilities* [Policy Brief]. Oregon State University/Oregon Department of Education English Learner Partnership.

Díaz, G., Dodge-Vera, T., & Lopez-Cevallos, D.F. (2016). *Educational Equity for Latino/a Families: An evaluation among parents, students, and educators in the Greater Albany School District*. Casa Latinos Unidos de Benton County, September, 2016; 30p.

Available in Spanish.

Díaz, G., Rennekamp, D., Sektnan, M. (2014). *An Overview of the Impact of Parenting Education Programs on Family Outcomes: Literature Review*. Oregon Parenting Education Collaborative. December, 2014; 28p.

Díaz, G. & Gonzales-Berry, E. (2013). *“We have rights too!” The influence of parent education workshops on Latino parents’ school involvement*. Casa Latinos Unidos de Benton County, July 2014; 29p.

Lopez-Cevallos, D.F., **Díaz, G.,** Brambila, Y., Gonzales-Berry, E. (2013). *Improving Educational Equity for Latinos: A formative evaluation among parents, students, and educators in the Corvallis School District*. Casa Latinos Unidos de Benton County, April 5, 2013; 29p. Available in Spanish.

RESEARCH PRESENTATIONS

Díaz, G., Dodge-Vera, T., Soria, C., E., Lopez-Cevallos, D.F., & Brambila, M. (2021, April). “I didn’t understand... and I didn’t go back”: Experiences of Latinx families in rural schools. Paper presented at American Educational Research Association Annual Meeting, Virtual Conference.

Díaz, G., Lopez, L. M., Barajas-Gonzales, R. G., Moreno, F., & Garcia Coll, C. (2021, April). *Addressing inequities in education: Consideration for Latinx children and youth in the era of COVID-19*. In N. Dawit & K. Fisher (Chairs), Addressing education inequities exacerbated by COVID-19: From SOTE briefs to education policy research agenda. Presented at the Society for Research in Child Development, Virtual Conference.

Young, A., Flores, A., Reyes, Y., **Díaz, G.,** & Lopez-Cevallos, D. F. (2020, October). *Improving Educational Equity for Oregon’s Latino Youth: Perspectives from Parents’ Engagement in the OSU Juntos Program*. Paper presented at the 2020 Oregon Public Health Association Annual Conference & Meeting, Virtual Conference.

Martinez, M. I., **Díaz, G.,** Cassidy, S. (2020, April). *Can Bilingual Programs Prevent Home Language Loss for Spanish-speaking Students?* Poster presented at American Educational Research Association Annual Meeting, Virtual Conference.

Díaz, G. (2019, June). In G. Díaz (Moderator), *Language challenges when working with linguistically diverse communities*. Conversation Roundtable at the Society for Community Action Research Biennial Meeting, Chicago, IL.

Ochoa, W., **Díaz, G.,** Reich, S.M., Gaona, A., Morales-Gracia, M. (2019, June). *Don’t worry honey, I got this: Examining the relation between mothers and fathers’ stress and self-efficacy*. In W. Ochoa (Chair), Identifying challenges and supports for diverse parents. Presented at the Society for Community Action Research Biennial Meeting, Chicago, IL.

Léon Lúa, A., **Díaz, G.,** Reich, S.M. (2019, June). *Racial differences in depression and maternal*

self-efficacy for new mothers. Poster presented at the Society for Community Action Research Biennial Meeting, Chicago, IL.

- Díaz, G.** & McClelland, M. (2019, March). *Experiences of young Latino children and their families in school settings.* In S. Sonnenschein & B. Sawyer (Chairs), Building on family strengths to promote the academic development of young Black and Latino children. Presented at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
- Garcia, K., Cabrera, N., **Díaz, G.**, Mittone, D., & Reich, S.M. (2019). *Mothers' and fathers' executive function: Influences on parenting and early child development.* In K. Garcia & N. Cabrera (Chairs), Cognition and parenting in low-income families. Presented at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
- Reich, S.M., Ochoa, W., **Díaz, G.**, & Cabrera, N. (2019). *Infant media use, alone and with parents, and their social-emotional and language development.* In S. M. Reich (Chair), Influences on very young children's screened media use and their development. Presented at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
- Araniva, E., Garcia, K., Mittone, D., **Díaz, G.**, Cabrera, N., & Reich, S.M. (2019). *Assessment of executive function at 24-Months in a diverse, low-income sample.* Poster presented at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
- Díaz, G.** & Reich, S.M. (2018, October). *Exploring access to services for Head Start parents: Differences for Latino parents.* Presented in Spanish at the 7th International Conference of Community Psychology, Santiago, Chile.
- Díaz, G.** & Reich, S.M. (2018, October). *White, middle-class standards for parenting: Exploring perception of household chaos in diverse families.* Paper presented at the 7th International Conference of Community Psychology, Santiago, Chile.
- Reich, S.M., **Díaz, G.**, Ochoa, W., Gaona, A. & Gaytan, J. (2018, October). *Language as a gatekeeper to community research.* Presented at the 7th International Conference of Community Psychology, Santiago, Chile.
- Díaz, G.**, Padilla, P., & Rodriguez, R. (2018, August). *Empowering Latino parents: Exploring community resources and barriers to access.* Presented at the American Psychological Association Convention, San Francisco, CA.
- Díaz, G.** (2017, June). *Santa Ana Early Learning Initiative: A Landscape Analysis of Services for Children 0-8 and their families.* Presented to The Children and Families Commission of Orange County, Santa Ana, CA.
- Thompson, K., **Díaz, G.**, Martinez, M., Clinton, C. (2017, June). *Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships.*

Paper presented at the Society for Community Action Research, Ottawa, CA.

- Díaz, G.,** & McClelland, M. (2017, April). *The Influence of Family Demographic Factors on School Readiness: Variation by Latino English Language Learners Status*. Presented at the Child Development Biennial Conference, Austin, TX.
- Díaz, G.,** McClelland, M. M. Thompson, K. (2016, October). *Exploring the links between English language proficiency, achievement and self-regulation. A focus on English Language Learners in Kindergarten*. Presented at the Oregon Parenting Education Collaborative, Corvallis, OR.
- Díaz, G.,** McClelland, M. M. Thompson, K. (2016, October). *English Language Learners and the Oregon Kindergarten Assessment*. Presented at the University of California, Irvine Postdoctoral Fellow Symposium, Irvine, CA.
- Alonso, J. McClelland, M. M., **Díaz, G.** (2016, October). *Children's Exposure to Kindergarten and Self-Regulation Skills*. Poster presented at the Occasional Temperament Conference, Seattle, WA.
- Thompson, K. D., Umansky, I. M., & **Díaz, G.** (2016, April). *Double jeopardy: Exploring over- and under-representation of English learners in special education*. Presented at the American Education Research Association Annual Meeting, Washington, DC.
- López-Cevallos, D., **Díaz, G.,** Dodge-Vera, T., Brambila, Y., & Gonzales-Berry, E. (2016, April). *Educational equity for Latin@ families: A formative evaluation among parents, students and educators in Corvallis & the Greater Albany Public Schools*. Invited Presentation at the College of Education Faculty Development Workshop. Corvallis, OR.
- Thompson, K., Bautista, D., **Díaz, G.,** Clinton, C. (2015, April). *Towards a Typology of Questions Explored by Researcher-Practitioner Partnerships*. Presented at the American Education Research Association Annual Meeting, Washington, DC.
- Díaz, G.,** McClelland, M. M. Thompson, K. (2015, October). *Relations between English language proficiency, self-regulation and achievement: A focus on English Language Learners*. Presented at the Child Care and Education Researchers Roundtable, Troutdale, OR.
- Díaz, G.,** Dodge-Vera, T., Mondragon, V. (2015, June). *Documenting the experiences of Latino parents in with their children's school: A focus on mothers*. Presented at Oregon Commission for Women Meeting, Corvallis, OR.
- Díaz, G.,** Dodge-Vera, T., Mondragon, V. (2015, June). *Educational Equity: An evaluation of the experiences of Latino parents & students in Albany schools*. Presented at the Health Equity Alliance Meeting, Albany, OR.
- Díaz, G.,** Thompson, K., Bautista, D. (2015, June). *Long-term outcomes for English Learners in*

Oregon: A focus on special education. Presented at the Seaside Confederation of Oregon School Administrators, Seaside, OR.

Díaz, G., Echeverria, W., Bautista, D. (2015, June). *Long-term outcomes for English Learners in Oregon: A focus on English Language Learners participation in dual language programs.* Presented at the Oregon Association of Bilingual Educators, Happy Valley, OR.

Alonso, J. McClelland, M. M., **Díaz, G.** (2015, May). *Children's Exposure to Kindergarten and Self-Regulation Skills.* Poster presented at the Oregon State University Celebration for Undergraduate Excellence, Corvallis, OR.

Díaz, G., & McClelland, M. M. (2015, April). *Preparando los niños para le kinder: Consejos para padres/Getting children ready for kindergarten: Strategies for parents.* Invited Presentation at Kidco Head Start Parent Conference, Albany, OR

Díaz, G., & McClelland, M. M. (2015, March). *The influence of demographic factors on low-income Latino children's school success.* Paper to be presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.

Díaz, G., Lewis, K. W., Miao, A., & McClelland, M.M. McClelland, M. M. (2015, March). *Examining the relationship between executive function and academic achievement: A focus on low-income English Language Learners and their English-speaking peers.* Paper to be presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.

Harmon, B. J., **Díaz, G.,** Hatfield, B., Rennekamp, D., Sektnan, M. (2015, March). *Perceptions of Parenting Knowledge and Behaviors: Latino Parents in Parenting Education Programs.* Poster to be presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.

Thompson, K., **Díaz, G.,** Echeverria, W., Bautista, D. (2015, March). *Long-term outcomes for English Learners in Oregon.* Presented at the State English Learners Alliance Conference, Eugene, OR.

Díaz, G., Becker, D., Finders, J & McClelland, M. (2015, February). *Promoting self-regulation and school success.* Invited Presentation at the Portland School District Occupational Therapist Training. Portland, OR.

McClelland, M. M., **Díaz, G.,** & Pratt, M. (2014, July). *The development of executive function for children growing up in the context of risk.* In I. Kovelman & F. Morrison (Chairs), *Transition to literacy: Brain-behavior perspectives.* Paper presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.

- Pratt, M. S., **Díaz, G.**, & McClelland, M. M. (2014, March). *Red Light, Purple Light! Promoting Self-Regulation in Young Children*. Invited Presentation at Kidco Head Start Parent Conference, Lebanon, OR.
- Díaz, G.**, & McClelland, M. M. (2013, April). *Links between parenting and self-regulation in Latino and Caucasian parents*. Paper presented at the biennial meeting of the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Díaz, G.**, & Vega, C. A. (2013, April). *Latino/a Children School Readiness: Research and Practical Applications for Parents and Teachers*. Presented at the annual Early Learning Conference, Pendleton, OR.
- Díaz, G.**, Lopez-Cevallos, D.F., Brambila, Y., Gonzales-Berry, E. (2013, April). *Improving Educational Equity for Latinos: A formative evaluation among parents, students, and educators in the Corvallis School District*. Presented at the Corvallis School District Leadership Meeting & Corvallis School Board Meeting, Corvallis, OR.
- Miao, A., **Díaz, G.**, Lewis, K. W., & McClelland, M.M. (2013, April). *Examining the differences among parents, teachers, assessors and direct assessments in low-income children and English Language Learners*. Poster presented at the biennial meeting of the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Miao, A., **Díaz, G.**, & McClelland, M. M. (2013, April). *Concurrent and Longitudinal Associations between Aspects of Self-Regulation and Preschool Counting and Calculation Math Abilities*. Poster presented at the biennial meeting of the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Pratt, M. E., **Díaz, G.**, Becker, D. R., Lewis, K.W., Duncan, R. J., & McClelland, M. M., (2013, April). *Demographic factors influencing self-regulation in preschool children*. Paper presented at the biennial meeting of the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Becker, D. R., **Díaz, G.**, & Olvera, M. L., Day, R. (2011, November). *The significance of stress and proactive parenting on externalizing behaviors and school engagement*. Poster presented at the annual conference of the National Council of Family Relations, Orlando, Florida.
- Díaz, G.**, Turner, S.D., & Rosenkoetter, S.E. (2009, June). *Early Childhood Leadership Directions: Follow up study with program alumnae*. Poster presented at the Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University, Corvallis, OR.

UNIVERSITY TEACHING EXPERIENCE

Instructor, Child & Adolescent Studies, California State University, Fullerton, 2021-Present
 CAS 201: Child, Family & Community
 CAS 340: Parenting in the 21st Century

Course Supervisor, University of California, Irvine, 2017-2019
EDUC 198: Directed Research in Education

Guest Lecture, University of California, Irvine, 2019
Connecting Research to Practice: Exploring Researcher-Practitioner Partnerships

Instructor, Human Development and Family Sciences, Oregon State University, 2013-2016
HDFS 432: Children and Youth with Special Needs
HDFS 447: Families and Poverty

Guest Lectures, Oregon State University, 2012-2021
Language Policies in the Education System
Language Development and Dual Language Learners
Latino Parents' Perceptions of their Children's Schools
Bilingualism & Cognitive Development
Engaging Latino Parents in the Classroom: Strategies for Teachers
Connecting Research & Policy: English Learners Language Development

Graduate Teaching Assistant, Child Development Lab, Oregon State University, 2009-2011
HDFS 430: Student Teaching in Early Childhood Development & Education

PRESCHOOL – ELEMENTARY TEACHING EXPERIENCE

Small Group Teacher, Adams Elementary, November 2013-January 2014
Kindergarten – Practicing self-regulation skills

Preschool Teacher, Child Development Lab, Oregon State University, 2009-2011
Ages 3-5 years old

Reading Tutor, Garfield Elementary, September 2007- June 2008
Dual Language Immersion Program K, 4 & 5th grade

IN-SERVICE TEACHER TRAININGS

June 2015/June 2016 Red light, purple light! Promoting Self-Regulation in Young Children
Tillamook, OR & Evansville, IN

September 2015 Measuring self-regulation: Head-Toes-Knees-Shoulder Task Training
Oregon State University

June 2014/June 2015 Implementing self-regulation games in a kindergarten classroom
Fairfax County Teacher Training, Fairfax, VA

COMMUNITY CAPACITY BUILDING WORKSHOPS

Oct/Nov 2020 Serie virtual de literatura en casa/ Virtual Literacy at Home Series

	Orange County United Way
January 2016	Promoviendo la regulacion propia usando tecnología /Fostering Self-regulation using technology Oregon State University
2011-2012	Abriendo Puertas/Opening Doors Parenting Program Child Development Lab, Oregon State University
2014-2016	Educa e Inspira Parenting Workshops Casa Latinos Unidos de Benton County
June 2014/2015	La preparación escolar de los niños Latinos: Estrategias para padres/ Children's School Readiness Strategies for parents Casa Latinos Unidos de Benton County
July 2014	Estrategias para apoyar la preparación escolar para proveedoras de cuidado en casa/ Strategies for to support school readiness: Training for homebased childcare providers Oregon State University Extension Services

HONORS AND AWARDS

2019 Tom Angell Fellowship for Mentorship Excellence
2009-2016 Weatherspoon Memorial Scholarship
2013-2014 Everyone Matters Leadership Award
2013-2014 Sonin Scholarship Fund Recipient
2012-2013 Jewell F Rohlifing Fellow
2012-2013 CASA Latinos Unidos de OSU Master's Thesis Grant
2010-2011 Sonin Scholarship Fund Recipient
2009-2010 Everyday Leader Award
2008-2009 Undergraduate Research Award
2008-2009 Altrusa Senior Award
2008-2008 BT Ironman Award
2008-2009 Waldo-Cummings Outstanding Student Senior Award
2007-2008 Waldo-Cummings Outstanding Student Senior Award
2007-2008 Sister Adele Memorial Scholarship
2006-2007 Waldo-Cummings Outstanding Student Junior Award

AD HOC REVIEWER

2019-Present Educational Researcher
2018-Present Journal of Latinos and Education
2018-Present Journal of Early Childhood Research
2018-Present PLOS ONE
2018-Present Journal of Child and Family Studies
2017-Present Children Review and Youth Services

2017-Present Journal of Applied Developmental Psychology
2017-Present Learning and Individual Differences
2016-Present Early Childhood Research Quarterly

ORGANIZATIONAL SERVICE

Member, Society for Research in Child Development Policy Team Working Group, 2021-present
Reviewer, Society for Research in Child Development Biennial Meeting, 2021
Reviewer, Early Career Small Grants - Society for Research in Child Development, 2020
Reviewer, National Research Conference on Early Childhood Annual Conference, 2020
Reviewer, Society for Community Research and Action Biennial Conference, 2019
Reviewer, American Psychological Association Annual Convention-Division 27, 2018

COMMUNITY & POLICY SERVICE

Mentor, Orange County United Way Mentorship Program, October, 2020-June 2021
Reviewer, Districts' Learning Continuity and Attendance Plans, Californians Together, 2020
Reviewer, Districts' COVID-19 Operation Reports, Californians Together, 2020
Member, AB 2960 Working Group: Child Care and Development Services: Online Portal, June 2019-December 2019
Member, Santa Ana Early Learning Initiative, Santa Ana, CA, June 2017- December 2018
Board Member, Linn Benton Lincoln Early Learning Hub, Benton County, OR, 2014-2016
Member, ADELANTE Leaderships Program, Center for Latino/a Studies and Engagement, Oregon State University, 2013
Board Member, Diversity Action Planning Advisory Council, Corvallis School District, Corvallis, Oregon, January 2012-June 2012

PROFESSIONAL AFFILIATIONS

Society for Research in Child Development (SRCD)
Society for Research in Child Development-Latino Caucus
American Educational Research Association (AERA)
Division 7 of the American Psychological Association (APA)
National Center for Faculty Development and Diversity (NCFDD)

LANGUAGES

Fluent in speaking, reading, and writing Spanish

GUADALUPE ESPINOZA

Curriculum Vitae

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

EDUCATION

Ph.D. in Developmental Psychology
University of California, Los Angeles
Minors: Culture, Ethnicity and Education; Quantitative Methods

Masters of Arts in Psychology
University of California, Los Angeles

Bachelor of Arts in Psychology
San Diego State University
Minor: Child and Family Development; Magna Cum Laude

ACADEMIC APPOINTMENTS

Associate Professor August 2019 – Present
California State University, Fullerton
Child and Adolescent Studies Department

Assistant Professor August 2013 – August 2019
CSUF, Child and Adolescent Studies Department

RESEARCH GRANTS

California State University, Fullerton, Grant for Faculty Support for Scholarly Productivity (\$5,000)
January 2022 – December 2022

California State University, Fullerton, Senior Intramural Research Award (\$6,978)
June 2021 – May 2022

Society for Research on Adolescence, Mid-Career Scholar Award (\$35,000)
May 2021 – June 2022

Society for Research on Child Development, Small Grants for Early Career Scholars (\$7,500)
July 2018 – December 2019

California State University, Fullerton, Junior Intramural Research Award (\$6,408)
July 2018 – June 2019

California State University, Fullerton, Junior Intramural Research Award (\$8,719)
July 2014 – June 2015

University of California Institute for Mexico and the United States (\$2,950)
July 2011 – March 2012

Society for the Psychological Study of Social Issues Grants-in-Aid (\$1,000)
August 2011 – July 2012

TEACHING GRANTS

Association for Psychological Sciences, Teaching and Public Understanding of Psychological Science
January 2022 – December 2022

FELLOWSHIPS

National Research Service Award, National Institute of Child and Human Development (\$35,003)
July 2012 – July 2013

UCLA Graduate Division & Psychology Department Fellowship (\$34,550)
September 2011 – June 2012

Ford Foundation Pre-Doctoral Fellowship (\$86,904)
September 2008 – June 2011

Eugene V. Cota-Robles Fellowship, University of California, Los Angeles (\$28,968)
September 2007 – June 2008

PEER-REVIEWED JOURNAL ARTICLE PUBLICATIONS

Espinoza, G., & Hernandez, H.* (in press). Adolescent loneliness and stress during the COVID- 19 pandemic: The protective role of friends. *Infant and Child Development*.

Espinoza, G., Schacter, H., & Juvonen, J. (2020). School and cyber victimization across high school: Normative developmental trajectories and bidirectional links with loneliness. *Journal of Research on Adolescence*, 30, 787-799.

Greenfield, P. M., **Espinoza, G.**, Monterroza, M., Ruedas-Gracia, N., & Manago, A. (2020). Long-term parent-child separation through serial migration: Effects of a post-reunion intervention. *School Community Journal*, 30(1), 267-298.

Espinoza, G., Schacter, H., & Juvonen, J. (2019). Peer victimization and school adjustment among ethnically diverse middle school students: Does ethnic ingroup representation matter? *Journal of Early Adolescence*, 39(4), 499-519.

Espinoza, G. (2018). The protective role of friends in the link between daily cyber victimization and adjustment problems among predominately Latino adolescents. *Journal of Child and Adolescent Trauma*, 11(1), 61-70.

Espinoza, G., & Wright, M. (2018). Cyberbullying experiences among marginalized youth: What do we know and where do we go next? *Journal of Child and Adolescent Trauma*, 11(1), 1-5.

Espinoza, G., Gonzales, N. A., & Fuligni, A. J. (2016). Parent discrimination predicts Mexican-American adolescent psychological adjustment one year later. *Child Development*, 87(4), 1079-1089.

Espinoza, G. (2015). Daily cybervictimization experiences among Latino adolescents: Links with emotional, physical and school adjustment. *Journal of Applied Developmental Psychology*, 38, 39-48.

Espinoza, G., Gillen-O'Neel, C., Gonzales, N. A., & Fuligni, A. J. (2014). Friend affiliations and school adjustment among Mexican-American adolescents: The moderating role of parent and peer support. *Journal of Youth and Adolescence*, 43(12), 1969-1981.

Espinoza, G., Gonzales, N. A., & Fuligni, A. J. (2013). Daily school peer victimization experiences among Mexican-American adolescents: Associations with psychosocial, physical and school adjustment. *Journal of Youth and Adolescence*, 42(12), 1775-1788.

- Juvonen, J., Wang, Y., & **Espinoza, G.** (2013). Physical aggression, spreading of rumors, and social prominence in early adolescence: Directionality of effects supporting gender similarities? *Journal of Youth and Adolescence*, *42*(12), 1801-1810.
- Espinoza, G.**, Hokoda, A., Emilio, C. U., Ulibarri, M., & Castañeda, D. (2012). Gender differences in the relations among patriarchal beliefs, parenting and teen relationship violence in Mexican adolescents. *Journal of Aggression, Maltreatment and Trauma*, *21*, 721-738.
- Reich, S. M., Subrahmanyam, K., & **Espinoza, G.** (2012). Friending, IMing and hanging out face-to-face: Overlap in adolescents' online and offline social networks. *Developmental Psychology*, *48*, 356-368.
- Espinoza, G.**, & Juvonen, J. (2011). The pervasiveness, connectedness, and intrusiveness of social network site use among young adolescents. *Cyberpsychology, Behavior and Social Networking*, *14*(12), 705-709.
- Espinoza, G.**, & Juvonen, J. (2011). Perceptions of school social context across the transition to middle school: Heightened sensitivity among Latino students? *Journal of Educational Psychology*, *103*(3), 749-758.
- Juvonen, J., Wang, Y., & **Espinoza, G.** (2011). Bullying experiences and compromised academic performance across middle school grades. *Journal of Early Adolescence*, *31*(1), 152-173.
- Subrahmanyam, K., Reich, S. M., Waechter, N., & **Espinoza, G.** (2008). Online and offline social networks: Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology*, *29*, 420-433.

MANUSCRIPTS UNDER REVIEW (* indicates student co-author)

- Espinoza, G.** (under review). Personal and witnessed cyber victimization experiences among adolescents at the beginning of the COVID-19 pandemic.
- Knifsend, C., **Espinoza, G.**, & Juvonen, J. (revise and resubmit). The role of peer relationships in student academic and extracurricular engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *The handbook of research on student engagement, Second edition*. Springer. *New edition invitation
- Pineda, C. G., Boutakidis, I., Kim, J. L., & **Espinoza, G.** (revise and resubmit). A system-wide approach to promoting cultural competencies among undergraduate students.

BOOK CHAPTER PUBLICATIONS (* indicates student co-author)

- Espinoza, G.**, & Ismail, F. I.* (2020). Cyberbullying perpetration and victimization among ethnic minority youth in the U.S.: Similarities or differences across groups? In M. Wright, & L. B. Schiamberg (Eds.), *Child and adolescent online risk exposure: An ecological perspective*. Elsevier.
- Espinoza, G.**, & Juvonen, J. (2016). The role of ethnicity and culture in cyberbullying experiences among youth. In M. Wright (Ed.), *A social-ecological approach to cyberbullying*. Nova Science Publishers.
- Juvonen, J., **Espinoza, G.**, & Schacter, H. L. (2015). Bullying. In H. Friedman (Ed), *Encyclopedia of mental health* (2nd ed.). Academic Press.
- Espinoza, G.**, & Juvonen, J. (2012). Methods Used in Cyberbullying Research. In S. A. Bauman, D. Cross, & J. Walker (Eds.), *Principles of cyberbullying research: Definitions, measures and methodology*. Routledge.

- Juvonen, J., **Espinoza, G.**, & Knifsend, C. (2012). The role of peer relationships in student academic and extracurricular engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *The handbook of research on student engagement*. Springer.
- Uhls, Y. T., **Espinoza, G.**, Greenfield, P., Subrahmanyam, K., & Smahel, D. (2011). Internet and other interactive media. In B. B. Brown & M. Prinstein (Eds.), *Encyclopedia of adolescence*. Academic Press.
- Waechter, N., Subrahmanyam, K., Reich, S. M., & **Espinoza, G.** (2010). Teenagers connecting online: From chat rooms to social networking sites. In D. Riha & A. Maj (Eds.), *Emerging practices in cyberculture and social networking*. Rodopi.

CONFERENCE PRESENTATIONS (Selected from 45+ presentations; * indicates student presenter)

- Espinoza, G.** (March, 2022). *Associations Between Personal and Witnessed Cyberbullying and Anxiety: Adolescent Experiences at the Beginning of the COVID-19 Pandemic*. Poster to be presented at the Society for Research on Adolescence. New Orleans, LA.
- Espinoza, G.**, & Hernandez, H. L*. (May, 2021). *Adolescent Stress during the COVID-19 Pandemic: The Protective Role of Friends*. Poster presentation at the Association for Psychological Sciences.
- Espinoza, G.** (March, 2020). *"I'm not the Only one?" Testing the Moderating Role of Witnessing Cyber Victimization Among Latino Adolescents*. Poster presentation at the Society for Research on Adolescence. San Diego, CA. (conference canceled)
- Espinoza, G.**, Schacter, H., & Juvonen, J. (March, 2019). *School and cyber victimization as a precursor or consequence? Longitudinal links with adolescent psychosocial adjustment?* Poster at the Society for Research on Child Development. Baltimore, MD.
- Pineda, C. G., Boutakidis, I., Kim, J. L., **Espinoza, G.**, Ramos, M. C., & Baker, J. (March, 2019). *A system-wide approach to promoting cultural competencies among child and adolescent development undergraduate students*. Workshop at the Developmental Science Teaching Institute. Baltimore, MD.
- Ismail, F*., Idoine, J*., Hernandez, B*., & **Espinoza, G.** (May, 2018). *Connected online and at risk: Personal cyberbullying experiences and school adjustment among Latino youth*. Poster at the Association for Psychological Sciences. San Francisco, CA.
- Espinoza, G.**, & Juvonen, J. (April, 2018). *The impact of witnessing school bullying and susceptibility to peer pressure on Latino adolescents school climate perceptions*. Poster at the Society for Research on Adolescence. Minneapolis, MN.
- Espinoza, G.**, Schacter, H., & Juvonen, J. (April, 2017). *Victimization and school adjustment: Does ethnic ingroup representation matter?* Poster at the Society for Research on Child Development. Austin, TX.
- Cortez, L*., Mabin, A*., Krueger, C*., & **Espinoza, G.** (April, 2016). *Family identity and Latino adolescent school adjustment: Differences among boys and girls?* Poster at the Western Psychological Association. Long Beach, CA.
- Espinoza, G.**, Schacter, H., & Juvonen, J. (March, 2016). *Peer victimization, school adjustment and the percentage of same-ethnic peers: Strength in numbers for Latino youth?* Poster at the Society for Research on Adolescence. Baltimore, MD.
- Krueger, C*., Mabin, A*., Cortez, L*., & **Espinoza, G.** (November, 2015). *Are girls more sensitive to friendships? Friendship quality in relation to school climate perceptions among Latino adolescents*. Poster at the Southern California Conference for Undergraduate Research. Whittier, CA.

- Espinoza, G.** (March, 2015). *Are cybervictimization experiences more painful for girls? A daily diary study among Latino high school students*. Poster at the Society for Research on Child Development. Philadelphia, PA.
- Espinoza, G.** (March, 2014). *Daily cyberbullying experiences among Latino adolescents: Can spending time with friends alleviate the pain?* In K. Subrahmanyam (Chair), *Understanding social media use among minority youth*. Symposium at the Society for Research on Adolescence. Austin, TX.
- Espinoza, G.,** Wang, Y., & Juvonen, J. (April, 2013). *Aggression as a means to gain and maintain social prominence in early adolescence?* Poster at the Society for Research on Child Development. Seattle, WA.
- Ulibarri, M. D., Ulloa, E. C., Nakamura, N., Younge, S., Azman, R., Abeita, L. A., **Espinoza, G.,** Garcini, L., Mills, S., & Moreno, P. (July, 2013). *Effective recruitment and retention of underrepresented and ethnic minorities in psychology*. Symposium at the American Psychological Association. Honolulu, HI.
- Espinoza, G.,** & Juvonen, J. (May, 2012). *Can cyberbullying experiences color Latino high school students' perceptions of school climate?* In M. Wright (Chair), *The Influence of Peer Rejection, Parent Conflict, and Ethnicity on Cyberbullying*. Symposium at the Association for Psychological Science. Chicago, IL.
- Espinoza, G.,** & Juvonen, J. (April, 2011). *Social network site use among middle school students*. In B. Brown (Chair), *From texting to social networking sites to virtual worlds: Examining youth media practices*. Symposium at the Society for Research on Child Development. Montreal, Canada.
- Espinoza, G.,** & Monterroza, M. (January, 2011). *Helping Immigrant Adolescents and Separated Families Adjust to Life in the U.S.* In E. Trumbell (Chair), *Relating Culture, Context, Human Development, and Schooling: Implications for Education Professionals*. Symposium at the National Multicultural Conference. Seattle, WA.
- Espinoza, G.,** Gross, E., & Juvonen, J. (August, 2010). *Online versus school-based bullying: "Why do I get targeted?"*. Paper presentation at the American Psychological Association. San Diego, CA.
- Espinoza, G.,** & Juvonen, J. (March, 2010). *Losing sleep to stay online? Social networking site use in middle school*. Poster at the Society for Research on Adolescence. Philadelphia, PA.
- Espinoza, G.,** & Juvonen, J. (May, 2009). *Heightened sensitivity to the school social context among Latino students*. Poster at the Association for Psychological Science. San Francisco, CA.
- Reich, S. M., Subrahmanyam, K., & **Espinoza, G.** (April 2009). *Adolescents' use of online social networking sites – should we be concerned?* In E. S. Lefkowitz (Chair), *The internet as a social context for youth well-being, aggression, and alcohol use*. Symposium at the Society for Research on Child Development. Denver, CO.
- Espinoza, G.,** & Juvonen, J. (April, 2009). *The importance of peer norms and school climate among Latinos*. Poster at the American Educational Research Association. San Diego, CA.
- Espinoza, G.,** & Juvonen, J. (August, 2008). *Parents talk, youth listens? Examining parent-youth communication among Latinos*. Poster at the American Psychological Association. Boston, MA.
- Espinoza, G.,** & Hokoda, A. (August, 2007). *Patriarchal beliefs and parenting factors in relation to teen relationship violence in Mexican adolescents*. Paper presentation at the American Psychological Association. San Francisco, CA.
- Hokoda, A., **Espinoza, G.,** Clarey, A., Angeles, M., Nothoff, A., Mezger, A., & Piercy, A. (March, 2007). *Bullying in the schools: Ideas for classroom activities*. Keynote Presentation at the California Council on Family Relations. San Diego, CA.
- Espinoza, G.,** Hokoda, A., & Vargas, G. (April, 2006). *Bullying as a function of acculturation and acculturative stressors*. Poster at the SDSU Undergraduate Research Symposium, San Diego, CA.

TEACHING EXPERIENCE

Associate Professor and Assistant Professor

Aug 2013 – Present

California State University, Fullerton – Child and Adolescent Studies

Courses: CAS 101: Introduction to Child and Adolescent Development

CAS 325B: Age 9 through Adolescence

CAS 330: Adolescence and Early Adulthood

CAS 394: Practicum Seminar in Child and Adolescent Development

CAS 399: Peer Mentoring Academy for Student Success

Instructor

University of California, Los Angeles – Psychology

August 2012 – June 2013

Course: Introductory Psychology

San Diego State University – Psychology

January 2011 – May 2011

Course: Academic and Career Opportunities in Psychology

Teacher's Assistant

March 2010 – Dec 2012

University of California, Los Angeles – Psychology

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

Guest Lectures

University of California, Los Angeles – Psychology

May 2012, May 2015

University of California, Irvine – Education

October 2012

California State University, Northridge – Child and Adolescent Development

November 2011

SERVICE: UNIVERSITY, COLLEGE AND DEPARTMENT

Mentor, CSUF Mentoring Connect: Tenured to Pre-Tenured Faculty Mentoring Program	2021
Member, CHHD Student Research Showcase Planning Committee	2020 – Present
Member, CSUF College of Health and Human Development Research Committee	2019 – Present
Member, Child and Adolescent Studies, Research Working Group	2019 – 2021
Chair, CSUF Child and Adolescent Studies, Diversity in Development Committee	2016 – Present
Member, Child and Adolescent Studies, Adolescent Development Minor Working Group	2016 – 2020
Faculty Mentor, BOLD Women's Leadership Network	2017 – 2018
Member, CHHD Peer Mentoring Program Advisory Council	2014 – Present
Course Coordinator, CAS 325B: Age 9 through Adolescence	2014 – Present
Member, CSUF Child and Adolescent Studies, Diversity in Development Committee	2013 – 2016
Member, CSUF Child and Adolescent Studies, Student Success Project Committee	2014 – 2015
Faculty Co-Advisor, CSUF Child and Adolescent Studies Student Association	2014 – 2015
Graduate Student Coordinator, UCLA Psychology Undergraduate Research Conference	2012 & 2013
Member, UCLA Developmental Psychology Forum Committee	2008 – 2009

SERVICE: PROFESSIONAL SOCIETIES AND REVIEWER

Co-Chair, SRA Biennial Conference, Panel 19 Technology and Media	2021
Ambassador, SRCO Teaching Community	2020 – Present
Principal Member, IES Social and Behavioral Education Research	2020 – Present
Member, SRCO Nominations Committee	2020

Reviewer, Institute of Education Sciences (IES) Social and Behavioral Education Research	2019
Co-Chair and Governing Council Member, SRCD Student and Early Career Council	2017 – 2021
Reviewer, SRA Biennial Conference, Panel 19 Technology and Media	2017
Reviewer, SRCD Biennial Conference, Panel 23 Technology, Media and Child Development	2016
Member, SRCD Student and Early Career Council	2015 – 2017
Member, SRCD Presidential Preconference Planning Committee	2014 – 2015
Reviewer, SRCD Technology and Media in Children's Development Special Topic Meeting	2015
Representative, SRCD Student and Early Career Council, Equity and Justice Committee	2013 – 2015
Junior Mentor, Society for Research on Adolescence Young Scholars Program	2012
Ad Hoc Reviewer: <i>Child Development, Developmental Psychology, Journal of Early Adolescence, Journal of Research on Adolescence, Journal of Youth and Adolescence</i>	

UNIVERSITY INVITED TALKS

CSU, Fullerton – Chicana/o Resource Center Women of Color Panel	October 2017
CSU, Los Angeles – Child and Family Studies Department Conference	April 2017
University of California, Los Angeles – Developmental Psychology Forum	October 2014
CSU, Fullerton – Chicano/Latino Faculty and Staff Association	April 2014

OTHER WORKSHOPS AND PRESENTATIONS

SRCD Biennial Conversation Hour, Organizer and Speaker <i>Effective Practices in Online Teaching and Learning</i>	April 2021
Robert Wood Johnson Foundation Webinar, Speaker <i>Latino Adolescent Development and Social Media Use</i>	January 2018
SRCD Biennial Conversation Hour, Organizer <i>Equity and Justice Conversations in the Classroom</i>	April 2017

AWARDS & HONORS

CSUF Excellence in Service Recognition Award	2020
HHD College Jewel Plummer Cobb Diversity in Education Award	2019
CSUF Scholarly and Creative Activity Recognition Award	2018
Women of Distinction Award, California State Assembly Sixty-Fifth District	2018
Millard Madsen Developmental Distinguished Dissertation Award	2013
Norma and Seymour Feshbach Doctoral Dissertation Award UCLA	2011
APA Educational Psychology Doctoral Student Seminar in Washington, D.C.	2011
APA Quantitative Training for Underrepresented Groups in San Diego, CA	2010
Society for Research on Adolescence (SRA)/(EARA) Summer School in Sweden	2010
National Science Foundation UC Diversity Initiatives for Graduate Study in the	2008
Social Sciences Summer Research Mentorship Award	
Outstanding Valedictorian Psychology Student for SDSU Class of 2007	2007
Undergraduate Research Symposium Poster Presentation Award, 1 st place	2007

APA Undergraduate Psi Chi/National Convention Research Award
Minority International Research Training (MIRT-NIH)

2007
2006

RESEARCH MEDIA COVERAGE (SELECTED)

The Orange County Register, “CSUF expert says experiences with discrimination may affect teens,” July 21, 2016.

Univision News, “Discriminación, un flagelo que se pasa de generación en generación,” June 28, 2016.

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

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

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

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

PROFESSIONAL AFFILIATIONS

Association for Psychological Sciences
Society for Research on Child Development
Society for Research on Adolescence

Rachel M. Fenning, Ph.D.

Associate Professor of Child and Adolescent Studies
Co-Director, Center for Autism
California State University, Fullerton
rfenning@fullerton.edu

EDUCATION AND LICENSURE

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

FACULTY POSITIONS

7/17 – present	Associate Professor
8/11 – 6/17	Assistant Professor Department of Child and Adolescent Studies, California State University, Fullerton (CSUF)
11/12 - present	Co-Founder and Co-Director, Center for Autism California State University, Fullerton
	Clinical Assistant Professor
9/10 – 8/11	Director of Autism Diagnostic Services
9/09 – 8/11	Waisman Center and Department of Pediatrics, University of Wisconsin, Madison

PROFESSIONAL LEADERSHIP POSITIONS

	California State University, Fullerton, Center for Autism
11/12 – present	Co-Founder and Co-Director Applied Developmental Core, Clinical Division Head
	American Psychological Association
8/21 – present	Elected President (Current President-Elect Designate), APA Division 33
4/21 – present	Member, Division 33, Committee on Developmental Disabilities and the Criminal Justice System, Practice Guidelines for Determining Intellectual Disability in a Forensic Setting
3/21 – present	Chair, Division 33, Ad Hoc Committee on Scientific Communication
10/19 – present	Member, Division 33 Ad Hoc Committee for Shared Practice Guidelines for Individuals with ASD
9/19 – 8/21	Elected Member-at-Large, Division 33 Executive Committee (2-year term)
9/15 – 9/17	Chair of ECP Committee, Division 33 Executive Committee (2-year term)
8/14 – 9/19	Division 33, Early Career Professionals (ECP) Committee Member
8/09 – 8/10	Division 33, 2010 Convention Co-Chair (President Elect: Len Abbeduto, PhD)

	University of Wisconsin, Madison, Waisman Center
9/10 – 8/11	Director of Autism Diagnostic Services
1/10 – 8/11	Primary Care Physician Mini-Fellowship in Autism Diagnosis <i>Program and Curriculum Development, Facilitator, and Lecturer</i>
9/09 - 8/11	MCH Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program <i>Psychology Discipline Coordinator, Faculty Lecturer, Research and Clinical Supervisor of LEND School Psychology Doctoral Students</i>
	Wisconsin Dept. of Health Services Advisory Panel: Best Practices in Autism Diagnosis
10/09 – 8/11	Panel Co-Leader and Consultant

TEACHING POSITIONS

	California State University, Fullerton
8/11 - present	PSY 437 Autism Spectrum Disorder (Co-Instructor) CAS 494 Advanced Practicum: Behavioral Intervention for Children with ASD CAS 494 Advanced Practicum: Youth and Families in Community Settings CAS 310 Assessing and Observing Development CAS 325A Conception through Age 8
	University of Wisconsin, Madison, Waisman Center
9/09 - 8/11	MCH Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program <i>Psychology Discipline Coordinator, Faculty Lecturer, Research and Clinical Supervisor of School Psychology PhD LEND Students</i>
	University of California, Los Angeles
9/04 – 6/07	Research Methods in Developmental Psychopathology (Teaching Assistant/Associate)
8/04 - 9/04	Culture and Human Development (Teaching Assistant)
1/04 - 6/04	Developmental Disabilities Immersion Program: Research Methods (Teaching Assistant)
7/03 – 8/03	Abnormal Child Psychology (Teaching Assistant)

MENTORSHIP GRANTS & AWARDS

2016	CSUF Distinguished Faculty Service to Students Award, CSUF Alumni Association
2012 – 2016	CSUF Annual Outstanding Student Scholarship & Creative Activities Annual Award (Mentor)
2012 – 2013	CSUF Faculty-Student Research and Creative Activities Grant (PI, Mentor)
2013	Student Research Competition, 1 st Place CSUF, 2 nd Place CSU-Wide (Mentor)
2012 – 2013	CSUF Faculty Development Center, Teaching Grant (PI, Curriculum Development)
2011 – 2012	CSUF Faculty-Student Research and Creative Activities Grant (PI, Mentor)

INVITED PEDAGOGICAL PRESENTATIONS

Fenning, R. M. (2018, November). *Fostering positive interactions with your diverse students*. Invited presentation for the CSUF Faculty Development Center (FDC) Graduate Student Teaching Certificate Series.

MENTORED THESES

- 2019 – 2021 CSUF University Undergraduate Honors Thesis
Student: Nadia Masri
Title: “Associations between children’s adaptive behavior and parenting in families of preschool-aged children with autism spectrum disorder (ASD)”
- 2018 – 2020 Loma Linda University Clinical Psychology Doctoral Thesis Committee Member
Student: Nielson Chan
Title: “Anxiety in three- to five-year-old children with and without autism spectrum disorder: Rates, symptom profile, and predictors”
- 2018 – 2019 CSUF University Undergraduate Honors Thesis
Student: Shivani Patel
Title: “Executive functioning in children with ASD”
- 2016 – 2018 CSUF Kinesiology M.S. Thesis Committee Member
Student: Brittany Kato
Title: “Parent-mediated physical activity for children with ASD”
- 2015 – 2018 CSUF Psychology M.S. Thesis Committee Member
Student: Alberto Maldonado
Title: “Evaluating emotion recognition skills in animated vs. human stimuli in children with ASD”
- 2014 – 2015 CSUF University Undergraduate Honors Thesis
Student: Jacquelyn Moffitt
Title: “Inside and out: Emotion regulation, autism symptoms, and context”
- 2012 – 2014 CSUF McNair Scholars Thesis
Student: Audrey Rodriguez
Title: “Social interaction in children at high risk for autism spectrum disorder: Emotion understanding as a predictor of social behavior”
- 2012 – 2013 CSUF University Honors Thesis
Student: Paige Polichetti
Title: “Emotion understanding and perspective taking in children with and without autism risk”

MENTORED STUDENT CONFERENCE PRESENTATIONS (Not presented in Research section; *Student)

- Howland, M.,* Baker, J. K., & **Fenning, R. M.** Child correlates of parentification in families of mothers with depression. Unpublished manuscript.
- Lee, S. M,* Garcia, A.,* Baker, J. K., & **Fenning, R. M.** (2016, November). *Correlation analysis of electrodermal activity of children with ASD across time*. Paper presented at the 2016 Southern California Conference on Undergraduate Research (SCCUR). Riverside, CA.
- Bailey, A.,* Moffitt, J.,* Baker, J.K., & **Fenning, R. M.** (2015, November). *Exposure to interparental conflict and behavior problems in children with ASD*. Paper presented at the Southern California Conference on Undergraduate Research (SCCUR). Claremont, CA.
- Moffitt, J.,* Baker, J. K., & **Fenning, R. M.** (2015, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the CSUF Conference on Autism Spectrum Disorder. Fullerton, CA.
- Frierson, J. D.,* Baker, J. K., & **Fenning, R. M.** (2015, April). *Social experiences of children with ASD*. Poster presented at the CSUF Conference on Autism Spectrum Disorder. Fullerton, CA.

- Moffitt, J.,* Baker, J. K., & **Fenning, R. M.** (2014, November). Electrodermal activity, emotion regulation and social context in children with ASD. Paper presented at the Southern California Conference on Undergraduate Research (SCCUR). Fullerton, CA.
- Moffitt, J.,* Rodriguez, A.,* Baker, J. K., & **Fenning, R. M.** (2014, April). *Electrodermal activity and emotion regulation in children with autism spectrum disorders*. Poster presented at the CSUF Conference on Autism Spectrum Disorder. Fullerton, CA.
- Murakami, C.,* Rodriguez, A.* & Moffitt, J.* (2013, November). *Correlates of delay of gratification in children with FASD*. Paper presented at the annual Southern California Conference for Undergraduate Research (SCCUR). Whittier College, CA.
- Meussner, H.,* Schaffer, E.,* Baker, J. K., & **Fenning, R. M.** (2012, May). *Behavior problems and maternal hassles in families of children with fetal alcohol spectrum disorders (FASD)*. Paper presented at the annual UCLA Psychology Undergraduate Research Conference. Los Angeles, CA.
- Metcalfe, D. M.,* Feld, K.,* **Fenning, R. M.**, & Baker, J. K. (2011, April). *Examining the behavioral phenotype of fetal alcohol spectrum disorders (FASD): Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the Waisman Center Research Fair, University of Wisconsin, Madison, WI.
- Bolline, M. A.,* **Fenning, R. M.**, Baker, J. K., Strozier, A., McHale, J., & Cecil, D. (2009, February). *Standardized self-concept assessments of preschool-aged children with incarcerated mothers*. Poster presented at the meeting of the Southeastern Psychology Association, New Orleans, LA.
- Pigott, S.,* **Fenning, R. M.**, Baker, J. K., Strozier, A., McHale, J., & Cecil, D. (2009, February). *Profiles of high-risk preschooler adaptation during home-based evaluations*. Poster presented at the meeting of the Southeastern Psychology Association, New Orleans, LA.
- Fujii, C.,* Miller, E.,* Sobko, S.,* Hoff, S.,* Becht, M.,* **Fenning, R. M.**, & Baker, B. L. (2007, March). *Maternal scaffolding as a predictor of children's academic competence across the period of school entry*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

RESEARCH POSITIONS

- University of California, Irvine**
 9/15 - present Co-PI, HRSA ATN AIR-P Dental Project, The Center for Autism & Neurodevelopmental Disorders
- California State University, Fullerton**
 8/11 - present Co-Director, Family Research Lab, Department of Child and Adolescent Studies
- Waisman Center, University of Wisconsin, Madison**
 5/10 – 7/11 Co-PI, Intramural Palmer Grant Funds (Co-PI: Jason Baker, PhD)
 9/09 – 8/11 Research Consultant (PI: Len Abbeduto, PhD)
 3/09 – 5/11 Research Consultant, Assessment Core (P30 HD003352 NIH/NICHD)
- University of South Florida, St. Petersburg**
 9/08 – 9/10 Research Consultant, Family Study Center (PI: Jamie McHale, PhD)
 10/07 – 8/08 Research Assistant, Family Study Center (PI: Jamie McHale, PhD)
- University of California, Los Angeles**
 1/06 – 9/07 Research Assistant, Graduate School of Education (PI: Jaana Juvonen, PhD)
 8/02 – 9/08 Research Assistant, Department of Psychology, (PI: Bruce Baker, PhD)
- Yale University**
 5/01 – 5/02 Research Assistant, Department of Psychology (PI: Joseph Mahoney, PhD)
 5/01 – 9/01 Research Assistant, Yale Child Study Center (PI: Ami Klin, PhD)
 9/00 – 5/01 Research Assistant, Department of Psychology (PI: Mitchell Prinstein, PhD)
 9/99 – 5/00 Research Assistant, Paid Student Intern, Yale Child Conduct Clinic (PI: Alan Kazdin, PhD)

FEDERAL RESEARCH GRANT FUNDING

- 4/1/18 - 3/31/22 *Mindfulness and Parent Stress Reduction: Improving Outcomes for Children with ASD*
NICHD R15 Academic Research Enhancement Award (AREA)
Award Amount: \$465,324 (CSUF Subcontract: \$201,489)
Role: Co-I, Subcontract PI
- 9/1/15 – 8/31/20 *Improving Participation in Dental Care & Oral Health Outcomes for Underserved Children with ASD*
HRSA-15-092: Autism Intervention Research Network on Physical Health (AIR-P)
Total Project Award (Multi-Site): \$1,751,783
Role: Project Co-PI, Subcontract PI
- 4/1/16 - 3/31/19 *Arousal Tendencies and Individual Differences in Autism Spectrum Disorder*
NICHD R15 Academic Research Enhancement Award (AREA)
Award Amount: \$412,667
Role: Co-I
- 2013 – 2015 *Physical Activity Interventions in Individuals with Prader-Willi Syndrome*
Congressionally Directed Medical Research Program, US Army Medical Research and Materiel
Command Contract W81XWH11-1-0765
Role: Consultant

INTRAMURAL RESEARCH GRANT FUNDING

- 6/17 – 6/18 *Psychophysiological and neuropsychological profiles of children with comorbid ADHD and ASD*
Junior/Senior Intramural Research Award, CSUF
Award Amount: \$5000
Role: PI
- 2014 – 2015 *Center for Autism Research*
CSUF Centers and Institutes Extramural Funding Initiative
Award Amount: \$7,807
Role: PI
- 2014 – 2015 *Family Process and Children with Borderline Intellectual Functioning.*
CSUF Junior Faculty Intramural Research Award
Award Amount: \$1986 and 3 Weighted Teaching Units (one course release)
Role: PI
- 2013 – 2014 *Center for Autism Research*
CSUF Centers and Institutes Planning and Expansion Grant
Award Amount: \$9,624.00
Role: PI
- 2011 – 2012 *Autism Risk and the Emergence of Social Cognition and Competence*
CSUF Milton A. Gordon Fund for Scholarly & Creative Activities
Award Amount: 3 Weighted Teaching Units (one course release)
Role: PI
- 5/10 – 8/11 *Emotion Co-Regulation in Families of Children with Fetal Alcohol Spectrum Disorders*
University of Wisconsin, Madison, Waisman Center: Palmer grant funds
Award Amount: \$50,000
Role: Co-PI

PUBLICATIONS (*Student)

- Fenning, R. M.**, Butter, E. M., Norris, M., Chan, J., Macklin, E. A., McKinnon-Bermingham, Albright, C., Stephenson, K. G.,* Scherr, J., Moffitt, J.,* Hess, A., Steinberg-Epstein, R.,* & Kuhlthau, K. A. *Optimizing parent training to improve health behaviors and outcomes in underserved children with autism spectrum disorder*. Manuscript under review.
- Schiltz, H. K.,* **Fenning, R. M.**, Erath, S. A. & Baker, J. K.. *Parasympathetic functioning and risk for sleep problems in children with ASD*. Manuscript under review.
- Stephenson, K. G.,* **Fenning, R. M.**, Macklin, E. A., Lu, F., Norris, M., Steinberg-Epstein, R., Butter, E. M. *Child behavior problems and parenting stress in underserved families of children with ASD: Impact of family resources and parenting self-efficacy*. Manuscript under review.
- Schiltz, H. K.,* **Fenning, R. M.**, Erath, S. A. & Baker, J. K. *Electrodermal activity moderates sleep-behavior associations in children with autism spectrum disorder*. Manuscript in revision.
- Fenning, R. M.**, Butter, E. M., Macklin, E. A., Norris, M., Hammersmith, K. J., McKinnon-Bermingham, K., Chan, J., Stephenson, K. G.,* Albright, C., Scherr, J., Moffitt, J.,* Lu, F., Spaulding, R., Guijon, J., Hess, A., Coury, D. L., Kuhlthau, K. A., & Steinberg-Epstein, R. (In press). Parent training for dental care in underserved children with ASD: A randomized controlled trial. *Pediatrics*.
- Alostaz, J.,* Baker, J. K., **Fenning, R. M.**, Neece, C. L., & Zeedyk, S. M. (2021). Parental coping as a buffer between child factors and emotion-related parenting in families of children with autism spectrum disorder. *Journal of Family Psychology*. Advance online publication. <https://doi.org/10.1037/fam0000757>
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RESEARCH PRESENTATIONS (Not presented in Teaching section; *Student)

- Rubin, D. A., Hyde, A. M.,* **Fenning, R. M.**, & Rose, D. J. (September 2021). Characterization of sensory-motor integration and motor proficiency in young children with Prader-Willi syndrome. Poster accepted to the 2021 Virtual Scientific Conference of the Foundation for Prader-Willi Research. (Conference online).
- Fenning, R. M.** (August, 2021). Collaborative Program Chair and Panel Facilitator. *Restless pillows and ruffled minds: Sleep as a transdiagnostic predictor of youth functioning*. Collaborative Program presented at the annual convention of the American Psychological Association. (Conference online).
- Schiltz, H. K.,* **Fenning, R. M.**, Erath, S. A. & Baker, J. K. (August, 2021). Electrodermal activity moderates sleep-behavior problem associations in children with ASD. In **R. M. Fenning (Chair)**, *Restless pillows and ruffled minds: Sleep as a transdiagnostic predictor of youth functioning*. Collaborative Program presented at the annual convention of the American Psychological Association. (Conference online).
- Krantz, M.,* Sanner, C.,* Preston, A.,* **Fenning, R. M.**, Neece, C. (August, 2021). Empowerment among parents of young children with ASD. In G. Rodriguez (Chair), *Predictors of parenting outcomes in families of children with DD and ASD: A strengths-based approach*. Symposium presented at the annual convention of the American Psychological Association. (Conference online).
- Schiltz, H. K.,* **Fenning, R. M.**, Erath, S. A. & Baker, J. K. (May, 2021). *Respiratory sinus arrhythmia and sleep problems among children on the autism spectrum*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Boston, MA. (Conference online).
- Preston, A.,* Baker, J. K., **Fenning, R. M.**, McGregor, H. A.,* Sanner, C. M.,* Chan, N.,* & Neece, C. L. (May, 2021). *Parental distress and parenting quality in families of children with ASD: Evidence for potential compartmentalization*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Boston, MA. (Conference online).
- McIntyre, L. L., Neece, C. L., & **Fenning, R. M.** (May, 2021). *Examining the impact of COVID-19 in ethnically diverse families with young children with ASD and other developmental disabilities*. Poster accepted to the annual meeting of the International Society for Autism Research (INSAR), Boston, MA. (Presentation cancelled).
- Krantz, M.,* Chan, N.,* Feghali, P.,* Sanner, C.,* Neece, C., **Fenning, R. M.**, & Van Dyk, T. (April, 2021). *Understanding sleep difficulties among children with autism spectrum disorder from underserved populations: Practical considerations for clinicians*. Poster presented at the annual meeting of the Society of Pediatric Psychology. (Conference online).
- Fenning, R. M.**, Butter, E. M., McKinnon-Bermingham, K., Macklin, E. A., Norris, M., Chan, J., Albright, C., Stephenson, K. G.,* Scherr, J. F., Steinberg-Epstein, R., & Kuhlthau, K. A. (August, 2020). Parent training to improve dental care in underserved children with autism spectrum disorder. In E. Butter (Chair), *Parent-training as an evidence-based model in autism spectrum disorder*. Symposium presented at the annual Convention of the American Psychological Association, Washington D.C. (Conference online).
- Baker, J.K., Benson, P., & **Fenning, R. M.** (August, 2020). Understanding and measuring parenting for children with ASD: The Autism Five-Minute Speech Sample. In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the 2020 Convention of the American Psychological Association, Washington D.C. (Conference online).

- Moffitt, J. M.,* Seel, S.,* Paez, S. A.,* Zeedyk, S. M., Erath, S. A., Messinger, D. S., **Fenning, R. M.**, & Baker, J. K. (August, 2020). Emotion socialization and psychophysiological arousal patterns in children with ASD. (August, 2020). In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the annual Convention of the American Psychological Association, Washington D.C. (Conference online).
- Alostaz, J.* Zeedyk, S., **Fenning, R. M.**, & Baker, J. K. (August, 2020). *Positive coping buffers the association between child externalizing problems and poorer parenting in families of children with ASD*. Poster presented at the annual Convention of the American Psychological Association. (Conference online).
- Fenning, R. M.**, Butter, E. M., Macklin, E. A., Norris, M., Hammersmith, K. J., McKinnon-Bermingham, K., Chan, J., Stephenson, K.,* Albright, C., Scherr, J., Moffitt, J.,* Lu, F., Spaulding, R., Guijon, J., Hess, A., Coury, D. L., Kuhlthau, K. A., & Steinberg-Epstein, R. (June, 2020). *Parent training to improve dental care in underserved children with autism spectrum disorder: A randomized controlled trial*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Seattle, WA. (Conference online).
- Chan, N.,* Kallaci, K., Rodriguez, M., **Fenning, R. M.** & Neece, C. L. (2020, May). *Risk correlates of anxiety disorders in three to five-year-old children with and without autism spectrum disorder*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR) Annual Meeting, Seattle, WA. (Conference online).
- Stephenson, K.,* **Fenning, R. M.**, Macklin, E. A., Lu, F., Norris, M., Steinberg-Epstein, R., & Butter, E. M. (March, 2020). Child behavior problems and parenting stress in underserved families of children with ASD: Impact of family resources and parenting self-efficacy. In L. Baczewski and K. Sterrett (Chairs), *Family stress and well-being: Caring for individuals with ASD across the lifespan*. Symposium accepted to the annual Gatlinburg Conference on IDD. San Diego, CA. (Conference cancelled).
- Fenning, R. M.**, Baker, J. K., Erath, S. A., Moffitt, J.,* Kaeppler, A.,* Bailey, A.,* Garcia, A.,* Lee, M. S.,* & Patel, S.* (August, 2019). Sympathetic-parasympathetic interaction and behavior problems in children with ASD. D. In **R. Fenning (Chair)**, *Emotional arousal and comorbid behavior problems in children with autism*. Paper presented at the annual convention of the American Psychological Association (APA). Chicago, IL.
- Lindly, O.,* Farmer, J., Chan, J., **Fenning, R. M.**, Neumeyer, A., Wang, P., Parker, R., & Kuhlthau, K., (June, 2019). *Vision services use among North American children with autism spectrum disorder*. Poster presented at the annual research meeting of AcademyHealth. Washington, DC.
- Fenning, R. M.**, Steinberg-Epstein, R., Butter, E. M., Hammersmith, K., McKinnon-Bermingham, K., Norris, M., Moffitt, J.,* Coury, D. L., Lu, F., Macklin, E. A., & Kuhlthau, K. A. (May, 2019). *Daily dental care, dental office experiences, and oral health in underserved children with ASD*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Stephenson, K.,* **Fenning, R. M.**, Macklin, E. A., Lu, F., Crow, K.,* Pifher, T., Norris, M., Steinberg-Epstein, R., Butter, E. (May, 2019). *Mechanisms of parental stress associated with emotional and behavioral problems in children with autism spectrum disorder*. Poster presented at the annual Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Gehricke, J-G., Chan, J., Farmer, J., **Fenning, R. M.**, Steinberg-Epstein, R., Misra, M., Parker, R. A., Neumeyer, A. M. (May, 2019). *Physical exercise and bone fracture rates in children with autism spectrum disorder*. Poster presented at the annual Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Baker, J. K., **Fenning, R. M.**, Erath, S. A., Baucom, B., Messinger, D. S., Moffitt, J. M.,* Kaeppler, A.,* & Bailey, A.* (May, 2019). *Respiratory sinus arrhythmia, parenting, and externalizing behavior problems in children with ASD*. Poster presented at the annual Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Fenning, R. M.**, Baker, J. K., Da Silva Colaco, K.,* Gonzalez, J.,* Orr, M.,* Moffitt, J.,* & Patel, S.* (August, 2018). *Sleep problems, emotion dysregulation, and symptomatology in children with ASD*. Poster presented at the annual convention of the American Psychological Association (APA). San Francisco, CA.
- Baker, J. K., **Fenning, R. M.**, Howland, M. A.,* Frith, C.,* Huynh, D.* & Moffitt, J.* (August, 2018). Parental criticism, electrodermal activity, and behavior problems in children with autism spectrum disorder. In **R. Fenning (Chair)**, *Biomarkers in clinical contexts for children with ASD*. Symposium presented at the annual convention of the American Psychological Association (APA). San Francisco, CA.

- Baker, J. K., **Fenning, R. M.**, Frith, C.,* Howland, M.,* & Huynh, D.* (2018, April). *Expressed emotion and behavior problems in children with ASD*. Poster presented at the annual Gatlinburg Conference on Intellectual and Developmental Disabilities (IDD). San Diego, CA.
- Fenning, R. M.**, Moffitt, J. M.,* Baker, J. K., & Partida, Y. A.* (2017, August). *Psychophysiological reactivity and social information processing in children with ASD*. Poster presented at the annual convention of the American Psychological Association. Washington, D.C.
- Moffitt, J.,* Baker, J. K., & **Fenning, R. M.** (2017, August). *A cross-sectional investigation of emergent emotion regulation in children with autism spectrum disorder*. Poster presented at the annual convention of the American Psychological Association (APA). Washington D.C.
- Bailey, A.,* Moffitt, J.,* Baker, J. K., **Fenning, R. M.**, & Orr, M.* (2017, August). *Child correlates of parental functioning in families of children with autism spectrum disorder*. Poster presented at the annual convention of the American Psychological Association (APA). Washington D.C.
- Sanner, C. M.,* Neece, C. L, & **Fenning, R. M.** (2017, August). *Parent stress, psychological flexibility, and parenting practices in parents of children with DD*. Paper presented at the annual convention of the American Psychological Association. Washington, D.C.
- Edwards, L.,* Palermo, A., Chan, A., Levy, D., Nguyen, H.,* Sanjiv, M.,* Reyes, K.,* **Fenning, R. M.**, Aizik, S. & Lakes, K. (2017, June). *Creatively Able: An innovative dance intervention for children with autism spectrum disorder*. Poster presented at the annual meeting of the International Society of Behavioral Nutrition and Physical Activity. Victoria, Canada.
- Fenning, R. M.**, Moffitt, J. M.* , Baker, J. K., & Partida, A.* (2017, May). *Hostile attributions of intent and comorbid behavior problems in children with ASD*. Poster presented at the annual International Meeting for Autism Research (IMFAR). San Francisco, CA.
- Orr, M.,* Bailey, A.,* Moffitt, J.,* Zeedyk, S., **Fenning, R. M.**, & Baker, J. K. (2017, May). *The role of parent satisfaction with parenting efficacy in links between depressive symptoms and observed parenting in families of children with ASD*. Poster presented at the annual International Meeting for Autism Research (IMFAR). San Francisco, CA.
- Chan, N.,* Neece, C., **Fenning, R. M.**, & Moffitt, J.* (2017, April). *Mindfulness-Based Stress Reduction among parents of children with developmental delays: The role of parent emotion regulation*. Paper presented at the biennial meeting of the Society of Research in Child Development (SRCD). Austin, Texas.
- Fenning, R. M.**, Baker, J. K., Baucom, B., & Moffitt, J.* (2016, August). Electrodermal variability and symptom severity in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Baker, J. K., **Fenning, R. M.**, Moffitt, J.,* & Bailey, A.* (2016, August). Arousal reactivity, regulation, and behavior problems in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Fenning, R. M.**, Moffitt, J.,* & Baker, J. K. (2016, August). *Theory of mind, executive functioning, and aggressive behavior in children with ASD*. Poster presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Bailey, A.,* Moffitt, J.,* Baker, J. K., & **Fenning, R. M.** (2016, April). *Exposure to interparental conflict and behavior problems in children with ASD*. Poster presented at the annual meeting of the Western Psychological Association (WPA). Long Beach, CA.
- Moffitt, J.,* Baker, J. K., & **Fenning, R. M.** (2016, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the annual meeting of the Western Psychological Association (WPA). Long Beach, CA.
- Baker, J. K., **Fenning, R. M.**, & Moffitt, J.* (2016, March). *Parent support buffers psychophysiological risk for externalizing problems in children with ASD*. Poster presented at the annual Gatlinburg Conference on IDD. San Diego, CA.
- Fenning, R. M.** (2015, August). *Implications of DSM-5 changes on autism spectrum disorder: Research methodology*. In, *Implications of DSM-5 changes on autism spectrum disorder—Cross-divisional perspectives (Divisions 33, 7,*

- 16, 42, and 53). Collaborative Program presentation at the annual convention of the American Psychological Association.
- Benedicto, S.,* **Fenning, R. M.**, & Baker, J. K. (2015, August). *Observational measure of restrictive and repetitive behaviors in children with autism spectrum disorder*. Poster presented at the annual convention of the American Psychological Association.
- Moffitt, J.,* Rodriguez, A.,* Baker, J. K., & **Fenning, R. M.** (2015, August). *Emotion regulation in children with autism and children with fetal alcohol spectrum disorder*. Poster presented at the annual convention of the American Psychological Association.
- Fenning, R. M.** (2015, June). *Improving participation in dental care and oral health outcomes for underserved children with ASD*. Invited presentation at the annual Autism Intervention Research Network on Physical Health (AIR-P) Steering Committee Meeting.
- Fenning, R. M.**, Baker, J. K., Erath, S. A., Howland, M.,* & Moffitt, J.* (2015, April). Electrodermal activity, autism symptoms, and emotion regulation in children with ASD. In J. Baker (Chair), *Innovative frameworks for the study of children with ASD*. Symposium presented at the annual Gatlinburg Conference on IDD. New Orleans, LA.
- Baker, J. K., Benedicto, S.,* **Fenning, R. M.**, & Howland, M.* (2014, November). *Repetitive behaviors and parent-child biobehavioral synchrony in families of children with autism spectrum disorder*. Poster presented at the biennial SRCD Special Topic Meeting on Parenting At-Risk. San Diego, CA.
- Baker, J. K., **Fenning, R. M.**, Howland, M.,* Murakami, C.,* Moffitt, J.,* & Rodriguez, A.* (2014, August). *Electrodermal activity and behavioral functioning in children with ASD*. Poster presented at the annual convention of the American Psychological Association. Washington, D.C.
- Howland, M.,* Baker, J. K., & **Fenning, R. M.** (2014, August). *Child correlates of parentification in families of mothers with depression*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.
- Baker, J. K., **Fenning, R. M.**, Howland, M.,* & Murakami, C.* (2014, March). I second that emotion: Concordance and synchrony in physiological arousal between children with ASD and their parents. In A. Esbensen (Chair), *Expanding research on family environment: How, who, and when to measure*. Symposium presented at the annual Gatlinburg Conference on IDD. Chicago, IL.
- Fenning, R. M.**, Conforti, H.,* Mohapatra, L., McDonald, N., Messinger, D. & Henderson, H. (2013, August). *Extension of an observational social-cognitive measure to children with autism*. Poster presented at the annual convention of the American Psychological Association. Honolulu, HI.
- Baker, J. K., **Fenning, R. M.**, Rodriguez, A.,* Conforti, H.,* Murakami, C.,* Meussner, H.,* & Howland, M.* (2013, August). *Correlates of rule violation in children with Fetal Alcohol Spectrum Disorders*. Poster presented at the annual convention of the American Psychological Association. Honolulu, HI.
- Howland, M.,* Baker, J. K., & **Fenning, R. M.** (2013, August). *Parenting alliance and expressed emotion towards children with FASD*. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- Rodriguez, A.,* Conforti, H.,* Murakami, C.,* Meussner, H.,* **Fenning, R. M.**, & Baker, J. K. (2013, April). *Predictors of delay of gratification in children with FASD*. Poster presented at the annual meeting of the Western Psychological Association. Reno, NV.
- Howland, M.,* Baker, J. K., & **Fenning, R. M.** (2013, April). *Expressed emotion in mothers of children with FASD*. Poster presented at the annual meeting of the Western Psychological Association. Reno, NV.
- Baker, J. K. & **Fenning, R. M.** (2011, March). *Environmental and neuropsychological correlates of emotion regulation in children with fetal alcohol spectrum disorder: Preliminary data from the UW Parent and Child Emotion Study*. Poster presented at the annual Gatlinburg Conference on IDD, San Antonio, TX.
- Fenning, R. M.** & Baker, J. K. (2010, August). Parenting trajectories in families of children with borderline intelligence: Further evidence for unique risk. In J. Baker (Chair), *Parent-child interaction in families of children with early developmental risk*. Symposium presented at the annual convention of the American Psychological Association, San Diego, CA.
- Fenning, R. M.** (2010, March). Mother-child interaction and the development of early intellectual disability. In J. Baker (Chair), *Parent-child interaction and the emergence of developmental disorders*. Symposium presented at the annual Gatlinburg Conference on IDD, Annapolis, MA.

- Fenning, R. M.** & Baker, B. L. (2009, April). Emotion discourse and social cognition: Mediating the effects of developmental status on social outcomes. In **R. M. Fenning (Chair)**, *Family contributions to social functioning in children with developmental delays*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Fenning, R. M.** & Baker, J. K. (2008, March). Family factors in the emergence of social cognition in children with and without developmental delays. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the annual Gatlinburg Conference on IDD, San Diego, CA.
- Baker, J. K., & **Fenning, R. M.** (2008, March). Thinking about feelings: parental cognition and emotion-socialization behaviors in families of children with and without early developmental risk. In J. Blacher (Chair), *Parenting processes observed in multiple contexts*. Symposium presented at the annual Gatlinburg Conference on IDD, San Diego, CA.
- Fenning, R. M.** & Juvonen, J. (2007, March). *Social-cognitive predictors of change in peer reputation during the transition to middle school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Baker, J. K. & **Fenning, R. M.** (2007, March). *Meta-emotion attitudes and emotion socialization behaviors of mothers and fathers*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Baker, B. L., **Fenning, R. M.**, & Blacher, J. (2007, March). *Predicting disruptive behavior disorders in five-year-old children with and without intellectual disability*. Paper presented at the annual Gatlinburg Conference on IDD, Annapolis, MA.
- Chang, V. Y., **Fenning, R. M.**, & Juvonen, J. (2006, March). *Predictors of stable peer victimization among multi-ethnic youth*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Crnic, K., Baker, J. K., & **Fenning, R.M.** (2006, March). Prediction of social skills in six-year-old children with and without early developmental delays: Contributions of early parenting and self-regulation. In B. Baker (Chair), *Well-being in the context of environmental, parenting, and child risk*. Symposium presented at the annual Gatlinburg Conference on IDD, San Diego, CA.
- Fenning, R. M.**, Baker, J. K., Crnic, K., & Baker, B. L. (2005, April). *Close friendships and social involvement among children with and without developmental delays: Differential prediction from parent and child characteristics*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Fenning, R. M.** & Baker, J. K. (2005, March). Parenting and children at risk: The plight of the borderline child. In J. Blacher (Chair), *Parenting and developmental risk: Determinants and consequences*. Paper presented at the annual Gatlinburg Conference on IDD, Annapolis, MA.
- Fenning, R. M.** & Baker, B. L. (2004, March). The role of early language in the development of children's emotion regulation strategies and behavior problems: A pathway of influence. In K. Crnic and B. Baker (Chairs), *The emergence of problematic behavior in young children with developmental delays: Assessing multiple pathways of influence*. Paper presented at the annual Gatlinburg Conference on IDD, San Diego, CA.
- Fenning, R. M.**, Baker, B. L., & Trmrian, A. (2003, March). *Discontinuity of IQ in young children with developmental and language delays*. Poster presented at the annual Gatlinburg Conference on IDD, Annapolis, MA.
- Fenning, R. M.** & Mahoney, J. L. (2002, April). *After-school program engagement and interpersonal competence: A longitudinal study of disadvantaged children*. Poster presented at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA.

CLINICAL POSITIONS

5/13 – present **California State University, Fullerton**
Center for Autism
Director and Supervisor, Advanced Clinical Psychology Practicum (est. 7/2021)
Applied Developmental Core, Clinical Division Head
 Clinical Evaluation, Intervention, and Consultation

- 9/09 - 8/11 **University of Wisconsin, Madison**
Waisman Center and Department of Pediatrics
Director of Autism Diagnostic Services (9/10 – 8/11)
Clinical Assistant Professor
 Interdisciplinary Evaluation Team, Developmental Disabilities/Child Development Clinic
- 9/08 - 8/09 **University of Miami, Miller School of Medicine, Mailman Center for Child Development**
Clinical Psychology Pre-Doctoral Intern
- 8/06 - 7/07 **University of California, Los Angeles, UCLA Psychology Clinic**
 Advanced Neuropsychological Assessment Rotation
- 9/03 - 3/05 Adult Therapy Rotation
- 6/03 - 6/04 Intake Interviewing Rotation
- 4/03 - 2/04 Child and Adult Assessment Rotation
- 9/05 - 7/07 **University of California, Los Angeles, Semel Institute for Neuroscience and Human Behavior**
 Childhood OCD, Anxiety, and Tic Disorders Program
Student Extern and Study Therapist, Integrated Behavioral Treatment for Selective Mutism
- 7/05 - 7/07 **University of California, Los Angeles, TIES for Adoption**
 Infant Mental Health Program
 Program Development, Infant-Toddler Assessment, Parent-Child Therapy
- 9/03 - 9/04 Child Assessment and Therapy Rotation
- 9/04 - 6/05 **Child and Family Guidance Center, Community Mental Health Center**
 Child Assessment and Therapy Practicum
- 9/03 - 6/04 **North Hollywood High School, Highly Gifted Magnet Program**
 Adolescent Therapy and School-Based Mental Health Rotation
- 5/01 - 5/02 **Yale University, Community Rehabilitation and Adult Day Program**
Student Intern, Fellowship Place, New Haven, CT
- 1/01 - 5/01 **Yale University, Benhaven Residence for Children with Pervasive Developmental Disorders**
Student Intern, North Haven, CT

CLINICAL AND SERVICE GRANTS

- 4/2018 – 1/2019 *Disseminating Mindfulness Strategies to Caregivers of Individuals with ASD*
 Autism Speaks Local Impact Grant
 Award Amount: \$5000
 Role: Co-PI

SPECIALIZED CLINICAL TRAINING AND CLINICAL RESEARCH CERTIFICATIONS

- 7/2019 **Professional Assault Crisis Training, Refresher Course**
 University of California, Irvine, The Center for Autism and Neurodevelopmental Disorders
- 9/2018 **Professional Assault Crisis Training, Refresher Course**
 University of California, Irvine, The Center for Autism and Neurodevelopmental Disorders

- 2/2017 **Certified as Research Reliable in the *Autism Diagnostic Observation Schedule-2 (ADOS-2)***
 Certification through the University of Missouri, Thompson Center (Stephen Kanne, PhD)
- 1/2017 **Professional Assault Crisis Training**
 University of California, Irvine, The Center for Autism and Neurodevelopmental Disorders
- 2015 **Crisis Prevention Intervention Training**
 University of California, Irvine, The Center for Autism and Neurodevelopmental Disorders
- 10/2015 **Advanced Research Training in the ADOS-2**
 University of California, Irvine, The Center for Autism and Neurodevelopmental Disorders
- 1/2013 **Clinical Training in the ADOS-2**
 University of California, Irvine, The Center for Autism and Neurodevelopmental Disorders
- 7/2012 **Training in the FASD 4-Digit Diagnostic Code**
 Washington State Fetal Alcohol Syndrome Diagnostic and Prevention Network
- 10/2009 **Advanced Research Training in the ADOS**
 University of Michigan, Autism & Communication Disorders Center
- 9/08 - 9/09 **Certified Training in Parent-Child Interaction Therapy**
 Advanced Training (Completed 8/09); Introductory Certification (2/09)
 University of Miami

CLINICAL TEACHING & SUPERVISION

- 7/20 – present **Director, CSUF Center for Autism Psychology Practicum**
 Supervision of Advanced Clinical Psychology Doctoral Practicum Students
- 9/17 – present **Supervisor, Assessment for ASD with the ADOS-2**
 Doctoral Students in Clinical Psychology and Post-Baccalaureate Students
 CSUF Center for Autism, Loma Linda University
- 9/16 – 6/19 **Supervisor, ATN AIR-P Dental Project Parent Training Group Supervision**
 Licensed and Post-Doctoral Clinical Psychologists, BCBA-Level Behavioral Interventionists
 CSUF Center for Autism, UCI Center for Autism, Nationwide Children’s Hospital
- 9/09 – 8/11 **Supervisor, Child Assessment Practicum**
 Doctoral Students in Educational (School) Psychology
 Waisman Center, University of Wisconsin, Madison
- 9/08 – 8/09 **Supervisor, Diagnostic Interviewing**
 Doctoral Students in Clinical Psychology
 Behavioral Pediatrics Clinic, Mailman Center for Child Development, University of Miami
- 6/06 – 9/06 **Supervisor, Diagnostic Interviewing**
 Doctoral Students in Clinical Psychology
 UCLA Psychology Clinic, University of California, Los Angeles

DEPARTMENTAL AND UNIVERSITY SERVICE

California State University, Fullerton

4/2021	Invited College of Health and Human Development (HHD) Representative, Campus Climate Visioning and Listening Session
4/2021	Judge, HHD Student Research Showcase
11/2020	Co-Facilitator, HHD Research Committee, Adapting Research During the Pandemic
2020 – present	Faculty Mentor, CSUF ORSP Federal Research Grant Writing Mentorship Program
2020 – present	Member, CAS Department Personnel Review Committee
2020 – present	Director, CSUF Center for Autism Advanced Clinical Psychology Practicum
2019	Member, CAS Working Group, SRCD Teaching Pre-Conference Cultural Competence Workshop
2019 – present	Member, HHD College Climate and Culture of Inclusion Task Force
2019 – present	Member, HHD Research Committee
2018 – present	Member, CAS Research Strategic Team
2018 – 2019	Member, CAS Advocacy Learning Goal Implementation and Assessment Committee
2018 – 2019	Member, CAS Alumni and Community Engagement Strategic Team
2017	Invited Panelist, CSUF New Faculty Retention, Tenure, and Promotion (RTP) Workshop
2017	Invited Facilitator, CSUF Research Festival Day
2016 – 2019	Chair, CAS Family and Community Contexts Option Revision Committee
2016 – 2018	Member, CAS Community Advisory Board Planning Committee
2015 – 2018	Member, CSUF disAbility Task Force
2015, 2016	Member, CAS Search Committee
2015	Invited Facilitator, HHD: <i>Creating Inclusive Environments</i>
2014 – present	Member, CAS Practicum Committee
2014 – 2015	Faculty Sponsor, CSUF End the R-Word Campaign
2014 – 2015	Certification. CSUF Faculty Online Disability Awareness Program
2014 – present	CSUF SafeSpace Program, Designated Ally
2014	CSUF LGBTQ SafeSpace Training, Certification
2013 – 2014	disAbility Task Force Online Faculty Training Modules, Course Reviewer
2012 – present	CSUF Center for Autism, Co-Founder and Co-Director http://autismcenter.fullerton.edu/applieddevelopmentalcore/index.htm
2012 – 2018	University Student Research Advisory Council, Member
2012 – present	Course Coordinator, CAS 310 (Assessing and Observing Development)
2012 – 2014	Department Representative, HHD Scholarship Committee
2012 – 2014	Grant Reviewer, Faculty Development Center
2011 – present	Member, CAS Student Awards Committee
2011 – 2013	Member, CAS Committee on Graduate Studies and Center Development
2011 – 2012	Member, CSUF Autism and Developmental Disabilities Working Group

COMMUNITY OUTREACH, PRESENTATIONS, & PUBLICATIONS

- Fenning, R. M.** (2021, June). *Best practices in assessment for autism spectrum disorder (ASD)*. Invited presentation and didactic for the Behavioral Medicine Center, Loma Linda University.
- Fenning, R. M.** (2021, April). Exam item construction for the *Qualified Applied Behavior Analysis (QABA) Credentialing Board*.
- Fenning, R. M.** (2020, October). *Emotion regulation, executive functioning, and emotional and behavioral challenges in children with autism spectrum disorder (ASD)*. Invited address at the 2020 UCI Center for Autism and Neurodevelopmental Disorders Autism Conference. Virtual meeting.
- Fenning, R. M.** (2020, July). *Parent-child interaction with Dr. Jason Baker*. Interviewer. ACCESS Division 33, the official podcast of Division 33 of the American Psychological Association.
<http://www.division33.org/podcast/2020/7/29/e9-parent-child-interaction-with-dr-baker>

- Baker, J. K. & Fenning, R. M. (2020, April). *The public health crisis*. ACCESS Division 33, the official podcast of Division 33 of the American Psychological Association. <http://www.division33.org/podcast/2020/4/2/e8-the-public-health-crisis>
- Fenning, R. M. (2019, October). *Siblings and future planning with Dr. Gael Orsmond*. Interviewer. ACCESS Division 33, the official podcast of Division 33 of the American Psychological Association. <http://www.division33.org/podcast/2019/10/9/e5-siblings-and-future-planning-with-dr-gael-orsmond>
- Fenning, R. M. (2019, April). *Emotion regulation in children with ASD* (Presenter). ACCESS Division 33, the official podcast of Division 33 of the American Psychological Association. <http://www.division33.org/podcast/2019/3/7/emotion-regulation-with-dr-fenning>
- Fenning, R. M. (2018, December). *The ADOS-2 as part of a comprehensive autism spectrum disorder assessment*. Invited presentation for the UCI Center for Autism and Neurodevelopmental Disorders ADOS-2 Clinical Training. Orange, CA.
- Fenning, R. M. (2018, October). *Understanding and supporting emotion regulation in children with ASD*. Invited address at the 2018 UCI Center for Autism and Neurodevelopmental Disorders Autism Conference. Costa Mesa, CA.
- Fenning, R. M. (2017, August). *Early Career Leadership Opportunities in Division 33: Intellectual and Developmental Disabilities and Autism Spectrum Disorder*. Invited poster presentation at the 2017 Convention of the American Psychological Association (APA). Denver, CO.
- Fenning, R. M., Baker, J. K., & Zeedyk, S. (2017, January). *Best practice standards in early identification and intervention for children with autism spectrum disorder*. Paper presented at the 2017 QualityStart OC Early Childhood Education Conference. Anaheim, CA.
- Fenning, R. M. (2016). *Early Career Experiences*. Invited contribution to APA Division 33 Spring/Summer Newsletter.
- Fenning, R. M. (2016, August). *Early Career Leadership Opportunities in Division 33: Intellectual and Developmental Disabilities and Autism Spectrum Disorder*. Invited poster presentation at the 2016 Convention of the American Psychological Association (APA). Denver, CO.
- Fenning, R. M. (2014, April). *Best practice standards in screening and diagnosis of autism spectrum disorder*. Invited presentation at the CSUF Annual Conference on Autism Spectrum Disorders. Brea, CA.
- Fenning, R. M. (2013, December). *Introduction to the CSUF Center for Autism: Presentation to Senator Lou Correa*. Co-Organizer and Presenter. California State University, Fullerton. Fullerton, CA.
- Fenning, R. M. & Baker, J. K. (2012, August). *Fetal alcohol spectrum disorders (FASDs): What we know, what we don't, and where we go from here*. Invited presentation for the UCLA T.I.E.S. for Families research and clinical service organization. Los Angeles, CA.
- Fenning, R. M. (2010, December). *Assessing children in the family context*. Invited presentation for the IDDR Research Participation Core Brown Bag Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2010, November). *Autism diagnostic evaluation: An interactive case study*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2010, October). *Autism spectrum disorders: Early identification & diagnosis*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2010, September). *Developmental screening*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.
- Baker J. K., & Fenning, R. M. (2010, September). *Emotion regulation and co-regulation in families of children with fetal alcohol spectrum disorders*. Presentation at the Wisconsin Primary Care Research & Quality Improvement Forum, conducted by the Wisconsin Research & Education Network (WREN), The UW Department of Family Medicine, and the UW Institute for Clinical and Translational Research (ICTR). Middleton, WI.
- Fenning, R. M. (2010, January). *Evidenced-based treatments for social-emotional difficulties in children with autism spectrum disorders*. Invited presentation at the 6th annual "Autism: A Day with the Experts," UW-Madison, Waisman Center. Madison, WI.
- Fenning, R. M. (2009, October). *Screening for autism spectrum disorders*. Lecture presented at the MCH LEND Friday Seminar Series, UW-Madison, Waisman Center. Madison, WI.

- Fenning, R. M.** (2009, July). *Parenting and intervention for children with borderline intellectual functioning: A unique risk population*. Lecture presented at the MCH LEND Friday Seminar Series. University of Miami, Mailman Center for Child Development. Miami, FL.
- Fenning, R. M.** & Gisbert, P. (2009, July). *Building babies' brains through play*. Invited presentation for the Healthy Steps for Young Children, Parent-Infant Program at the University of Miami, Mailman Center for Child Development. Miami, FL.
- Fenning, R. M.** (2009, May). *Treatment of childhood anxiety disorders*. Invited presentation for the Behavioral Pediatrics Clinic at the University of Miami, Mailman Center for Child Development. Miami, FL.
- Baker, J. K., **Fenning, R. M.**, Crnic, K. A., Baker, B. L., & Blacher, J. (2006, September). *Prediction of social skills in six-year-old children with and without early developmental delays: Contributions of early regulation and maternal scaffolding*. Paper presented at the UCLA Neuropsychiatric Institute Psychiatry Grand Rounds. Los Angeles, CA.

PROFESSIONAL PEER REVIEW SERVICE

Editorial Service

- 12/18 – present Consulting Editor: *Research on Child and Adolescent Psychopathology*
(formerly *Journal of Abnormal Child Psychology*)
- 9/15 – present Consulting Editor: *Psychological Assessment*

Invited Ad Hoc Service

Acta Paediatrica
American Journal on Intellectual and Developmental Disabilities
Autism
Autism Research
Autism Treatment Network/Autism Intervention Research Network on Physical Health
Developmental Psychology
Family Process
Infant and Child Development
Journal of Autism and Developmental Disorders
Journal of Child and Family Studies
Journal of Family Psychology
Journal of Intellectual Disability Research
Journal of Mental Health Research in Intellectual Disabilities
Parenting Science and Practice
Pediatrics
Psychological Assessment
Research in Developmental Disabilities
Research on Child and Adolescent Psychopathology (Journal of Abnormal Child Psychology)
Social Behavior and Personality
Social Development

Invited Conference Review

- 2020 – present Society for Research in Child Development, 2021
- 2009 – present American Psychological Association
 Division 7, *Developmental Psychology*, 2011, 2012, 2013, 2014, 2015
 Division 33, *IDD / ASD*, 2009, 2013, 2015, 2016, 2017, 2019, 2021

HONORS AND AWARDS

2021	CSUF College of Health and Human Development (HHD) Faculty Scholar Award
2021	CSUF Faculty Enhancement and Instructional Development (FEID) Award: <i>Enhancing Instruction and HIPs to Promote Best Practices in Developmental Screening</i>
2021	CSUF HHD Recognition for Contributions to Diversity, Equity, and Inclusion
2017	CSUF Outstanding Collaborative Research Award
2016	CSUF Distinguished Faculty Service to Students Award, CSUF Alumni Association
2016	CSUF College of HHD: Excellence in Community Engagement (Center for Autism, Co-Director)
2016	CSUF Recognition for Outstanding Scholarly Activity
2012	CSUF Faculty Development Center, Faculty-Student Research and Creative Activities Grant
2012	CSUF Faculty Development Center, Teaching Grant
2011	CSUF Faculty Development Center, Faculty-Student Research and Creative Activities Grant
2009	UCLA Michael Goldstein Distinguished Dissertation Award, Honorable Mention
2006 - 2007	UCLA Graduate Division Dissertation Year Fellowship
2007	Society for Research in Child Development, Student Travel Award
2005	Zeaman Student Travel Award, Gatlinburg Conference on IDD
2003	National Science Foundation Graduate Research Fellowship, Honorable Mention
2002 - 2003	UCLA Distinguished Achievement Fellowship
2002	Elected to Phi Beta Kappa Honor Society
2001 - 2002	Yale University, Executive Board Member of Psi Chi National Honor Society
2001	Yale University, Richter Fellowship for Summer Research (Yale Child Study Center)
1999 - 2002	Yale University: Commendation letters for academic excellence in coursework: <i>Clinical Psychology in the Community, Autism and Associated Developmental Disorders, Depression, Psychopathology in the Family, Abnormal Psychology</i>

PROFESSIONAL AFFILIATIONS

American Psychological Association (2005 – present)
International Society for Autism Research (2017 – present)
Society for Research in Child Development (2004 – 2017)

Christa R. Mulker Greenfader, Ph.D.

Child and Adolescent Studies Department
California State University, Fullerton
800 N State College Blvd.
P.O. Box 6868
Fullerton, CA 92834
cgreenfader@fullerton.edu

C U R R E N T P O S I T I O N

Assistant Professor , Department of Child and Adolescent Studies California State University, Fullerton	Fullerton, CA 2018-present
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E D U C A T I O N

University of California, Irvine Ph.D. in Education, Educational Policy & Social Context <i>Dissertation: The Role of Executive Function in the Early Achievement of Hispanics: A National Study</i> <i>Dissertation Committee: Liane Brouillette, (co-chair), George Farkas (co-chair), Penelope Collins, and Jeannette Mancilla-Martinez</i>	Irvine, CA 2017
Master of Arts in Education	2013
California State University, Northridge Master of Business Administration, Marketing and Management	Los Angeles, CA 2008
University of Southern California Bachelor of Music, Violin Performance, <i>Magna Cum Laude</i> Secondary field of study: English Literature	Los Angeles, CA 2002

R E S E A R C H I N T E R E S T S

Developmental and educational contexts; Early childhood education, Emergent bilinguals; Educational policy; Cultural and linguistic considerations; Cognitive and language development; Arts integration

P U B L I C A T I O N S

Articles in Peer-Reviewed Journals

- Greenfader, C. M.** (2019). What is the role of executive function in the school readiness of Latino students? *Early Childhood Research Quarterly, 49*, 93-108. doi:10.1016/j.ecresq.2019.02.011
- Mancilla-Martinez, **Greenfader, C. M.**, & Ochoa, W. (2018). Spanish-speaking preschoolers' conceptual vocabulary knowledge: Towards more comprehensive assessment. *NHSA Dialog, 21*(1).
- Greenfader, C. M.**, VanAmburg, S., & Brouillette, L. (2017). Supporting teachers in arts integration strategies to foster foundational literacy skills of emergent bilinguals. *Journal of Pedagogy, Pluralism, and Practice, 9*(1).
- Greenfader, C. M.**, & Brouillette, L. (2017) The arts, the common core, and English language development in the primary grades. *Teachers College Record, 119*(9), 1-38.
- Greenfader, C. M.**, Brouillette, L., & Farkas, G. (2015). Effect of a performing arts program on the oral

language skills of young English learners. *Reading Research Quarterly*, 50(2), 185-203.
doi:10.1002/rrq.90

Greenfader, C. M., & Miller, E. B.* (2014). The role of access to Head Start and quality ratings for Spanish-Speaking Dual Language Learners' (DLLs) participation in early childhood education. *Early Childhood Research Quarterly*, 29(3), 378-388. doi:10.1016/j.ecresq.2014.04.011
***names alphabetical**

Greenfader, C. M., & Brouillette, L. (2013). Boosting language skills of English learners through dramatization and movement. *The Reading Teacher*, 67(3), 171-180. doi:10.1002/TRTR.1192

Other Published Works

Greenfader, C. M. (2019). Building executive function skills with arts activities. In L. Brouillette (Author), *Arts integration in diverse K-5 classrooms* (pp. 107-120). New York, NY: Teachers College Press.

Mancilla-Martinez, **Greenfader, C. M., & Ochoa, W.** (2018). Conceptual vocabulary among preschoolers. *NHSA Dialog*, 21(1).

Manuscripts Under Review

Greenfader, C. M. (Revise and resubmit). What is the role of executive function in the early elementary school achievement of Latino students?

Manuscripts in Preparation

Greenfader, C. M., & Gutekunst, J. Early executive function skills in Latino and Asian immigrants: Is there evidence of an "Immigrant Paradox?"

Greenfader, C. M., & Miller, E. B. Latinx family engagement in early elementary school: A national study

Greenfader, C. M., & Miller, E. B.* Immigrant parent involvement in school and early reading abilities of Latino children.
***names alphabetical**

Greenfader, C. M. Does school-entry executive function and its impact on K-5 academic achievement differ for Latinos and monolingual-English Whites?

C O N F E R E N C E P R E S E N T A T I O N S

Miller, E. B., & **Greenfader, C. M.** (2021, September). *Latino family engagement in Head Start and elementary school: Associations with outcomes in two datasets*. Paper presented at the 2021 Society for Research on Educational Effectiveness, Virtual due to COVID-19.

Greenfader, C. M., & Gutekunst, J. (2021, April). *Do immigrant children display an advantage in executive function?: Evidence from a national dataset*” Poster presented at the Biennial Meeting of the Society for Research in Child Development, Virtual due to COVID-19.

Greenfader, C. M., & Gutekunst, J. (2020, October). *Exploring the executive function skills of young immigrant students: Is there evidence of an "Immigrant Paradox?"* Paper presented at the 2020 Western Psychological Association Convention, Virtual due to COVID-19.

Greenfader, C. M., & Miller, E. B.* (2020, July – postponed due to COVID-19). *How parental involvement in school relates to the early reading abilities of Latino children of immigrants.* Paper accepted to the Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, CA.
***names alphabetical**

Greenfader, C. M. (2019, April). *How does executive function contribute to the academic achievement of young Latino students?* Paper presented at the 2019 Western Psychological Association Convention, Pasadena, CA.

Greenfader, C. M. (2019, March). *The role of executive function in the academic achievement of young Latino elementary students.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Hughes, B., **Greenfader, C. M.**, Andersen, S. O., Wong, J., & Bailey, D. (2018, April). *The impact of arts- and inquiry-based instruction on the life science knowledge of fifth graders.* Paper presented at the Annual Conference of the American Educational Research Association, New York, NY.

Hughes, B., **Greenfader, C. M.**, Andersen, S. O., Wong, J., & Bailey, D. (2018, April). *Evaluation of inquiry and VAPA methods to reverse the science misconceptions of fourth graders.* Poster presented at the Annual Conference of the American Educational Research Association, New York, NY.

Hughes, B., **Greenfader, C. M.**, Andersen, S. O., Wong, J., & Bailey, D. (2018, March). *A Comparison of arts- and inquiry-based methods for teaching elementary science & the reversal of misconceptions.* Paper presented at the Annual Conference of the National Association for Research in Science Teaching, Atlanta, GA.

Hughes, B., Kalinowski, R., **Greenfader, C. M.**, Zinger, D., Ray, A., Grove, D., & Bailey, D. (2017, May). *Evaluation of a large-scale science teaching intervention employing arts-integrated instruction.* Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.

Greenfader, C. M. (2017, April). *How SES and home language factors contribute to the EF and school readiness of Hispanic children at kindergarten entry.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Greenfader, C. M., & Brouillette, L. (2016, July). *Preparing K-2 teachers to foster the English development of Hispanic ELs through dramatic play & dance.* Poster presented at the National Research Conference on Early Childhood, Washington, D.C.

Hughes, B., Kalinowski, R., Zinger, D., Ray, A., Grove, D., Bailey, D., & **Greenfader, C. M.** (2016, April). *Visual and performing arts instruction of science: An alternative instructional approach.* Paper presented at the Annual Conference of the National Association for Research in Science Teaching, Baltimore, MD.

Mancilla-Martinez, J., **Greenfader, C. M., & Ochoa, W.** (2015, December). *Spanish-speaking preschoolers' conceptual vocabulary knowledge: Towards more comprehensive assessment.* Paper presented at the Annual Conference of the Literacy Research Association.

Greenfader, C. M., & Brouillette, L. (2015, March). *The impact of integrating arts activities with*

literacy lessons on the oral language of K-2 Spanish-English bilingual students. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Greenfader, C. M., & Brouillette, L. (2014, October). *Fostering the oral language of K-2 English learners through the arts.* Paper presented at the Fall 2014 Conference of the California Council on Teacher Education, San Diego, CA.

Mancilla-Martinez, J., & **Greenfader, C. M.** (2014, July). *Spanish-speaking preschoolers' vocabulary: Tracking progress and facilitating development.* Paper presented at the Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.

Miller, E. B., & **Greenfader, C. M.** (2014, March). *Spanish-speaking Dual Language Learners' (DLLs) participation in Head Start.* Paper presented at the Spring Conference for the Society of Research on Educational Effectiveness, Washington, DC.

UNIVERSITY TEACHING & RESEARCH EXPERIENCE

California State University, Dominguez Hills

Adjunct Lecturer

Courses: *Immigrant Families & Children in the U.S.* (Spring, 2018; Fall, 2017; Summer, 2017; Spring, 2016); *Cognition, Language, & Schooling* (Spring, 2018; Fall, 2017; Spring, 2017); *Parenting* (Spring, 2018; Fall, 2017); *Early Language & Literacy Development* (Spring, 2017; Spring, 2016)

University of California, Irvine

Teaching Associate (Lecturer)

Courses: *Origins, Purposes, and Central Issues in K-12 Education* (Spring, 2016); *21st Century Literacies* (Winter, 2016)

Teaching Assistant

Courses: *21st Century Literacies* (Summer, 2015); *Foundations in Education* (Winter, 2015); *Instructional Design & Technology* (Summer, 2013); *Ethics in Education* (Spring, 2012); *Child Development* (Winter, 2012; Fall, 2011)

Graduate Student Researcher

- ESCAPE (2016 – 2017): Analysis of quantitative data on a National Science Foundation (NSF) grant, examining the impact of visual and performing arts instruction on the science learning of students in grades 3 - 5
- Teaching Artist Project (2012 – 2015): Analysis of quantitative data on a U.S. Department of Education-funded project (Arts and Education Model Development and Dissemination grant), examining the effectiveness of a San Diego-based teacher professional development program that uses arts-based lessons to promote oral language development of K-2 English learners

California State University, Northridge

Teaching Associate, Marketing

Northridge, CA

2006 - 2008

A D D I T I O N A L E X P E R I E N C E

LA's BEST (After-school Program)

Los Angeles, CA

Violin Enrichment Program Director

2013 - Current

- Oversee violin enrichment classes at four LAUSD schools (approximately 175 students, grades 1-5)
- Create and implement curriculum
- Supervise teachers at different sites

P R O F E S S I O N A L A C T I V I T I E S

CSUF Committees and Task Forces

- College Curriculum Committee (CCC), College of Health and Human Development, CSUF, 2020 to present
- InterProfessional Education (IPE) Committee, College of Health and Human Development, CSUF, 2019 to present
- Community and Alumni Engagement Strategic Team, Child and Adolescent Studies, CSUF, 2018 to present
- GE Assessment Faculty Learning Committee: Written Communication, CSUF, 2019-2020

Community Committees and Task Forces

- Cerritos College Child Development Advisory Board, 2021 to present
- Early Childhood Education Exhibit Committee, Pretend City Children's Museum, Irvine, CA, 2019-20

Conferences, Seminars, and Speaking Engagements

- *Invited speaker*: "Executive function: The 'Command Center' of our thoughts, actions, and words." Museum of Teaching and Learning Celeb Salon IV, September 22, 2019.
- *Chair*, 2019 Western Psychological Association Convention: Human Learning and Memory, Pasadena, CA, April 27, 2019.
- *Workshop presentation*: "Achieving balance (& sanity) as a busy music student." Music Department, CSUF, March 5, 2019.

Ad Hoc Reviewer

- *TESOL Quarterly* (4/2021)
- *Cognitive Development* (1/2021, 10/2020)
- *Learning and Instruction* (1/2020, 9/2019, 7/2019)
- *Applied Psycholinguistics* (2/2020, 5/2019)
- *Bilingual Research Journal* (8/2020, 3/2019, 11/2018, 8/2018)
- *Journal of Teacher Education* (1/2019)

Professional Development

- Applying the Quality Matters Rubric course (8/2020): QM & CSU Chancellor's Office
- Teaching Remotely, CSUF Intermediate Canvas Workshop (7/2020)
- Digging into Diversity series, Faculty Development Center, CSUF: Inclusive certificate (8 courses taken between 2018-2020)
- Online Teaching Tools (8/2019): CAS Retreat, CSUF
- Improving Student Success in the Classroom (8/2019): HHD Retreat, CSUF
- Longitudinal Analysis using STATA (6/2019): Two-day training given by Paul Allison
- Teaching Students Synthesis (1/2019): CAS Retreat, CSUF
- APA Method Tutorials; How Faculty Can Impact Student Success (8/2018): CAS Retreat, CSUF

Affiliations and Memberships

- Society for Research in Childhood Development
- Society for Research on Educational Effectiveness
- Western Psychological Association
- American Educational Research Association (past)
- Society for the Scientific Study of Reading (past)

H O N O R S & A W A R D S

- 2021-22 Junior/Senior Intramural Research Grant recipient, CSUF
- 2019-20 Faculty Enhancement and Instructional Development (FEID) Grant recipient, CSUF
- 2019-20 Junior/Senior Intramural Research Grant recipient, CSUF

LESLIE K. GRIER
Office Phone: (657) 278-4588
Work email: lgrier@fullerton.edu

EDUCATION

Formal

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

Developmental Psychology
Major, Ph.D.

Community Psychology Minor

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

Psychology Major, M.A.

Oakland University
Rochester, Michigan 48309
Graduated April 1982

Psychology Major, B.A.

Professional

March 2021	Multilingual Training Project – California School Age Consortium (CalSAC)
August 2020	ACUE Microcredential: Promoting Active Learning Online
June 2020	VoiceThread Certified Educator Course
February 2019	Quality Matters: Applying the Rubric
January 2018	Training, Write Brain World, Professional Development and Conference Specialist
November 2017	Afrotech
Fall 2017	Open Education Resources Ambassador Program, California State University, Fullerton (CSUF)
July 2017	Faculty Leaders Program in Policy Research and Analysis - RAND
June 2017	Introduction to Matching and Propensity Score Analysis – Stephen Porter
January 2017	Training of the Trainers (TOT) - Citizen Science Action Club, California School Age Consortium (CalSAC) & California Academy of Sciences
May 2016	National Center for Women & Information Technology Summit
April 2016	Best of Out-of-School-Time conference
March 2016	TOT – Science, Technology, Engineering, and Mathematics (STEM) Micro-credential Project, National Afterschool Association (NAA) Clcik2Science & CalSAC
January 2016	(TOT) - Citizen Science Action Club, CalSAC & California Academy of Sciences
January 2016	Blogging and Podcasting for Beginners, Education To Go (Ed2go)
September 2015	TOT - Afterschool Computer Science Educators (ACSE) Project -

(CalSAC) & SRI International

August 2015 TOT - Citizen Science Action Club, CalSAC & California Academy of Sciences

July 2015 Cluster Analysis – The Institute for Statistics Education

May 2015 Online Disability Awareness Training for Faculty

May 2015 National Center for Women & Information Technology Summit

May 2015 TOT - Learning in Afterschool and Summer Principles (LIAS) CalSAC & Temescal Associates

April 2015 Best of Out-of-School-Time Conference

January 2015 TOT- Summer Technical Assistance Network, CalSAC

January 2015 Online Course – Introduction to Camtasia Studio 8, Ed2go

November 2014 Caribbean Regional Conference of Psychology II

October 2014 Advanced TOT - English Learner Training and Professional Development Project, CalSAC & Development Without Limits (DWL)

August 2014 Copyright for Educators & Librarians, Coursera - Duke University, Emory University, University of North Carolina at Chapel Hill
<https://www.coursera.org/records/MjGLSbGedxCNnEgP>

June 2014 TOT - Afterschool Computer Science Educators (ACSE) Project, CalSAC & SRI International

May 2014 National Center for Women & Information Technology Summit

April 2014 TOT – STEM California Teacher Pathway (CTP)

January 2014 TOT - English Learner Training and Professional Development Project, CalSAC & DWL

September 2013 TOT - Common Sense Discipline, CalSAC & CTP

August 2013 Science of Community Engaged Research: Future Directions Conference

August 2013 Annual Conference of the American Psychological Association

May 2013 National Center for Women & Information Technology Summit

Spring 2013 Graduate Seminar - Structural Equation Modeling, California State University, Fullerton (CSUF)

April 2013 TOT - STEM, CTP

February 2013 Elearning conference

April 2012 Best of Out-of-School-Time conference

November 2011 Annual Conference of the American Evaluation Association

Fall 2011 Student Learning and Teaching Excellence (SLATE) academy, (Social Presence) CSUF

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

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

August 2010 Annual Conference of the American Psychological Association

August 2010 TOT - Team up for Youth

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

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

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

AWARDS

- 2014 Sabbatical Leave (Fall 2014)
- 2012 General Award for Research, CSUF
- 2010 Faculty Enhancement Instructional Development (FEID) Grant, CSUF
- 2009 Outstanding Faculty Recognition Award for Service, CSUF
- 2007 Senior Faculty Award for Research, CSUF
- 2006 Jewel Plummer Cobb - Diversity in Education Award, College of Health and Human Development, CSUF
- 2006 Outstanding Faculty Recognition Award for Service, CSUF
- 2006 General Award for Research, CSUF
- 2003 Sabbatical-Leave (Spring 2004)
- 2001 Outstanding Faculty Recognition Award for Scholarship, CSUF
- 1999 Faculty-Scholar Award, School of Human Development and Community Service, California State University, Fullerton (1998-1999)
- 1997 California State University Grant - Program for Research, Scholarship and Creative Activity
- 1997 Untenured Faculty Research Grant - CSUF
- 1996 Untenured Faculty Research Grant - CSUF
- 1995 Research and Development Grant - Grand Valley State University (GVSU)
- 1993 Curriculum Grant from the Center on Philanthropy and Non-Profit Leadership (GVSU)
- 1988 - 1989 Minority Research Biomedical Support Scholarship
- 1985 - 1988 Graduate Professional Scholarship

CURRENT POSITION

- 7/19/13 - present Professor of Child and Adolescent Studies (CAS); California State University Fullerton (CSUF) – 800 N. State College Blvd., Fullerton, CA, 92831

As a Professor, I teach a variety of child and adolescent development classes. I teach my classes primarily online. I also serve on department, college and university committees, and participate in community service and department retreats. Furthermore, I developed and maintain a Career Resources Manual for CAS majors. My research agenda involves social

emotional factors contributing to positive developmental and educational outcomes among school age children and adolescents, with an emphasis on at-risk and underrepresented populations.

TEACHING HISTORY

Child Development

Middle Childhood

Development of African American Children and Youth

Optimizing Development of School Age Children

Development II (Age nine through adolescence)

Adolescence and Early Adulthood

Developmental Inquiry and Methodology

Topical Senior Seminar – Moral Development

Practicum Seminar in Child and Adolescent Development

Practicum Seminar in Youth and Families in Community Settings

Practicum Seminar in Development in School Settings

Practicum in Psychology

Psychology Applied to Teaching

Life-Span Development

Introductory Psychology

Courses Developed

Development of African American Children and Youth

Optimizing Development of School Age Children

Optimizing Development during Adolescence

Youth Development in Afterschool Programs

UNIVERSITY SERVICE ACTIVITIES

21/22	Chair, Department Personnel Committee; Member, Practicum CAS Committee; Member College Personnel Review Committee; Member, Program Performance Review subcommittees
20/21	Chair, Department Personnel Committee; Member, Practicum CAS Committee; Member, College Personnel Review Committee
19/20	Chair, Department Personnel Committee; Member, Practicum CAS Committee; Member, College Personnel Review Committee
18/19	Chair, Department Personnel Committee; Member, Practicum CAS Committee; Member, Adolescent Minor Committee; Member, Faculty Marshall Committee
17/18	Chair, Department Personnel Committee; Member, Practicum CAS Committee; Member, Adolescent Minor Committee
16/17	Chair, Department Personnel Committee; Member, CAS Practicum

Committee; Author, [Career Resource Manual](#) (Second Edition); Member, CAS Adolescent and Youth Development Option Revision Committee; College of Health and Human Development Intramural Grant Review Committee; Speaker "Success in Online Classes" at "Fall in love with CSU Fullerton day," sponsored by the African American Faculty and Staff Association

- 15/16 Chair, CAS Online Quality Committee; Chair, Department Personnel Committee; Member, CAS Practicum Committee; Author, Career Resource Manual (Second Edition)
- 14/15 Chair, Department Personnel Committee; Chair, CAS Online Quality Committee; Developer, CAS Career Mapping Pilot; Speaker "Teaching With Technology" at "Fall in love with CSU Fullerton day," sponsored by the African American Faculty and Staff Association
- 13/14 Chair, Department Personnel Committee; Co-chair, Department Adolescent Option/Minor Committee; Member, University Information Technology Committee; Developer, CAS Career Mapping Pilot;
- 12/13 Chair, CAS Online Program Proposal Committee; Member, University Information Technology Committee; Member, California Faculty Association (CFA) Election Committee;
- 11/12 Chair, CAS Online Program Proposal Committee; Member, Department Personnel Committee; Author, CAS Career Resources Manual (First Edition); Member, College of Health and Human Development (HHD) Retreat Planning Committee; Reviewer for Faculty Enhancement Instructional Development (FEID) grants; Presenter, Technology Day
- 10/11 Member, Department Personnel Committee; Member, HHD Retreat Planning Committee; Member, California Faculty Association (CFA) Elections Committee; Faculty Contributor, Center for Research on Educational Access and Leadership (CREAL)
- 9/10 CAS Practicum Director; Member, Department Personnel Committee; Faculty Contributor, CREAL
- 08/09 CAS Practicum Director; Member, CAS Search Committee; Member, University Curriculum Committee (UCC); Member CFA Elections Committee
- 07/08 CAS Practicum Director; Chair, CAS Search Committee; Member UCC; Member, Professional Leaves Committee; Member, Dissertation Committee, College of Education; Member, Joint CSU/CFA Academic Senate Evaluation Study Committee
- 06/07 Chair, CAS Search Committee; Reviewer, HHD Faculty Awards

Committee; Member, Professional Leaves Committee; Member, CFA Fullerton Chapter Board, CFA Assembly Delegate; Co-chair of the CFA African American Caucus

- 05/06 Chair, CAS Search and Personnel Committees; Member, CFA Fullerton Chapter Board and CFA Assembly Delegate; Co-chair of the CFA African American Caucus; Presenter at CFA Equity Caucus, March 2006;
- 04/05 Chair, CAS personnel committee; Chair, Robert McLaren CAS Conference Room Naming Committee; Member, CFA Fullerton Chapter Board and CFA Assembly Delegate
- 03/04 Sabbatical (Spring 2004); Member, CFA Fullerton Chapter Board, CFA Assembly Delegate (Fall 2003)
- 02/03 Chair, CAS Search Committee; Member, Human Development and Community Service (HDCS) Division Personnel Committee; Member, CFA Fullerton Chapter Board

OTHER ACADEMIC AND PROFESSIONAL POSITIONS

- 8/02 – 7/13 Associate Professor of Child and Adolescent Studies (CAS); California State University Fullerton (CSUF) – 800 N. State College Blvd., Fullerton, CA, 92831

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

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

As an Assistant Professor, I taught a variety of child and adolescent development classes to undergraduates. I also participated in service activities at the department, college/division and university level. I served on special assignment and curriculum committees and provided academic advisement. I also served on the Board of Directors of the CFA at Fullerton. Lastly, I conducted research on (1) cultural contexts of development and (2) developmental interventions for children and adolescents.

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

As an Assistant Professor, I maintained a twelve-hour teaching load per semester and taught a variety of courses. I also served as Practicum Coordinator. This involved establishing and maintaining practicum sites, screening applicants, supervising undergraduate practicum students, and providing instructional content in Community Psychology and Philanthropy. In addition, I provided advising to students and served on department, division and university committees; these included the Psychology Department Personnel Committee, the Psychology Department Assessment Committee, the Multi-Cultural Affairs Committee, the

Library Personnel Committee, the Volunteer Grand Valley State University (GVSU) Advisory Board, and the University Judiciary. Lastly, I served as a Curriculum Specialist for the Professional Partnership Program through the School of Education.

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

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

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

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

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

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

1/88 - 9/88 Outreach Counselor at BFDI

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

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

As a Child Development Specialist, my responsibilities consisted of designing and implementing small group activities to enhance the cognitive, social and coping skills of children aged 4 - 12, and providing individual counseling to children. I also conducted parenting seminars for the parents of these children.

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

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

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

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

RESEARCH PUBLICATIONS

Grier, L. K. (2021). *Promoting Positive STEM Identity and Achievement among African American Males*. [Manuscript submitted for publication]

Grier, L. K., & Boutakidis, I. (2018). The Ecology of Social Support in Relation to Academic and Behavioral Self-Perceptions among African American Boys and Girls. *Journal of Human Behavior in the Social Environment*. doi: 10.1080/10911359.2018.1464416

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

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

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

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

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

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

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

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

CONFERENCE PRESENTATIONS

Grier, L. K. (2017, April). *Using Technology to Advance Social Emotional Development*. Inspiration station presented at the Best of Out-of-School-Time Conference, Palm Springs, California.

Grier, L. K. (2016, April). *Multipurpose use of technology in out-of-school-time programs*. Inspiration station presented at the Best of Out-of-School-Time Conference, Palm Springs,

California

- Grier, L. K. (2015, April). *School's out California: An out-of-school-time program guide*. Inspiration station presented at the Best of Out-of-School-Time Conference, Palm Springs, California.
- Grier, L. K., & Maynard, D. M. (2014, November). *An investigation towards a cross cultural study of identity development*. Poster session presented at the Caribbean Regional Conference of Psychology II, Suriname, South America.
- Grier, L. K. (2014, March). *Technology in Afterschool Programs*. Los Angeles CalSAC chapter conference, Monterrey Park, California.
- Grier, L. K., & Boutakidis, I. (2013, August). *Gender, social support, and academic engagement among African American school age children*. Poster session presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- Bush, J. H., Barnett, C., Eugene, D., Welcker, J., Bush, J. P., Grier, L. K., & Marquez-Lopez, T. (2013, August). *Psychological benefits of a school gardening program for primary grade children*. Poster session presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- Grier, L. K. (2013, March). *Dividing fractions: Hands on activities for out-of-school time staff in working with children*. Los Angeles CalSAC chapter conference, Monterrey Park, California.
- Randall, L. K., Grier, L., Orr, M., & Robertson, S. (2013, February). *Interactive tools to promote student engagement in hybrid, online, and face-to-face classes*. ELearning conference, San Antonio, Texas.
- Grier, L. K. (2012, April). *Hands-on activities for dividing fractions*. Inspiration station roundtable discussion presented at the Best of Out-of-School-Time annual conference, Palm Springs, California.
- Grier, L. K. (2011, November). *Character assessment for school-age children: A formative evaluation tool*. Poster session presented at the annual conference of the American Evaluation Association, Anaheim, California.
- Mouttapa, M., & Grier, L. K. (2011, November). *A mixed methods approach to evaluate a school assembly designed to reduce bullying among elementary school students*. Paper presented at the annual conference of the American Evaluation Association, Anaheim, California.
- Grier, L. K. (2010, November). *Academic strategies to motivate adolescents*. Workshop presented at the Step up High School summit, California Afterschool Network, San Diego, California.
- Grier, L. K., & Nieves, L. (2010, August). *Peer influence for substance use during adolescence: A qualitative study*. Poster session presented at the annual conference of the American Psychological Association, San Diego, California.
- Grier, L. K. (2010, April). *Promoting character and moral development among school-age children*. Workshop presented at the Best of Out-of-School Time annual conference, Palm Springs, California.
- Grier, L. K. (2009, November). *Tools for evaluating culturally competent practices in youth*

servicing contexts. Roundtable presented at the annual conference of the American Evaluation Association, Orlando, Florida.

- Prado, J., Oh, D.M., Chang, C., Toledo, E., Grier, L. K., & Pinto, K. (2009, November). *Practical and theoretical concerns: Words from the American Evaluation Association's Minority Serving Institution faculty initiative 2008 cohort.* Roundtable presented at the annual conference of the American Evaluation Association, Orlando, Florida.
- Grier, L. K. (2009, November). *Understanding and helping teens deal with peer pressure.* Workshop presented at the Step up High School Summit, California Afterschool Network, San Diego, California.
- Wyman, J., & Grier, L. K. (2008, April). *Facilitating equity, diversity, and inclusion in afterschool programs.* Workshop presented at the statewide conference of the California School-Age Consortium, Santa Clara, California.
- Grier, L. K., & Gudiel, W. (2007, November). *Peer influence, religious beliefs and ethical conduct among adolescents.* Paper presented at the annual conference of the Association for Moral Education, New York, New York.
- Grier, L. K. (2004, November). *Making moral education more accessible.* Paper presented at the annual conference of the Association for Moral Education, Dana Point, California.
- Grier, L. K. (2003, March). *Assessing self-concept and self-esteem in African American children: a cultural perspective.* Poster session presented at the seventh annual Assessment Conference at Fullerton, Fullerton, California.
- Grier, L. K. (2002, August). *Relational aspects of global self worth in African American children.* Poster session presented at the annual conference of the American Psychological Association, Chicago, Illinois.
- Grier, L. K., Mayes, B.T., Goode, C. & Weber, B. (2002, March). *The Minority Scientist Development program at Fullerton: Past, present and future.* Paper presented at the sixth annual Assessment Conference at Fullerton, Fullerton, California.
- Grier, L. K., Weber, B. & Mayes, B.T. (2001, March). *Development program at CSU Fullerton: Methods, measures and outcomes.* Paper presented at the fifth annual Assessment Conference at California State University, Fullerton, Fullerton, California.
- Weber, B., Mayes, B.T., & Grier, L. K. (2000, March). *Assessment of the Minority Student Development program.* Paper presented at the fourth annual Assessment Conference at California State University, Fullerton. Fullerton, California.
- Hearn, G., Hearn, G.E., & Grier, L. K. (1999, April). *Current interpretations and applications of research in cognitive, moral and social development in early adolescence.* Paper presented at the annual conference of the Association for Childhood Education International, San Antonio, Texas.
- Weber, B., Grier, L. K., & Mayes, B.T. (1999, March). *Science program assessment.* Paper session at the third annual Assessment Conference at California State University, Fullerton. Fullerton, California.
- Grier, L. K. (1998, August). *Connecting theory, research and practice in fieldwork.* Poster session presented at the annual conference of the American Psychological Association,

San Francisco, California.

- Grier, L. K. (1998, April). *Advancing moral reasoning and ethical conduct in later childhood*. Paper presented at the annual conference of the Association for Childhood Education International, Tampa Florida.
- Grier, L. K. (1997, August). *Advancing ethnic and ego identity among African American adolescents*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, Illinois.
- Junn, E., & Grier, L. K. (1997, August). *The "Sherlock Holmes" exercise: Enhancing students' understanding of prejudice*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, Illinois.
- Grier, L. K. (1996, June). *Building young children's hierarchic understanding: A proposed form of intervention*. Poster session presented at Head Start's Third National Research Conference. Making a Difference for Children, Families, and Communities: Partnerships among Researchers, Practitioners, and Policymakers. Washington D.C.
- Grier, L. K. (1995, August). *Identity status and identity style among African American juvenile delinquents*. Poster session presented at the annual meeting of the American Psychological Association, New York, New York.
- Grier L. K. (1993, October). *Effects of an intervention to advance ethical conduct*. Paper presented at the third annual meeting of the Phylon Society, Detroit, Michigan.
- Grier L. K., & Firestone, I. (1993, August). *Effects of an intervention to enhance moral reasoning and efficacy*. Poster session presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Grier L. K., & Ratner, H. (1987, May). *Elaboration and children's memory: The role of subject activity, semantic processing, and the conceptual relationship among the learning materials*. Poster session presented at the Society for Research in Child Development, Baltimore, Maryland.

COMMUNITY AND PROFESSIONAL SERVICE ACTIVITIES

- | | |
|----------------|---|
| 2016 | Instructor, Community Education at Chaffey College on "Developing Study Skills among School Age Children" |
| 2016 – 2017 | Consultant, Summer Technical Assistance for Youth Development Programs, CalSAC |
| 2016 | Trainer, STEM Micro-credential Project, CalSAC |
| 2015 – present | Trainer, Citizen Science Action Club, CalSAC, California Academy of Sciences |
| 2014 – 2016 | Trainer, Afterschool Computer Science Educators Project, CalSAC |
| 2013 – 2019 | Extension Services Consultant, National Center for Women & Information Technology |
| 2014 – 2015 | Trainer, English Learner Training and Professional Development Project, CalSAC |
| 2014 | Evaluator, STEM enrichment, Richman Elementary School |
| 2013 – 2014 | Trainer, Common Sense Discipline, CTP |

- 2013 – 2014 STEM Trainer, CTP
- 2012 – 2013 Faculty Mentor, Center for Community Collaboration, CSUF
- 2012 – 2013 Co-chair, Virtual Innovation Workgroup; STEM Committee, (CAN)
- 2012 - 2013 Member, STEM Committee, CAN
- 2009 – 2013 Principal Writer, "School's Out California: An Out-of School-Time Program Guide" California Department of Education
<http://www.cde.ca.gov/sp/cd/re/documents/schoolsout2014.pdf>
- 2009 –2010 Planning Committee, Step Up High School Conference, CAN
- 2008 – 2009 Faculty Participant, American Evaluation Association (AEA) Minority Serving Institution (MSI) initiative
- 2008 –2010 Youth Development Trainer for Region 10 – West Ed
- 2008 –2010 Advisory Board – Master Gardeners of San Bernardino County
- 2008 – 2012 Project Leader, Training of the Trainers (TOT) Institute, CalSAC
- 2007 –2015 Trainer Mentor for Region 10, CalSAC
- 2007 – 2014 Curriculum Project Leader, CalSAC
- 2007 – 2008 Dissertation Committee - College of Education, CSUF
- 2007 – 2008 Co-chair, Equity Task Force, CalSAC
- 2007 - 2008 Member of the CalSAC pool of consultants
- 2007 –2015 Certified Master Gardener, San Bernardino County
- 2007 – 2008 Member, Research Committee – (CAN)
- 2007 – 2008 Evaluator, After-school Education and Safety (ASES) program Buena Park School District
- 2006 –2008 Equity Task Force – CalSAC
- 2006 – 2008 Program Evaluator, After School and Mentoring programs - Center for Internships and Service Learning at CSUF
- 2006 – 2007 Professional Development Committee – CalSAC
- 2005 – present Trainer – CalSAC
- 2005 – 2006 Secretary, Board of Directors, CalSAC chapter – Inland Empire
- 2005 Evaluator – Materials Camp – ASM International
- 2003 – 2005 Consultant – Ronald McNair Scholars Program, CSUF
- 2002 - 2003 Consultant – Diversity Enterprises Inc.
- 2001 Consultant – Skillman Foundation
- 2000 - 2008 Faculty Mentor - Ronald McNair Scholars Program, CSUF
- 1998 – 2001 Program Evaluator, Minority Scientist Development Program, CSUF
- 1998 Consultant and Evaluator, Social Science Research Center, CSUF
- 1996 – 1998 Trainer/Consultant, Talent Search Program at San Diego State University
- 1995 – 1996 Curriculum Specialist, Professional Partnership Program at Grand Valley State University; in conjunction with Muskegon Heights High School
- 1992 – 1995 Consultant, Project R.O.C.K. for Project Rehab

- 1993 – 1996 Secretary, Board of Directors, West Michigan Council of Camp Fire
- 1993 – 1994 Member, Community Services Committee, American Red Cross, Kent County Chapter
- 1992 – 1993 Member, Board of Directors, West Michigan Council of Camp Fire

JOURNAL & OTHER PEER REVIEWER EXPERIENCE

- 2021 – *University of California Agriculture and Natural Resources* (1 article)
- 2021 – *Child Development and Education*
- 2020 – *Social Development* (1 article)
- 2014 – *Social Development* (1 article)
- 2012 – *American Journal of Evaluation* (1 article)
- 2012 – *California Journal of Health Promotion* (2 articles)
- 2012 – 2013 *Journal of Primary Prevention* (2 articles)
- 2005 – 2016 *Journal of Black Psychology* (9 articles)
- 2006 – *Creativity Research Journal* (1 article)
- 2005 - *Merrill Palmer Quarterly* (1 article)

CONFERENCE PEER REVIEWER EXPERIENCE

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

PROFESSIONAL ASSOCIATIONS

- Member, American Psychological Association (APA)
- Member, American Evaluation Association (AEA)
- Member, National Afterschool Association (NAA)

JANNA L. KIM

Department of Child and Adolescent Studies, California State University, Fullerton
800 N. State College Blvd. Fullerton, CA 92834 Ph: (657) 278-5150 Email: jkim@fullerton.edu

Summary

- Investigates social and contextual influences on adolescents' gender and sexual socialization, including families, peers, mass media, and culture.
- Recognized by the College of Health and Human Development, California State University, Fullerton, and CSU system for outstanding teaching and exceptional service to students.
- Engages in leadership roles related to University-wide efforts to address curriculum and undergraduate students' writing.
- Promotes LGBTQ-inclusivity, cultural competence, and equity-based practices through teaching, research, and service activities.

Education

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

Professional Experience

Professor	California State University, Fullerton Department of Child and Adolescent Studies	8/18-present
Associate Professor	California State University, Fullerton Department of Child and Adolescent Studies	8/12-8/18
Assistant Professor	California State University, Fullerton Department of Child and Adolescent Studies	8/06-8/12
Research Consultant	San Francisco State University, San Francisco Center for Research on Gender and Sexuality	8/06-12/06
Postdoctoral Research Fellow	San Francisco State University, San Francisco Center for Research on Gender and Sexuality	1/05-8/06
Graduate Student Instructor	University of Michigan, Ann Arbor Department of Psychology	9/01-12/04
Pre-Doctoral Fellow	University of Michigan, Ann Arbor NICHD Developmental Training Grant	2003-2004
Visiting Lecturer	Eastern Michigan University, Ypsilanti Department of Education	1/03-5/03

Research Assistant	University of Michigan, Ann Arbor Department of Psychology	2002-2003
Summer Research Associate	RAND Corporation, Santa Monica, CA Division of Health	6/02-8/02
Pre-Doctoral Fellow	University of Michigan, Ann Arbor NICHD Developmental Training Grant	1999-2001

Manuscripts under Review

Kim, J. L., Bay-Cheng, L. Y., & Ginn, H. (under review). Picturing sexual agency: A visual content analysis of adults' sexual stereotypes of young women.

Pineda, C. G., Boutakidis, I., **Kim, J. L.**, & Espinoza, G. (under review). Preparing students to work with diverse populations of children and families: How one program infused cultural competence across its curriculum.

Refereed Journal Articles

Trinh, S. L., & **Kim, J. L.** (2021). The correlates and reasons for abstinence among Asian Americans. *Cultural Diversity and Ethnic Minority Psychology, 27*(1), 82-94. doi:10.1037/cdp0000350

Kim, J. L., Schooler, D., Lazaro, S. K., & Weiss, J. (2018). Brief report: Watching reality TV programs with concurrent sexual and alcohol themes is associated with risky drinking and sexual experiences. *Emerging Adulthood, 1-7*. doi:10.1177/21676968754920.

Kim, J. L., & Wells, B. (2017). Assessing alcohol and sexual content on reality dating programs. *Psychology of Popular Media Culture, 6*, 237-254. doi:10.1037/ppm0000098

Manago, A. M., Greenfield, P. M., **Kim, J. L.**, & Ward, L. M. (2014). Changing cultural pathways through gender role and sexual development: A theoretical framework. *Ethos, 42*, 198-221.

Kim, J. L., & Ward, L. M. (2012). Striving for pleasure without fear: Short-term effects of reading a women's magazine on women's sexual attitudes. *Psychology of Women Quarterly, 36*, 326-336. doi:10.1177/0361684312442856

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

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

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

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

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

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

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

- Kim, J.L.** (2005). The sexual socialization of Asian Americans: A multi-method study of cultural influences (Doctoral dissertation, University of Michigan, 2005). *Dissertation Abstracts International*, 66 (2-B), pp. 1198.
- Kim, J. L., & Ward, L.M.** (2004). Pleasure reading: Associations between young women's sexual attitudes and their reading of contemporary women's magazines. *Psychology of Women Quarterly*, 28, 48-58.
- Gorman, A. H., **Kim, J.**, & Schimmelbusch, A. (2002). The attributes mid-adolescents associate with peer popularity and teacher preference. *Journal of School Psychology*, 40, 143-165.

Juried Conference Presentations (Representative Selection)

Underline denotes CSUF student involvement.

- Kim, J. L., Gin, H. G., No, R., & Bay-Cheng, L.** (2020, March). This is what a sexual agent looks like. Paper accepted for presentation at the biennial conference for the Society for Research on Adolescence. San Diego, CA. (Conference cancelled)
- Kim, J. L., Tran-Dubongco, M., & Muniz, K.** (2018). "Not like me or my family": Exploring the media habits and perceptions of young women of color. Poster presented at the annual conference for the Western Psychological Association. Portland, OR.
- Tran-Dubongco, M., Kim, J. L., & Nguyen, A. (2018). Sexual content on reality TV and sexy social media use: Exploring the roles of ethnic-racial identity and acculturation. Paper presented at the biannual conference for the Society for Research on Adolescence. Minneapolis, MN.
- Hernandez, Y., & Kim, J. L. (2016). Getting smashed and smushing: The risky sexual and drinking attitudes and behaviors of female college students exposed to reality TV. Poster presented at the annual conference for the Western Psychological Association. Long Beach, CA.
- Kim, J. L., & Wells, B.** (2014). Assessing the prevalence and overlap of alcohol and sexual content on reality dating programs. Paper presented at the biennial conference of the Society for Research on Adolescence. Austin, TX.
- Kim, J. L.** (2012). New media, new avenues of risk: Sexy social media, reality TV, and risky alcohol and sexual behaviors. Paper presented at the biennial conference of the Society for Research on Adolescence. Vancouver, Canada.
- Kim, J. L., Fitzhugh, C., Rosas, D., Zarate, A., & Wells, B. E.** (2010). "You rock my world": Sexual content on reality dating programs. Poster presented at the biennial conference of the American Psychological Association. San Diego, CA.

Courses Taught and/or Developed* at California State University, Fullerton

- CAS/BIO/CBE/HIST 130*** Teens in Trouble (cross-disciplinary, team-taught format)
- CAS 300** Elements of Effective Professional Communication
- CAS 325B** Age 9 through Adolescence
- CAS 360** Adolescents and the Media
- CAS 380*** Adolescent Sexuality and Intimate Relationships

Honors, Awards, Grants (Selection, Past 5 Years)

- | | |
|--|------|
| College of Health and Human Development Outstanding Teaching Award | 2019 |
| Assigned Time for Exceptional Levels of Service to Students | 2019 |
| CSU-System Chancellor's Doctoral Incentive Program (Faculty Scholar) | 2018 |
| CSUF Jr/Sr Intramural Research Grant (\$4,660) | 2017 |
| <i>Digital media, sexual objectification, and dating violence: Exploring the perceptions of young women of color</i> | |
| Outstanding Faculty Recognition (Service) | 2017 |
| Outstanding Faculty Recognition (Teaching) | 2016 |
| CSU-System QOLT: Quality Online Learning and Teaching Award | 2015 |
| <i>System-wide award across 17 CSU campuses recognizing exemplary online teaching.</i> | |

Professional Development

Selected for participation in the following CSUF-sponsored professional development activities:

Writing Across the Curriculum program (2019-2020); Faculty Community for Equity Practices (2018-2020); Open Educational Resources Ambassador program (2017-2018); Fullerton Faculty Leadership Development program (Spring 2017)

University-Related Service Activities (Selection, Past 5 Years)

Department of Child and Adolescent Studies (CAS)

Course Coordinator	CAS 300	2012-present
Chair	Adolescent/Youth Development Committee	2012-present
Member	CAS Diversity in Development Committee	2015-present
Member	CAS Search Committee	2020-2021
Member	CAS Personnel Committee (I)	2019-2020
Chair	CAS Search Committee	2018-2019

College of Health and Human Development and University

Member	University Writing Proficiency Committee (Chair, 2018-2020; Co-Chair, 2020-2021)	2014-present
Member	College of HHD Writing Task Force	2019-present
Member	Faculty Community for Equity Practices	2019-present
Member	College of HHD Curriculum Committee (Chair, 2014-2015, 2016-2018)	2014-2020
Member	GE Explore Core Corps	2017-2020
HHD Representative	GE Task Force	2017-2019
Member	Dean Search Committee, College of Communications	2018-2019

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California State University, Fullerton
 Fullerton, CA 92831
 (949) 300-0402 (cell)
kknutsonmiller@gmail.com
kkmiller@fullerton.edu

EDUCATION

Ph.D.	Arizona State University, Tempe, AZ Educational Psychology, Life-Span Development	December 1998
M.S.	University of Wisconsin, Madison, WI Educational Psychology, Human Learning	May 1993
B.S.	University of Wisconsin, Madison, WI Secondary Education, Social Studies	May 1990

ADMINISTRATIVE EXPERIENCE

California State University, Fullerton

Special Assistant for Strategic Initiatives 1/19-present

College of Health and Human Development, 2019-present
 Office of the President, 2019

- Piloted efforts to expand scale and impact of work associated with strategic plan goals focused on campus climate, teaching and learning, student success, and faculty mentorship and leadership development with colleagues in the College of Health and Human Development (including Departments of Child and Adolescent Studies, Counseling, Human Services, Kinesiology, Military Science, Public Health, and Social Work and the School of Nursing; four undergraduate and seven graduate degree programs including five MSN concentrations and two DNP areas); approximately 322 full-time equivalent faculty and 5740 full-time equivalent students
- Provided recommendations for faculty development and support (mentoring, pedagogy, student success, and technology) and equity-driven practices (hiring; retention, tenure, and promotion; and curricular contexts) through task force activities; actioned diversity, equity, and inclusion and student success commitments through search processes; mentoring; professional development associated with inclusive, innovative, and online learning; and transitions essential to continuation in virtual environments
- Represented institution in diverse external contexts; engaged in professional service and scholarship aligned with university strategic plan in collaboration with colleagues from the American Association of State Colleges and Universities, the U.S. State Department, Partners of the Americas, and campus partners; participated in professional development and networking focused on leadership in higher education, student success, faculty engagement, and global engagement

Interim Provost and Vice President of Academic Affairs

1/18-12/18

- Served as chief academic officer and cabinet member; led work aligned with core teaching, scholarly and creative, and service mission; supported eight colleges with 110 degree programs (56 undergraduate and 54 graduate), approximately 2195 full-time faculty and 612 staff serving 40,000 diverse students and administrative units including Academic Programs, Academic Operations, Faculty Affairs and Records/Faculty Development Center, Extension and International Programs, Research and Sponsored Projects, Assessment and Institutional Effectiveness, Academic Finances and Space Management, Strategic Initiatives, South County Operations and Initiatives, and Library with an overall annual state-side budget of approximately \$245M
- Supported faculty appointment, retention, tenure, and promotion processes; curriculum redesign associated with access to and opportunity for all students to begin their undergraduate experiences in credit bearing courses; general education revision to enhance student experiences across the CSU system; accreditation and program review; student success initiatives; equity and inclusion and global engagement priorities; two Dean searches; 72 new tenure/tenure-track faculty searches; personnel supporting grant and philanthropic activity (e.g., Research Grant Officers for the Colleges of Natural Sciences and Mathematics and Engineering and Computer Science; Gallery Director for the College of the Arts); increase trend in annual grant awards and resource support; 2018-2023 strategic plan completion and launch; enrollment management; and phased comprehensive fundraising campaign

Dean, University Extended Education

7/14-12/17

Associate Vice President, International Programs and Global Engagement
Senior International Officer

- Led self-support and international program units including approximately 170 staff focused on university extension, community, and global engagement; extended education including degree, summer and winter session, Open University, University Study Abroad, academic credit certificate, and non-credit/professional development certificate programs as well as children's camps, Osher Lifelong Learning Institute, and Fullerton Arboretum; Global Titans Center including international outreach and admissions, international students and scholars, study abroad, and international programs and partnerships
- Annually generated gross revenue of \$28M+ through self-support degree, academic credit, and extension credential programs with additional annual gross revenue of \$4.5M+ generated through non-credit programs administered in partnership with Auxiliary Services Corporation; supported grant proposals and awards associated with international teaching and research endeavors; coordinated operational launch of the President's Strategic Fund, a donor-supported program aligned with strategic plan and internationalization goals, to expand study abroad and study away programs as well as diverse student participation in these programs
- Supported high impact practice and student success initiatives aligned with the university strategic plan through summer session completion grants and increased opportunities for study abroad, study away, and Arboretum-based student internships,

- international student support, and student fellows/employees' program; received 100,000 Strong in the Americas Grant, Institute of International Education Seal of Excellence, and AACSB Excellence and Innovation in International Education Award
- Launched "25 in 5" initiative to invite within and between division collaboration in self-support programming; provided ROI estimates for various program types and completed campus partner MOUs for self-support programs; supported coordinated regional, national, and global outreach in digital, print, and physical formats; initiated transition to Salesforce CRM; supported technology and access initiatives through online self-support undergraduate degrees and professional development and educator certificate programs; initiated new undergraduate degree completion program in Humanities and Social Sciences; engaged in consultancies to complete 360 analyses of extension and international programs, services, and operations and align with institutional mission, goals, and desired outcomes
 - Initiated launch of self-support business development unit; included collaboration between the Mihaylo College of Business and Economics, the Small Business Development Center (a lead regional center serving Orange, Riverside, and San Bernardino counties), and University Extended Education and community partners including the Hispanic Chamber of Commerce and Mexican Consulate to leverage resources to enhance university goals related to innovation, entrepreneurial activity, business development, and public-private/community partnerships in regional and global contexts
 - Launched International Programs and Global Engagement unit and Global Titans Center; supported increased opportunity for and more than doubled student participation in study abroad; implemented outreach strategies to enhance collaboration and partnerships in Latin and South America and Asia; actioned California-Mexico MOU increasing institutional partnerships and faculty, staff, and student engagement in associated collaborations; initiated implementation of the Terra Dotta database to improve tracking of international activities; facilitated outreach, contracts, application assistance, onboarding, programming, and advisement for approximately 3500 international students; annually supported inbound international students, inbound and outbound faculty, and outbound study abroad students through the Global Titans Center
 - Worked with colleges and departments to enhance campus internationalization including internationalization at home efforts; supported faculty and staff engagement through workshops offered in partnership with the Faculty Development Center, invitations for faculty and staff to participate in delegations promoting international collaborations, mini-grants and reassigned time, international scholar and exchange programs, and support of college-based international teaching and research activities; initiated an International Programs and Global Engagement Advisory Board including representatives from each college and divisions across campus as well as alumni and community members engaged in international activities
 - Provided support for development of new and/or ongoing faculty-led, credit bearing study abroad and away programs; launched co-curricular alternate Thanksgiving, winter,

spring break, and Global Titans First Year Experience programs; supported diverse study abroad models including year-long, semester, and short-term programs emphasizing service-learning, internships, research, academic content, and/or language development; programs and enrollment facilitated through bilateral agreements, faculty leadership, contracts, and direct enroll partners

Chair, Department of Child and Adolescent Studies

8/07-6/14

- Led unit including 24 full-time equivalent faculty (approximately 14 tenured/tenure-track faculty, two full-time lecturers, and 25 part-time faculty), 570 full-time equivalent students (major headcount 1200), two full-time staff, with an overall state-side budget of approximately \$2.7M; served as member of the College of Health and Human Development Council of Chairs
- Achieved diverse applicant pools for multiple faculty and staff positions resulting in successful hiring and professional thriving of tenure-track, tenured, and contingent faculty, staff, and academic advisors
- Revised department mission and goals; submitted, approved, and implemented revisions to the Bachelor of Science in Child and Adolescent Development and Minor in Child and Adolescent Development; articulated program goals and student learning outcomes; developed a sustainable approach to program assessment, established a standing Program Assessment Committee, and completed a 5-year program assessment cycle
- Enhanced infrastructure and collegial governance through establishing Personnel, Search, Program Assessment, Student Petitions, Academic Advisement, and Event Committees (also ad hoc committees as needed); completed major revision of Department Personnel Standards and Student Opinion Questionnaire Forms; developed Course Coordinator system to address course-specific issues across multi-section courses including learning goals, outcomes, and resource needs to better support student success and learning outcomes
- Modified advisement processes and academic planning materials; reviewed four- and eight-semester major completion pathways, initiated web-based overview of the major, and expanded career-related resources; served as “beta tester” for university dashboard system to examine degree completion and achievement gaps; initiated discussion of department closing the gap strategies
- Developed, facilitated, and led CAS international internship programs creating opportunities for students to complete department practicum requirements in China, Thailand, New Zealand, Germany, Costa Rica, and Mexico; analyzed programs to report academic, professional, and personal development outcomes and verify HIP status; received recognition from Center for Internships and Community Engagement in 2014 Community Engagement Report
- Submitted multiple internal and external grant proposals to support access to and opportunity for diverse student participation in high impact learning experiences

Instructionally Related Activities Grant (2015-2016), *CAS International Cohort*;
 Instructionally Related Activities Grant (2014-2015), *CAS International Cohort*;
 Instructionally Related Activities Grant (2013-2014), *CAS International Cohort*;
 Instructionally Related Activities Grant (2012-2013), *CAS International Cohort*;
 Instructionally Related Activities Grant (2011-2012), *CAS International Cohort*;
 Instructionally Related Activities Grant (2010-2011), *CAS International Cohort*;
 PURE Student-Faculty Research Grant (2011); FDC International Travel Grant
 (2010), *Western Psychological Association*; Instructionally Related Activities
 Grant (2009-2010), *CAS China Cohort*; FDC International Travel Grant (2007),
International Conference on Service-Learning in Teacher Education; CSU
 Special Fund Grant for Research, Scholarship, and Creative Activity (2003-
 2004), *The Impact of Service-Learning on Academic Achievement and the
 Attainment of Standards Articulated for Teacher Candidates*; CSU Special Fund
 Grant for Research, Scholarship, and Creative Activity (2002-2003), *The
 Impact of Early Field Experiences on the Achievement of Standards Articulated
 for Teacher Candidates*; Campus-Community Partnerships for Service-
 Learning Grant (2002); Service-Learning Research Grant (2002); Jr. Faculty
 Research Grant (2001-2002), *The Impact of Service-Learning on Academic
 Achievement in a Child Development Course Designed for Pre-Service
 Teachers*; Western Region Campus Compact Consortium Grant (2001-2002);
 Jr. Faculty Research Grant (2000-2001), *Child Development Standards: What
 Are Pre-Service Teachers Expected to Know?*; Service-Learning Mini-Grant
 (2001); Summer Technology Grant (2000)

- Submitted approved course change proposals to offer CAS courses in online/hybrid format; submitted approved fast-track proposal to deliver CHAD major in online format; identified, converted, and initiated CAS department office and child and family research lab space use; enhanced alumni outreach and supported formation of the Child and Adolescent Studies Alumni Club (CASAC)

Budgeting and Planning

8/10-11/18

Co-Chair, 2017-2018 Strategic Planning Steering Committee (SPSC)

Co-Chair, 2011-2012 Strategic Planning Steering Committee (SPSC)

Chair, 2010-2012 Planning, Resource, and Budget Committees (PRBC)

- Served in leadership roles developing two university strategic plans and making annual recommendations for institutional budgeting and planning priorities; reviewed committee responsibilities with members, outlined goals and timelines, and supported associated communication and consultation processes
- Presented working strategic plan drafts for review and consultation to multiple constituencies including the Cabinet, President's Advisory Board, Division Leadership Teams, Council of Deans, Academic Senate Executive Committee, Academic Senate, Associated Students, Inc., Board of Governors, Alumni Association, as well as other external groups; invited all to participate in process and submit feedback through web-based formats and Open Forum sessions

- Worked with colleagues to coordinate SPSC, PRBC, and accreditation goals, timelines, and report needs; facilitated efforts of committee members to analyze multiple data sources and feedback submissions; drafted recommendations and forwarded to the President on behalf of the committee as applicable

ACADEMIC EXPERIENCE AND COURSES TAUGHT

California State University, Fullerton

College of Health and Human Development

Department of Child and Adolescent Studies

Professor

8/10-present

Associate Professor

8/05-8/10

Assistant Professor

8/99-8/05

Introduction to Child & Adolescent Development, Inquiry & Methodology in Child Development, Human Growth & Development, Middle Childhood, Age 9 Through Adolescence, Adolescence & Early Adulthood; Child Development in Elementary School Settings; Practicum Seminar/Practicum Child & Adolescent Development, Practicum Seminar/Practicum Development in School Settings, Practicum Seminar/Practicum Youth and Family in Community Settings, Senior Seminar (Cognition & Motivation, Working for Change, Advocacy), Tutorial, Independent Studies, International Service-Learning Internship, Introduction to University Studies (Teacher Education Cohorts)

Arizona State University-West

College of Education

Adjunct Faculty

1/96-7/99

Learning and Motivation in Education, Human Development, Educational Psychology, Childhood and Adolescence, Learning and Instruction, Essentials of Classroom Learning, Science and Social Studies Methods, Culture and Schooling, School and Society

Northern Arizona University

College of Education

Adjunct Faculty

10/97-7/99

Educational Research, Child Psychology

Arizona State University

College of Education

Adjunct Faculty

1/99-5/99

Human Development, Essentials of Classroom Learning

PROFESSIONAL AND LEADERSHIP DEVELOPMENT

Representative Examples

Leadership

AASCU Becoming a Provost Academy, Seattle, WA and Minneapolis, MN (7/29/18-7/31/19)

Global Higher Education in Changing Times (Inside Higher Education Events 2019 Leadership Series), Washington, DC (1/18/19)
 APLU Council on Academic Affairs New Provosts' Session, Denver, CO (6/8/18)
 ACE Institute for Leading Internationalization, Alexandria, VA (6/5/16-6/7/16)
 ACE National Women's Leadership Forum, Arlington, VA (6/17/15-6/19/15)
 AASCU/NAFSA Institute for New Senior International Officers, Washington, DC (2/11/15-2/13/15)
 New Department Chair's Workshop, CSU Chancellor's Office, Long Beach, CA (10/24/08)
 Integrating Budgeting and Planning Forum, University Business Institute, CSUF (9/23/08)
 Chairs Support Program (sponsored by the Vice President for Academic Affairs and the Faculty Development Center), CSUF (Fall 2007-Spring 2014)

Immersive and Online Learning/Diversity, Equity, and Inclusion

Taking Action on Race and Ethnicity in Higher Education Workshops, ACE Engage (1/19/21-2/23/21)
 Equity-Minded Faculty Workloads by Design, ACE Engage (1/13/21)
 Shifting Career Mindsets from 'Either/Or' to 'Both/And' When it Comes to the Liberal Arts and Job-Specific Training, AAC&U (12/16/20)
 Knocking at the College Door – High School Grad Projections, WHICHE (12/15/20)
 Preparing for Post-Pandemic Teaching and Learning, The Chronicle of Higher Education (11/17/20)
 Empowering Learners in Today's Economy, The Education Blockchain Initiative (10/14/20)
 Creating an Inclusive Online Learning Environment, The Association of College and University Educators (10/2/20)
 Promoting Active Learning Online, The Association of College and University Educators (7/6/20-8/17/20)
 Teaching Online Using QLT, CSU Academic Technology Services (5/11/20-5/24/20)
 100,000 Strong in the Americas: Capacity Building Workshop (Learning Together in the Americas), Boston, MA (5/24/15)
 International Service Learning Summit: Building a Community of Practice, Northwestern University (10/23/13-10/15/13)
 Council on Undergraduate Research Workshop (designing and institutionalizing undergraduate research programs), San Bernardino, CA (10/31/08-11/1/08)
 CSU Colloquium on Community Service Learning, CSU Chancellor's Office, Long Beach, CA (2/24/03-2/25/03)
 Service-Learning in Teacher Education: 1997-2003 and Beyond, AACTE/NSLTPE Symposium, New Orleans, LA (1/23/03-1/24/03)
 Unboxing the University: A Service Learning Institute for Southern California, Azusa Pacific University, Azusa, CA (11/1/02-11/2/02)
 Ready to Act: Infusing Service-Learning into Teacher Preparation Institute, Menlo Park, CA (6/9/01-6/11/01)
 AACTE/NSLTPE Service-Learning in Teacher Education Workshop, Dallas, TX (3/1/01).
 Active Learning Academy. CSUF (1/18/01-1/20/01)
 Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), CSUF (Fall 2000-Spring 2001, Spring 2002)
 Bridging Cultures Institute and Dissemination Roundtable, West Educational Research Laboratory, San Francisco, CA (10/19/00)

Connections: Infusing Service-Learning into Teacher Preparation Institute, Los Angeles, CA, (10/12/00-10/13/00)

Instructional Technology Academy, CSUF (Summer 2000)

Faculty Development Center Summer Instructional Technology Academy, CSUF (June 2000)

BOARD MEMBERSHIPS

Consortium for North American Higher Education Collaboration (CONAHEC, 2017-present)

Diversity Abroad (2019-present)

AWARDS and HONORS

California State University, Fullerton	Contributions to Diversity, Equitable and Inclusive Practices (2021)
U.S. State Department, Bureau of Educational and Cultural Affairs	Fulbright Specialist Roster (2019)
Institute of International Education	Seal of Excellence (2017)
American Association of State Colleges and Universities	Excellence and Innovation in International Education Award (2016)
	California State University, Fullerton
	<i>Access to and Advocacy for Study Abroad at a Hispanic-Serving Institution</i>
California State University, Fullerton	Transformational Learning Spotlight (CAS International Cohorts) – Community Engagement Report (2014)
California State University, Fullerton	Faculty Leadership in Collegial Governance (2013)
California State University, Fullerton	Phi Beta Delta Faculty Spotlight Honoree (2012)
California State University, Fullerton	Distinguished Faculty Member/Faculty Marshall (2012)
California State University, Fullerton	Outstanding Faculty Recognition: Service (2006)
California State University, Fullerton	Outstanding Service-Learning Instructor Award (2005)
California State University, Fullerton	Outstanding Faculty Recognition: Teachers/Scholars (2005)
California State University, Fullerton	Outstanding Faculty Recognition: Service to Students (2003)
California State University, Fullerton	Outstanding Faculty Recognition: Teacher/Scholars (2002)
California State University, Fullerton	Thomas Ehrlich Faculty Award for Service-Learning Nominee (2002)
Arizona State University	Outstanding Research Award (1999)
	Division of Psychology in Education
Arizona State University	Outstanding Teaching Award (1994)
	Division of Psychology in Education
Arizona State University	Doherty Fellowship (1992-1993)

PUBLICATIONS

- Knutson Miller, K. (2020). To walk like an elephant – International practicum experiences. In Schwartz, A. & Miller, R. L. (Eds.). *High Impact Educational Practices: A Review of Best Practices with Illustrative Examples* (pp. 459-463). Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/highimpacted>
- Knutson Miller, K., & Gonzalez, A. (2019). Challenges and rewards associated with service-learning in international contexts: Pre-service teacher outcomes. In V. M. Jagla and K. C. Tice (Eds.), *Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy* (pp. 227-240). Charlotte, NC: Information Age Publishing.
- Knutson Miller, K., & Hobson, J. (2018). Access to and advocacy for mobility at a minority-serving institution – California State University, Fullerton. In P. Roy (Ed.), *Brief on Global Education and Minority Serving Institutions in US Higher Education* (pp 30-33). Berkeley, CA: Diversity Abroad.
- Knutson Miller, K. (2017). Case study 5: California State University-Fullerton (CSUF), California, USA; Universidade Federal Fluminense (UFF), Niterói, Brazil; Universidade Estadual Paulista (UNESP), São Paulo, Brazil; Universidade São Paulo–Instituto de Ciências Matemáticas e de Computação (USP-ICMC), São Carlos, Brazil. In S. S. Quinn (Ed.), *International partnership development today: Insights and best practices from case studies*. Washington, DC: NAFSA.
Available from <https://shop.nafsa.org/detail.aspx?id=161E>
- Knutson Miller, K., & Gonzalez, A.M. (2016). Short-term international internship experiences for future teachers and other child development professionals. *Issues in Educational Research, 26*, 241-259.
- Boutakidis, I., Rodriguez, J. L., Knutson Miller, K., & Barnett, M. (2014). Academic engagement and achievement among Latina/o and Non-Latina/o adolescents. *Journal of Latinos and Education, 13*, 4-13.
- Knutson Miller, K., & Gonzalez, A. M. (2011). Challenges and rewards associated with service-learning in international contexts: Pre-service teacher outcomes. *Journal of Research in Service-Learning and Teacher Education, 1*, 56-68.
- Knutson Miller, K., & Gonzalez, A. M. (2010). Domestic and international service-learning experiences: A comparative study of pre-service teacher outcomes. *Issues in Educational Research, 20*, 9-38.
- Gomez, S., Strage, A., Knutson Miller, K., & Garcia Nevarez, A. (2009). Meeting the need for K-8 teachers for classrooms with culturally and linguistically diverse students: The promise and challenge of early field experiences. *Teacher Education Quarterly, 36*, 119-140.
- Garcia Nevarez, A., Gomez, S., Knutson Miller, K., & Strage, A. (2009). Service learning in preservice teacher preparation: Building foundations for engaged professionalism in the new millennium. *Academic Exchange Quarterly, 13*, 58-64.
- Knutson Miller, K., & Gonzalez, A. M. (2009). Pre-service teacher outcomes associated with service learning in domestic and international settings. *College Student Journal, 43*, 527-536.
- Knutson Miller, K., Zuniga Dunlap, C., & Gonzalez, A. (2007). The impact of a freshman year community-based service-learning experience on the achievement of standards articulated for teacher candidates. *The School Community Journal, 17*, 111-121.
- Knutson Miller, K., & Yen, S. (2005). Group differences in academic achievement: Service-learning in a child psychology course. *Teaching of Psychology, 32*, 56-58.

- Ridley, D. S., Hurwitz, S., Davis Hackett, M. R., & Knutson Miller, K. (2005). Comparing PDS and campus-based preservice teacher preparation: Is PDS-based preparation really better? *Journal of Teacher Education*, 56, 46-56.
- Knutson Miller, K., Yen, S., & Merino, N. (2002). Service-Learning and academic achievement in an undergraduate child development course: Findings, challenges, and recommendations. In A. Furco & S. Billig (Eds.), *Service-Learning Through a Multidisciplinary Lens* (pp. 199-213). Greenwich, CT: Information Age Publishing.
- Knutson Miller, K. (2001). Teacher perspective taking: Developmental and individual differences. *Educational Research Quarterly*, 25(2), 22-33.
- Knutson Miller, K. (1998). Individual differences in novice teacher ability to judge student comprehension (Doctoral dissertation, Arizona State University, 1998). *Dissertation Abstracts International*, 59, 121.

CONFERENCE and WORKSHOP PRESENTATIONS

National/International: Invited

- Knutson Miller, K. (2021, May). *Global engagement and undergraduate research initiatives: California State University, Fullerton*. With L. Nardon, M. Hug, and U. Busch. *The 100,000 Strong in the Americas Innovation Fund as a tool for fostering partnerships in higher education*. Panel presented at the annual meeting of the Brazilian Association for International Education (FAUBAI), Virtual Conference.
- Knutson Miller, K. (2019, April). *American Association of State Colleges and Universities and California State University, Fullerton*. With L. Loureiro, R. Moriconi, and J. Santiago, *Expanding educational ties between Brazil and the United States*. Workshop presented at the annual meeting of the Brazilian Association for International Education (FAUBAI), Belém, Brazil.
- Knutson Miller, K. (2019, April). *Case study: California State University, Fullerton*. With L. Nardon and A. Galat, *The 100,000 Strong in the Americas Innovation Fund: Jumpstarting strategic higher education partnerships and student exchange*. Panel presented at the annual meeting of the Brazilian Association for International Education (FAUBAI), Belém, Brazil.
- Hug, M., Taboada, H. A., Nolasco, J. E., Gilliam, D., & Knutson Miller, K. (2019, April). *100,000 Strong in the Americas Innovation Fund: Stimulating partnerships to increase exchange and training opportunities*. Plenary session presented at the 19th meeting of the Consortium for Northern American Higher Education Collaboration (CONAHEC), Las Cruces, NM.
- Knutson Miller, K. (2019, March). *Minority serving institutions and study abroad – California State University, Fullerton*. Roundtable with Ambassador Jennifer Galt (Principal Deputy Assistant Secretary, Bureau of Educational and Cultural Affairs, U.S. Department of State), Boston, MA.
- Knutson Miller, K. (2018, February). *Essentials of academic engagement*. Workshop presented at the AASCU/NAFSA SIO Institute for New Senior International Officers, Washington, DC.
- Knutson Miller, K. (2018, February). *Strategic leadership for global engagement*. Workshop presented at the AASCU/NAFSA SIO Institute for New Senior International Officers, Washington, DC.
- Knutson Miller, K. (2018, February). *Self leadership and stress management*. Workshop presented at the AASCU/NAFSA SIO Institute for New Senior International Officers, Washington, DC.

- Knutson Miller, K. (2017, November). *CSUF–UNESP Sorocaba: 100K bilateral exchange for engineering students*. Roundtable with Acting Assistant Secretary Francisco (Paco) Palmieri, Bureau of Western Hemisphere Affairs, U.S. Department of State, Los Angeles, CA.
- Romero Reyes, J., Willis, T. Y., Sasaki, C., & Knutson Miller, K. (2017, April). *Public-private partnership grants: Resources to boost education abroad at minority serving institutions*. Panel presented at the second annual MSI Global Education Summit, Minneapolis, MN.
- Atkinson, D., Guerra Botella, R., Machado de Souza, E., & Knutson Miller, K. (2017, February). *The social dimension of innovation in higher education*. Panel presented at the semi-annual meeting of the International Association of University Presidents, San Diego-Tijuana.
- Knutson Miller, K. (2016, October). *Is generation study abroad making a difference?* Plenary session/panel presented at the annual meeting of Generation Study Abroad IIE Summit, Washington, D.C.
- Knutson Miller, K. (2016, September). *Current priorities, challenges, and opportunities for U.S. – Vietnam partnerships*. Presentation for the Institute of International Education’s Center for International Partnerships, in partnership with Vietnam National University and USAID Vietnam, Hanoi, Vietnam.
- Knutson Miller, K., Doerr, C., Julien, D., & Padilla, G. (2016, March). *The regionalization of internationalization in North America*. Plenary session presented at the 17th meeting of the Consortium for Northern American Higher Education Collaboration (CONAHEC), San Luis Potosí, Mexico.

National/International: Competitive
 Representative Examples

- Cornell-Swanson, L., Caldwell, M., Knutson Miller, K., & Shaqlaih, A. (2019, July). *What does it take to “become a provost”? The evolution of one’s own true north.* Panel presented at the annual American Association of State Colleges and Universities Academic Affairs Summer Meeting, Minneapolis, MN.
- Knutson Miller, K., Jefferies, J., Tiwari, B., & Hobson, C. J. (2019, April). *California State University, Fullerton – Mexico mobility initiatives and outcomes*. Panel presented at the 19th meeting of the Consortium for Northern American Higher Education Collaboration (CONAHEC), Las Cruces, NM.
- Knutson Miller, K., Rodríguez, J., Gradilla, A. J., & Johnson, Z. (2019, February). *Implementation of equity-focused initiatives to promote academic engagement and belongingness*. Panel presented at the annual American Association of State Colleges and Universities Academic Affairs Winter Meeting, Amelia Island, FL.
- Knutson Miller, K., Hobson, C. J., Segura, A. (2018, October). *Global Titans – Innovative approaches to study abroad*. Poster presented at the annual Association of American Colleges & Universities Global Engagement and Spaces of Practice network conference, Seattle, WA.
- Tiwari, B., Knutson Miller, K., Pircher-Barnes, C., Barros, J., & Paciencia Gadoy, E. (2018, April). *Enhancing research opportunities for engineering students through summer research and international symposiums*. Panel presented at the annual meeting of the Brazilian Association for International Education (FAUBAI), Rio de Janeiro, Brazil.
- Knutson Miller, K., Venezia, S., & Swarat, C. M. (2017, October). *Innovation and creativity in supporting USA-Mexico partnerships and mobility*. Panel presented at the annual meeting of the Hispanic Association of Colleges and Universities, San Diego, CA.

- Swarat, C. M., Knutson Miller, K., & Daniel, M. (2017, October) *Building meaningful and impactful partnerships between higher education institutions and business communities*. Panel presented at the Partners of the Americas' Higher Education Partnership conference, San Miguel de Allende, Mexico.
- Siegler Quinn, S., Cheng, D., Knutson Miller, K., & Winn, J. (2017, May). *Increasing diversity in education abroad through innovative partnership development*. Panel presented at the annual meeting of NAFSA, Los Angeles, CA.
- Valdez, G., Knutson Miller, K., & Amador Fierros, G. (2017, May). *Diversifying faculty international engagement: A North American perspective*. Panel presented at the annual meeting of NAFSA, Los Angeles, CA.
- Knutson Miller, K., Unruh-Snyder, L., Morales, A. (2017, May). *Post-project mobility and expanding capacity*. Panel presented at the 100,000 Strong in the Americas Innovation Fund Workshop, Los Angeles, CA.
- Knutson Miller, K., & Swarat, C. (2017, March). *Strategic engagement and partnerships essential to leading institutional internationalization initiatives*. Presentation at the annual meeting of the University Professional and Continuing Education Association, Chicago, IL.
- Knutson Miller, K., Kazoleas, D., Jefferies, J., & Adams, R. (2016, November). *Access to and advocacy for study abroad at California State University –Fullerton: Participation of a diverse student body*. Panel presented at the annual meeting of the Council on International Educational Exchange, Los Angeles, CA.
- Knutson Miller, Kazoleas, D., Jefferies, J., & Adams, R. (2016, October). *Study abroad in Mexico: California State University Fullerton programs, partners, and participants*. Poster presented at the annual meeting of the Coalition of Urban and Metropolitan Universities, Washington, DC.
- Jackson, A., Antonio, D., Knutson Miller, K., Sanosa, J., & Chanthaphasouk, L. (2016, April). *Leadership and strategies for comprehensive internationalization*. Workshop presented at the annual meeting of the Brazilian Association for International Education (FAUBAI), Fortaleza, Brazil.
- Knutson Miller, K., Villarreal, M. A., & Pircher-Barnes, C. (2016, March). *To action the California-Mexico Higher Education MOU – With emphasis on systematic outreach and faculty engagement*. Panel presented at the annual meeting of the Consortium for Northern American Higher Education Collaboration (CONAHEC), San Luis Potosí, Mexico.
- Knutson Miller, K. (2014, August). *Developing student and faculty international partnerships, activities, and exchanges*. Keynote presented at the International Conference on Psychology Education, Flagstaff, AZ.
- Knutson Miller, K. (2014, August). *To walk like an elephant: Outcomes associated with international internship experiences*. Paper presented at the International Conference on Psychology Education, Flagstaff, AZ.
- Gonzalez, J. I., Knutson Miller, K., & Knutson, K. A. (2013, April). *International internships in Northern Thailand: Pathways to professional and personal growth*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Reno, NV.
- Knutson Miller, K., & Gonzalez, A. M. (2012, April). *Initial and longitudinal outcomes associated with international internships*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), San Francisco, CA.
- Knutson Miller, K., Gonzalez, A. M., Woodland, C. L., Ho, N., & Shoar, P. B. (2011, April). *The impact of international internships on preservice teacher personal and professional*

- development*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Knutson Miller, K., & Gonzalez, A. M. (2010, April). *Service-learning in international contexts: Pre-service teacher outcomes and recommendations*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Knutson Miller, K., Gonzalez, A. M., Arteaga, M. E., Chaikittirattana, A. P., & Ramirez, S. W. (2010, April). *Professional development outcomes associated with international internships*. Symposium presented at the annual meeting of the Western Psychological Association (APA Division 52 International Psychology), Cancun, Mexico.
- Knutson Miller, K., & Gonzalez, A. M. (2009, June). *A comparative examination of outcomes associated with service-learning in domestic and international contexts*. Paper presented at the second International Conference on Service-Learning in Teacher Education, Galway, Ireland.
- Knutson Miller, K., & Gonzalez, A. M. (2008, April). *Pre-service teacher outcomes associated with service learning in domestic and international settings*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.
- Knutson Miller, K., Gonzalez, A. M., Fisher, E., & Banh, L. (2007, July). *CAS 394 goes to China: Pre-service teacher outcomes associated with service learning in domestic and international settings*. Paper presented at the first International Conference on Service-Learning in Teacher Education, Brussels, Belgium.
- Knutson Miller, K., & Gonzalez, A. (2006, April). *Teacher outcomes associated with service learning in domestic and international settings*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Knutson Miller, K. (2005, March). *International education. Learn-plan-do: Advancing service-learning in teacher education*. Project presented at the National Service-Learning Conference, Long Beach, CA.

OTHER

- Knutson Miller, K. (2018, May 11). Cal State Fullerton provost: Learning what it means to walk like an elephant. *Orange County Register*. Retrieved from <https://www.ocregister.com/2018/05/10/cal-state-fullerton-provost-learning-what-it-means-to-walk-like-an-elephant/>
- Knutson Miller, K. (2018, April 19). Cal State Fullerton provost: Women of grit inspire future educator to reach higher. *Orange County Register*. Retrieved from <https://www.ocregister.com/2018/04/19/cal-state-fullerton-provost-women-of-grit-inspire-future-educator-to-reach-higher/>

SERVICE

Division of Academic Affairs

Special Assistant (2019), University Cabinet (2018), CSU Academic Affairs Council (2018), Strategic Enrollment Management Executive Group (2018), Academic Senate (2018), Auxiliary Services Corporation Board (2018), Arboretum Commissioner (2018), Senior Leadership Team (2018), President's Advisory Board (2018), Council of Deans (2018), Academic Council (2018), Strategic Plan Steering Committee (Co-Chair, 2018), WSCUC Accreditation Steering Committee (Co-Chair, 2018), Graduation Initiative 2025 Advisory Group (Co-Chair, 2018)

University Extended Education, International Programs and Global Engagement

Senior Leadership Team (2014-2018), President's Advisory Board (2014-2018), Council of Deans (2014-2018), Academic Council (2014-2018), International Programs & Global Engagement Advisory Board (2014-2017), Strategic Plan Steering Committee (Co-Chair, 2017-2018), WSCUC Accreditation Sub-Committee 5 (2017-2018), Academic Senate (AS) Extended Education Committee (2014-2017), AS International Education Committee (2014-2017), AS Information Technology Committee (2014-2016), Division of Information Technology Advisory Committee (2015-2016), Academic Master Plan Subcommittee 1 (2015-2016), Re-envisioning Irvine Task Force (2014)

College of Health and Human Development (CHHD), Department of Child and Adolescent Studies (CAS)

Special Assistant for Strategic Initiatives (2019-present); Climate and Culture of Inclusion Task Force (2019-present); Teaching and Learning Task Force (2019-present); Student Success Task Force (2019-present); Department Search Committee (Chair, 2020-present); Academic Senator (2010-2015); Planning, Resource and Budget Committee (Chair, 2010-2012; Vice-Chair, 2009-2010; Member, 2008-2014); Strategic Planning Steering Committee (Co-Chair, 2011-2012; Co-Chair, Curriculum/Co-Curriculum Working Group, 2012-2013); Council of Chairs (2007-2014, 2021); CHHD Strategic Planning Committee (Co-Chair, 2013-2014); CAS International Internships (2005-2014); AS Internships and Service Learning Committee (2012-2014); AS University Advancement Committee (Secretary, 2011-2012); AS Elections Committee (2004-2006); Promoting Undergraduate Research Experience Group (2008-2011); Service-Learning Liaison (2001-2004); Teacher Preparation Committees (EASEUP, 2007-2014; AURTEC, 2007-2014); Integrated Teacher Education Programs (2001-2007); Service-Learning Working Groups (2001-2006); Department Personnel Committee (2005-2006); Department Awards Committee (2003-2006); Department Curriculum Committees (2000-2006); Child & Adolescent Studies Student Association (Co-Advisor, 1999-2001, 2013-2014); McNair Scholarship Program (Faculty Mentor, 1999-2004)

Search Committees

Dean of the College of Engineering and Computer Science (Interim Provost, 2018), Dean of the College of Business and Economics (Interim Provost, 2018), Dean of the Library (Chair, 2016), Deputy Provost (Chair, 2014), Associate Vice President for Student Affairs Retention Cluster (Chair, 2014), Dean of the College of Health and Human Development (2010-2011), Director of Financial Aid (2010), Director of Freshman Programs (2007-2008), Associate Dean of the College of Health and Human Development (2008), Department Search Committee (2000-2006; Chair, 2020-present), Director of the Center for Internships and Service-Learning (2005), Director of Service-Learning (2002)

External Professional

Partners of the Americas' 100,000 Strong in the Americas Innovation Fund and Capacity Building Grants (Grant Review and Presentations, 2017-present); Diversity Abroad Student Services Committee (2019-present); Diversity Abroad Awards Committee (2019); Western Psychological Association APA Division 52 International Psychology (Western Region Outreach Committee, 2012-2014; Symposium Chair, 2012-2013); Association for Research in Service Learning and Community Engagement (Nominating Committee, 2007-2009); First and Second International

Conferences on Service-Learning in Teacher Education (Planning Committees, 2006-2009); CSU Conference on Community-Based Teaching and Research (Planning Committees, 2005-2007); International Research Conference on Service-Learning and Community Engagement, International Conference on Service-Learning in Teacher Education, Community-Based Teaching and Research Conference, American Educational Research Association, American Association of Colleges for Teacher Education, CSU Conference on Community Based Teaching and Research, Frontiers Journal (representative samples - Proposal Review, 1999-2019); Bridging Cultures Advisory Committee (2001-2003); Community Outreach (Richman Elementary School/Fullerton Collaborative, 2001-2013; Project Connect, Fullerton School District, 2008-2012; Presentations for pre-professionals including TEPAC, 2007-2013; Future Teachers Groups, 1999-2010; and America Reads and Counts Tutors, 2001)

INSTITUTIONAL and PROFESSIONAL MEMBERSHIPS

American Association of State Colleges and Universities
 American Council on Education
 Association of American Colleges & Universities
 Association of Public & Land Grant Universities
 Hispanic Association of Colleges and Universities
 Coalition of Urban and Metropolitan Universities
 NAFSA Association of International Educators
 Consortium for North American Higher Education Collaboration
 Diversity Abroad
 Institute of International Education/Generation Study Abroad
 International Association for Research on Service-Learning and Community Engagement
 American Psychological Association
 Division 2 – Society for the Teaching of Psychology
 Division 15 – Educational Psychology
 Division 52 – International Psychology
 University Professional and Continuing Education Association

Joyce Lin, Ph.D.

California State University, Fullerton
Department of Child and Adolescent Studies
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Fullerton, CA 92831
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joycelin@fullerton.edu

CURRENT APPOINTMENT

Assistant Professor Fall 2019-Present
California State University, Fullerton
Department of Child and Adolescent Studies

EDUCATION

Postdoctoral Research Associate 2017-2019
Purdue University
Department of Human Development and Family Studies
Indiana Standards Tool for the Alternate Reporting of Kindergarten Readiness (ISTAR-KR) Enhancement Project

Assessment development project funded by the State of Indiana and Early Learning Indiana, focused on redesigning and evaluating Indiana's kindergarten readiness assessment. Aligning content in assessment with updated state kindergarten readiness foundations; refining measure; testing reliability and validity of assessment; conducting parent and teacher focus groups across state; developing online teacher training platform; preparing manuscripts and technical reports; presenting findings. PI: David J. Purpura

Ph.D., Education 2016
University of California, Irvine
Specialization in Learning, Cognition, and Development

M.A., Education 2014
University of California, Irvine
Specialization in Learning, Cognition, and Development

B.A., Sociology; Minor in Education Studies 2011
University of California, Los Angeles

FUNDING

Innovative Research and Creative Activities Grant (\$6,978) 2021
Office of Research and Sponsored Projects (ORSP)
Family influences on mothers' use or rejection of physical punishment in Taiwanese, Taiwanese immigrant, and Taiwanese American populations

Conference Grant (Co-PI; \$99,284) National Science Foundation (NSF) <i>Refining our Understanding of the Home Math Environment in the Early Years: An Interdisciplinary Working Conference</i> PI: David J. Purpura	2020
Dissertation Research Funding Award (\$2,000) Society for Research in Child Development (SRCD) <i>Influences of Caregivers' Cultural Norms, Values, Beliefs, and Experiences on Caregiver Physical Aggression</i>	2015
Community Mini-Grant (Co-I; \$1,200) Society for Community Research and Action (SCRA) <i>Kids Smile: Understanding and Overcoming Barriers to Dental Care</i> PI: Stephanie M. Reich	2012

HONORS AND AWARDS

Postdoctoral Association Travel Grant (\$200) Purdue University	2019
Postdoctoral Association Travel Grant (\$700) Purdue University	2018
Lecturer Professional Development Award (\$800) University of California, Irvine	2017
Michael E. Martinez Prize for Outstanding Research and Service (\$2,000) University of California, Irvine	2016
Chancellor's Club for Excellence Fellowship (\$10,000) University of California, Irvine	2015

PUBLICATIONS

**indicates undergraduate student
*indicates graduate student

Hornburg, C. B., Borriello, G.A., Kung, M., **Lin, J.**, Litkowski, E., Cosso, J., Ellis, A., King, Y., Zippert, E., Cabrera, N., Davis-Kean, P., Eason, S. H., Hart, S. A., Iruka, I., LeFevre, J.-A., Simms, V., Susperreguy, M. I., Cahoon, A., Chan, W. W. L., Cheung, S. K., Coppola, M., De Smedt, B., Elliot, L., Estévez-Pérez, N., Gallagher-Mitchell, T., Gardner-Neblett, N., Gilmore, C., Leyva, D., Maloney, E. A., Manolitsis, G., Melzi, G., Mutaf-Yıldız, B., Nelson, G., Niklas, F., Pan, Y., Ramani, G. B., Skwarchuk, S.-L., Sonnenschein, S., & Purpura, D. J. (2021). Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. *Journal of Numerical Cognition*. <https://doi.org/10.5964/jnc.6143>

- Napoli, A. R., Korucu, I., **Lin, J.**, Schmitt, S. A., & Purpura, D. J. (2021). Characteristics related to parent-child literacy and numeracy practices in preschool. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2021.535832>
- Purpura, D. J., Schmitt, S. A., Napoli, A. R., Dobbs-Oates, J., King, Y. A., Hornburg, C. B., Westerberg, L., Borriello, G. A., Bryant, L., Anaya, L. A., Kung, M., Litkowski, E., **Lin, J.**, Rolan, E. (2021). Engaging caregivers and children in picture books: A family-implemented mathematical language intervention. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000662>
- Lin, J.** (2020). The conditions that promote or discourage physical punishment as described by Taiwanese and Taiwanese-American mothers. *Journal of Cross-Cultural Psychology*, 51(3-4), 222-240. <https://doi.org/10.1177/0022022120913615>
- Lin, J.**, Napoli, A. R., Schmitt, S. A., & Purpura, D. J. (2020). The relation between parent ratings and direct assessments of preschoolers' numeracy skills. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2020.101375>
- Kung, M., Stolz, K.**, **Lin, J.**, Foster, M. E., Schmitt, S. A. & Purpura, D. J. (2020). The home numeracy environment and measurement of numeracy performance in English and Spanish in dual language learners. *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/0271121420942588>
- Lin, J.**, Litkowski, E., Schmerold, K., Elicker, J., Schmitt, S. A., & Purpura, D. J. (2019). Parent-educator communication linked to more frequent home learning activities for preschoolers. *Child & Youth Care Forum*, 48, 1-16. 10.1007/s10566-019-09505-9
- Reich, S. M., Ochoa, W.*, Gaona, A.**, Salcedo, Y.**, Bardales, G. E.**, Newhart, V., **Lin, J.**, & Diaz, G. (2019). Disparities in caregivers' experiences at the dentist with their young child. *Academic Pediatrics*, 19. 10.1016/j.acap.2019.03.006
- Lin, J.** (2018). Values and beliefs as risk and protective factors for physical punishment. *Journal of Child and Family Studies*, 27, 1-13. 10.1007/s10826-018-1153-x
- McManus, M.**, Khalessi, A.**, **Lin, J.**, Ashraf, J.**, & Reich, S. M. (2017). Connecting positive feelings during pregnancy with early feeding practices and infant health. *Pediatrics International*, 59, 1-7. 10.1111/ped.13209
- Lin, J.**, & Reich, S. M. (2016). Mothers' perceptions of neighborhood disorder are associated with children's home environment quality. *Journal of Community Psychology*, 44, 714-728. 10.1002/jcop.21796
- Lin, J.**, Reich, S. M., Kataoka, S., & Farkas, G. (2015). Maternal reading self-efficacy associated with perceived barriers to reading. *Child Development Research*, 2015. <http://dx.doi.org/10.1155/2015/218984>

MANUSCRIPTS UNDER REVIEW & IN PREPARATION

- Lin, J.**, Litkowski, E., Duncan, R. J., Schmitt, S. A., & Purpura, D. J. (in preparation). Domain-specific and cross-domain associations between parent-educator communication about mathematics and literacy, and numeracy and literacy activities in preschoolers' homes
- Paes, T. M., **Lin, J.**, Duncan, R. J., Purpura, D. J., & Schmitt, S. A. (in preparation). The relation between parent-educator communication, the home environment, and children's outcomes in PreK
- King, Y. A., Zippert, E. L., Ellis, A., O'Rear, C., **Lin, J.**, & Purpura, D. J. (in preparation). Accuracy of parent and teacher reports of preschoolers' specific mathematics skills
- Litkowski, E., **Lin, J.**, Korucu, I., Purpura, D. J., & Schmitt, S. A. (in preparation). Parental endorsement of values regarding agency and self-direction associated with children's executive function.
- Lin, J.**, Napoli, A. R., Schmitt, S. A., & Purpura, D. J. (in preparation). Parent enjoyment of mathematics and reading and preschoolers' home learning environments.
- Napoli, A. R., Litkowski, E., Hornburg, C., **Lin, J.**, & Purpura, D. J. (in preparation). Incorporating quantitative math language into preschool classrooms.

CONFERENCE PRESENTATIONS

- King, Y. A., Zippert, E., **Lin, J.**, Purpura, D. J. (2021, April 7-9). *Relations between home math activities and parents' accuracy on reports of preschoolers' math language knowledge and numeracy skills*. Paper presented at the virtual biennial meeting of the Society for Research in Child Development (SRCD).
- Purpura, D. J., Schmitt, S. A., Napoli, A. R., Dobbs-Oates, J., King, Y. A., Anaya, L., Kung, M., Hornburg, C. B., Westerberg, L., Cosso, J., Borriello, G., Bryant, L., Litkowski, E. C., **Lin, J.**, & Rolan, E. (2021, April 7-9). *A parent-implemented mathematical language picture book intervention with Latinx dual language learners*. Paper presented at the virtual biennial meeting of the Society for Research in Child Development (SRCD).
- Lin, J.**, Litkowski, E., Schmitt, S. A., & Purpura, D. J. (2020, November). *Parent-educator communication regarding both mathematics and literacy linked to more frequent numeracy and literacy activities in preschoolers' homes: Domain-specific and cross-domain associations found*. Poster presented at the biennial meeting of the National Research Conference on Early Childhood (NRCEC), Arlington, VA.
- Lin, J.**, Napoli, A. R., Schmitt, S. A., & Purpura, D. J. (2019, March). *Parent ratings of preschoolers' numeracy skills predictive of directly assessed overall numeracy ability*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

- Lin, J.**, Napoli, A. R., Schmitt, S. A., & Purpura, D. J. (2019, March). *Links between caregivers' enjoyment of math and reading and preschoolers' home learning environments*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- Litkowski, E., **Lin, J.**, Korucu, I., Purpura, D. J., & Schmitt, S. A. (2019, March). *Examining the relation between parents' goals and values and children's executive function*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- Lin, J.** (2019, February). *Physical punishment in Taiwan-born mothers living in Taiwan and the U.S., and Taiwanese-American mothers: Similarities and differences in practices and the risk and protective factors*. Paper presented at the annual meeting of the Society for Cross-Cultural Research (SCCR), Jacksonville, FL.
- Lin, J.** (2018, August). *Cultural values as risky and protective for physical punishment*. Poster presented at the annual convention of the American Psychological Association (APA), San Francisco, CA.
- Lin, J.**, Litkowski, E., Schmerold, K., Elicker, J., Schmitt, S. A., & Purpura D. J. (2018, June). *Teacher support in helping parents understand children's development associated with children's home learning environments*. Poster presented at the biennial meeting of the National Research Conference on Early Childhood (NRCEC), Arlington, VA.
- Litkowski, E., Napoli, A. R., **Lin, J.**, Schmerold, K., Schmitt, S., Elicker, J., & Purpura, D.J. (2018, June). *The stability of the home learning environment*. Poster presented at the biennial meeting of the National Research Conference on Early Childhood (NRCEC), Arlington, VA.
- Schmerold, K. L., Budrevich, A., Litkowski, E., **Lin, J.**, Bryant, L., Purpura, D. J., Schmitt, S. A., & Elicker, J. (2018, June). *Parent engagement in state-funded pilot pre-kindergarten program*. Poster presented at the biennial meeting of the National Research Conference on Early Childhood (NRCEC), Arlington, VA.
- Stolz, K.** , **Lin, J.**, & Kung, M. (2018, April). *The home numeracy environment and numeracy performance in Spanish-speaking dual language learners and monolingual English speakers*. Poster presented at Purdue's Undergraduate Research Conference, West Lafayette, IN.
- Napoli, A. R., **Lin, J.**, & Purpura, D. J. (2018, April). *Parent ratings of their preschool child's numeracy skills relate to children's numeracy skills*. Poster presented at Purdue's Health and Human Services Extension Update Conference, West Lafayette, IN.

- Lin, J.** (2017, August). *Links to physical punishment for three generations of Taiwanese-origin mothers*. Paper presented as part of a symposium titled “How review of research on corporal punishment can influence policy decisions” at the annual convention of the American Psychological Association (APA), Washington, D.C.
- Lin, J.** (2017, April). *Stronger caregiver machismo attitudes linked to greater likelihood of physical punishment use in a diverse sample*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Lin, J.** (2015, June). *Are mothers’ perceptions of neighborhood disorder negatively associated with children’s home environment quality?* Poster presented at the biennial meeting of the Society for Community Research and Action (SCRA), Lowell, MA.
- Lin, J.** (2015, June). *Are immigrants’ social supports a protector or risk for parental physical aggression against children?* Poster presented at the biennial meeting of the Society for Community Research and Action (SCRA), Lowell, MA.
- Lin, J.** (2014, November). *Mothers’ perceived social and physical neighborhood disorder associated with lower home environment quality for children*. Poster presented at the Special Topics Meeting: New Conceptualizations in the Study of Parenting-At-Risk of the Society for Research in Child Development (SRCD), San Diego, CA.
- Lin, J.** (2014, April). *Mothers’ perceptions of neighborhood disorder are associated with children’s home environment quality and parent-child interactions*. Paper presented at the University of California, Irvine (UCI), Associated Graduate Students (AGS) Symposium, Irvine, CA.
- McManus, M.**, Khalessi, A.**, Ashraf, J.**, **Lin, J.**, & Reich, S. M. (2013, May). *Prenatal feelings, feeding practices, and infant health outcomes*. Poster presented at the annual meeting of the Pediatric Academic Societies (PAS), Washington, DC.
- Lin, J.**, Reich, S. M, Kataoka, S., & Farkas, G. (2013, April). *Maternal reading self-efficacy is linked to lower perceived barriers to reading*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Seattle, WA.

TEACHING EXPERIENCE

Assistant Professor

California State University, Fullerton—Child and Adolescent Studies	Fall 2019-Present
CAS 101: Introduction to Child and Adolescent Development	
CAS 201: Child, Family, and Community	
CAS 340: Parenting in the 21 st Century	
CAS 490T: Culture and Ethnicity in Development	

Lecturer

Purdue University—Human Development and Family Studies	Spring 2019
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Lin, 6

HDFS 311: Child Development
 HDFS 346: Research Design and Program Evaluation
 California State University, Fullerton—Child and Adolescent Studies Spring 2017
 CAS 490T: Culture and Ethnicity in Development
 University of California, Irvine—School of Education Spring 2017-Winter 2017
 ED 50: Origins, Purposes and Central Issues in K-12 Education
 ED 128: Exceptional Learners

Teaching Associate (Graduate Instructor) Winter 2014-Fall 2016
 University of California, Irvine—School of Education
 ED 50: Origins, Purposes and Central Issues in K-12 Education
 ED 124: Multicultural Education in K-12 Schools

Selected Guest Lectures

Purdue University—Human Development and Family Studies Spring 2018-Spring 2019
 HDFS 341: Working with Parents
 HDFS 69700: Colloquium
 HDFS 40600: Mathematics in Preschool and Primary Grades
 Butler University—First Year Seminar Spring 2018
 FYS 101, Section 61: Poverty in America
 University of California, Irvine—School of Education Fall 2011-Winter 2016
 ED 107: Child Development in Education
 ED 50: Origins, Purposes and Central Issues in K-12 Education
 ED 201: Teachers’ Lives and the Policy Environment of Teaching
 ED 173: Cognition and Learning in Education Settings

Teaching Assistant Fall 2011-Summer 2016
 University of California, Irvine, School of Education
 ED 361: The Adolescent Learner
 ED 107: Child Development in Education
 ED 124: Multicultural Education in K-12 Schools
 ED 205 (D): Critical Assessment of Teaching Practice and Learning
 ED 201: Teachers’ Lives and the Policy Environment of Teaching
 ED 50: Origins, Purposes and Central Issues in K-12 Education
 ED 173: Cognition and Learning in Education Settings

MENTORSHIP

Research Assistants

California State University, Fullerton
 Anwen Buu Fall 2021-Present
 Nadia Campos Fall 2021-Present
 Kathy Trinh Fall 2021-Present
 Monica Love Spring 2021-Present
 Nathaly Rivas Spring 2021-Present
 Arianna Chaco Spring 2021

Nayeli Cruz	Spring 2021
Alyssa Maclang	Spring 2021
Purdue University Kelsey Stolz	Spring 2018-Fall 2019
University of California, Irvine Iris Hou	Fall 2015-Fall 2016
Anne Liu	Fall 2015-Fall 2016
Course Assistants	
CAS 101	
Marisela Dorado	Fall 2021
Hayley Johnson	Fall 2021
Jane Bacon	Spring 2021
Meghan Schroh	Spring 2021
CAS 201	
Sarah Vanderplate	Spring 2021
Natalie Rodriguez	Fall 2020
Irene Kim	Spring 2020
Alisa Petalver	Spring 2020

SERVICE

University

Board Member, Researchers and Critical Educators	Fall 2021-Present
Member, PPR Student Success and Advising Group	Fall 2021-Present
Co-Advisor, Child and Adolescent Studies Student Association	Fall 2021-Present
Course Coordinator, Child and Adolescent Studies Department	Fall 2020-Present
Member, Student Opinion Questionnaire Revision Group	Spring 2020-Present
Member, Student Success Strategic Team	Fall 2019-Present
Undergraduate Mentor, Purdue Early Achievement Research Labs	Spring 2018
Undergraduate Mentor, ISTAR-KR Enhancement Project	
Peer Mentor, Diverse Educational Community and Doctoral Experience	Fall 2015-Spring 2017
Member, Orientation Committee	Fall 2016
Undergraduate Mentor, Development in Social Contexts Lab	Fall 2011-Summer 2016
Member, Recruitment Weekend Committee	Winter 2016
Member, Orientation Committee	Fall 2015
Search Committee for the Dean of the School of Education	June 2015-February 2016
President, Associated Doctoral Students of Education	Fall 2014-Spring 2015
Chair, Doctoral Student Recruitment	Winter 2015
UCI 50 th Anniversary Homecoming Volunteer	Winter 2015
Presenter and Organizer, PhD Student Orientation	Fall 2014
Coordinator, Associated Doctoral Students of Education Event Planning	Spring 2014
Chair, Doctoral Student Recruitment	Winter 2014
Vice President, Associated Doctoral Students of Education	Fall 2013-Spring 2014

Last updated 11/1/2021

Lin, 8

Junior Faculty Representative	Fall 2012-Spring 2013
Manager, Socioemotional Development Lab (SEDL)	Fall 2012-Spring 2013
Associated Doctoral Students of Education Event Planner	Fall 2013
Member, Recruitment Weekend Committee	Winter 2013
Member, Orientation Committee	Fall 2012

Professional/Community

Advisory Committee, Santa Ana College Child Development & Education Studies	2021
Reviewer, National Research Conference on Early Childhood	2020
Ad Hoc Reviewer, <i>Early Childhood Research Quarterly</i>	2018-Present
Ad Hoc Reviewer, <i>Academic Pediatrics</i>	2016-2017
Volunteer, Society for Community Research and Action, Lowell MA	Spring 2015
Volunteer, Society for Research in Child Development, Philadelphia PA	Spring 2015
Ad Hoc Reviewer, <i>Journal of Early Childhood Literacy</i>	2014-2017
Head Start Family Festival Volunteer	Spring 2015
Head Start Family Festival Volunteer	Spring 2014

PROFESSIONAL ACTIVITIES

NVivo Core Skills Certificate, QSR International	Fall 2021
Teaching Remotely Certificate, CSUF FDC	Summer 2021
Certificate of Foundations in College Teaching	Spring 2019
Advanced Methodologies at Purdue: Behavioral, Health, and Social Sciences Symposium	Fall 2018
9 th Annual Conference for Pre-tenure Women, Purdue University Susan Bulkeley Butler Center	Fall 2018
8 th Annual Conference for Pre-tenure Women, Purdue University Susan Bulkeley Butler Center	Fall 2017
Write Winning Grants Workshop, presented by Dr. Lauren Broyles of Grant Writers' Seminars and Workshops, LLC	Fall 2017
Society for Research in Child Development Teaching Mentorship Program	2015-2016

PROFESSIONAL AFFILIATIONS

National Association for the Education of Young Children (NAEYC)	2020-Present
Society for Research in Child Development (SRCD)-Asian Caucus	2013-Present
American Psychological Association (APA)	2016-2021
Society for Cross-Cultural Research (SCCR)	2018-2019
Society for Community Research and Action (SCRA)	2015-2017

REFERENCES

Katherine E. Bono

Professor
California State University, Fullerton

Associate Dean of the College of Health and Human Development
Phone: (657) 278-4376
Email: kbono@fullerton.edu

David J. Purpura

Associate Professor
Purdue University

*Postdoctoral Mentor & PI for Indiana Standards Tool for the Alternate Reporting of
Kindergarten Readiness (ISTAR-KR) Enhancement Project*

Phone: (765) 494-2947
Email: purpura@purdue.edu

Stephanie M. Reich

Associate Professor
University of California, Irvine

Dissertation Committee Chair & Ph.D. Advisor

Phone: (949) 824-5970
Email: smreich@uci.edu

PAMELLA HALLEEN OLIVER

Department of Child and Adolescent Studies
California State University, Fullerton
Fullerton, CA 92834-6868
(657) 278-2896

Curriculum Vita

EDUCATIONAL HISTORY

- 2001 Doctor of Philosophy, Clinical Psychology
 University of Southern California
- 1994 Master of Arts: Psychology
 California State University, Fullerton
- 1966 University of California, Los Angeles
 Bachelor of Arts: Education, *Summa cum Laude*

ACADEMIC HONORS, AWARDS, AND GRANTS

- Western Psychological Association Fellow (2014 – lifetime)
College of Health and Human Development: *Outstanding Faculty Member* (2014)
NIMH grant (2005- 2010) Co-PI: *Adolescents Exposure to Community and Family Violence*
State Mini Grant (2010) California State University, Fullerton
FEID – Faculty Development Grant (Spring 2009)
Outstanding Teacher-Scholar Award *Exceptional Teaching Effectiveness* (2011)
Faculty Recognition Scholarly and Creative Activity *Scholarship that Results in the Highest Quality
Peer Reviewed Journal Articles*(2010)
Outstanding Teacher-Scholar Award *Sponsoring Student Research and Creative Activities* (2008)
State Mini Grant (2005), California State University, Fullerton Foundation
Outstanding Teacher-Scholar Award *Sponsoring Student Research and Creative Activities* (2005)
Outstanding Alumnus, Psychology Department, CSUF (2005)
Junior Faculty Research Grant (2002), California State University Fullerton Foundation
Dissertation Fellowship (2000-2001), University of Southern California
California State University State Wide Research Competition: First place for Behavioral and Social
Sciences, Graduate Division, (May, 1995)
Outstanding Psychology Graduate Student Award, Department of Psychology, CSUF (1994)
Outstanding Graduate Student Award, California State University, Fullerton (1994)
Psi Chi, National Psychology Honor Society (1992 lifetime member)
Phi Beta Kappa (1966 lifetime member)

PROFESSIONAL POSITIONS RELATED TO PSYCHOLOGY/ TEACHING

- 8/2012 to present Professor, CSUF, Department of Child and Adolescent Studies
1/2018 to 7/2020 Provost and Vice President for Academic Affairs, ALO WSCUC
8/2016 to 1/2018 Associate Vice President for Academic Programs, ALO WSCUC
8/2007 to 7/2012 Associate Professor, CSUF, Department of Child and Adolescent Studies
8/2001 to 7/2007 Assistant Professor, CSUF, Department of Child and Adolescent Studies
8/1999 to 9/2000 Clinical Psychology Intern, Long Beach VA Medical Center

PUBLICATIONS**Under review:**

Ramos, M.C., Cheng, C.E. Preston, K.S.J, Gottfried, A.W., Guerin, D.W., Gottfried, A.E., Riggio, R.E., & **Oliver, P.H.** (under 2nd review). *Positive family relationships across 30 years: Predicting adult health and happiness.*

Preston, K.S.J., Pizano, N.K.* , Garner, K.M.* , Gottfried, A.W., Gottfried, A.E., Guerin, D.W., Ramos, M.C., Cheng, C.E., & **Oliver, P.H.** (under 2nd review). *Identifying family personality profiles using latent profile analysis: Relations to happiness and health*

Published:

Preston, K. S. J., Gottfried, A. W., Park, J. J, Manapat, P. D., Gottfried, A. E., & **Oliver, P. H.** (2018). Simultaneous linking of cross-informant and longitudinal data involving positive family relationships. *Educational and Psychological Measurement*, 78, 409-429.

Swarat, S., **Oliver, P. H.**, Tran, L., Childers, J. G., Tiwari, B., & Babcock, J. B. (2017). How disciplinary differences shape student learning outcome assessment: A case study. *AERA Open*, 3, 1–12. doi:10.1177/2332858417690112

Preston, K. S. J., Gottfried, A. W., **Oliver, P. H.**, Gottfried, A. E., Delany, D. E., & Ibrahim, S. M. (2016). Positive family relationships: Longitudinal network of relations. *Journal of Family Psychology*, 30, 875–885.

Gottfried, A. E., Preston, K. S. J., Gottfried, A. W., **Oliver, P. H.**, Delany, D. E., Ibrahim, S. M. & Parral, S. N. (2016). Pathways from parental stimulation of children’s curiosity to high school science course accomplishments and science career interest and skill. *International Journal of Science Education*, 38, 1972 -1995. doi: 10.1080/09500693.2016.1220690

Preston, K. S. J., Parral, S. N., Gottfried, A. W., **Oliver, P. H.**, Gottfried, A. E., Ibrahim, S. M. & Delany, D. E., (2015). Applying the nominal response model within a longitudinal framework to construct the Positive Family Relationships Scale. *Educational and Psychological Measurement*, 75, 901-930.

Borofsky, L., Kellerman, A., Baucom, B., **Oliver, P. H.**, & Margolin, G. (2013). Community violence exposure and adolescents’ school engagement and academic achievement over time. *Psychology of Violence*, 3, 381-395.

Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W. & **Oliver, P. H.** (2013). Longitudinal pathways from math intrinsic motivation and achievement to math course accomplishments and educational attainment. *Journal of Research on Educational Effectiveness*, 6, 68-92.

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

- Guerin, D. W., **Oliver, P. H.**, Gottfried, A. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Childhood and adolescent antecedents of social skills and leadership potential in adulthood: Temperamental approach/withdrawal and extraversion. *The Leadership Quarterly*, *22*, 482-494.
- Oliver, P. H.**, Gottfried, A. W., Guerin, D. W., Gottfried, A. E., Reichard, R. J., & Riggio, R. E. (2011). Adolescent family environmental antecedents to transformational leadership potential: A longitudinal mediation analysis. *The Leadership Quarterly*, *22*, 535-534.
- Reichard, R. J., Riggio, R. E., Guerin, D. W., **Oliver, P. H.**, Gottfried, A. W., & Gottfried, A. E. (2011). A longitudinal analysis of relationships between adolescent personality and intelligence with adult leader emergence and transformational leadership. *The Leadership Quarterly*, *22*, 471-481.
- Margolin, G., Vickerman, K. A., **Oliver, P. H.**, & Gordis, E. B. (2010). Violence exposure in multiple interpersonal domains: Cumulative and differential effects. *Journal of Adolescent Health*, *47*, 198-205.
- Oliver, P. H.**, Guerin, D. W., & Coffman, J. K. (2009). Big five parental personality traits, parenting behaviors, and adolescent behavior problems: A mediation model. *Journal of Personality and Individual Differences*, *47*, 631-636.
- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W. & **Oliver, P. H.** (2009). A latent curve model of parental motivational practices and developmental decline in math and science academic intrinsic motivation. *Journal of Educational Psychology*, *101*, 729-739.
- Margolin, G.; Vickerman, K.A., Ramos, M.C., Duman-Serrano, S., Gordis, E.B., Iturralde, E., **Oliver, P.H.**, & Spies, L.A. (2009). Youth exposed to violence: Stability, co-occurrence, and context. *Clinical Child and Family Psychology Review*, *12*, 39-54.
- Guerin, D. W., **Oliver, P. H.**, & Gottfried, A. W. (2009). Temperament. In E. M. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. (Vol. 2, pp. 924-927). Detroit: Macmillan Reference USA. Retrieved September 8, 2011, from Gale Virtual Reference Library via Gale:
http://go.galegroup.com/ps/start.do?p=GVRL&u=csuf_main
- Oliver, P. H.**, & Margolin, G. (2008). Communication/problem-solving skills training. In W. O'Donohue, & J. E. Fisher (Eds.). *Cognitive behavior therapy: Applying empirically supported techniques in your practice (2nd Edition)* (pp. 101 -108). New York: Wiley.
- Marcoulides, G. A., Gottfried, A. E., Gottfried, A. W. & **Oliver, P. H.** (2008). A latent transition analysis of academic intrinsic motivation from childhood through adolescence. *Educational Research and Evaluation*, *14*, 411-427.
- Oliver, P. H.**, Guerin, D. W., & Gottfried, A. W. (2007). Temperamental task orientation: Relation to high school and college educational accomplishments. *Learning and Individual Differences*, *17*, 220-230.
- Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W., **Oliver, P. H.**, & Guerin, D. W. (2007). Multivariate latent change modeling of developmental decline in academic intrinsic math

- motivation and achievement: Childhood through adolescence. *International Journal of Behavioral Development*, 31, 317-327.
- Proctor, L. J., Fauchier, A., **Oliver, P. H.**, Ramos, M. C., Rios, M. A., & Margolin, G. (2007). Family context and young children's responses to earthquake. *Journal of Child Psychology and Psychiatry*, 48, 941-949.
- Ramos, M. C., Guerin, D. W., Gottfried, A. W., Bathurst, K., & **Oliver, P. H.** (2005). Family conflict and children's behavior problems: The moderating role of temperament. *Structural Equation Modeling*, 12, 278-298.
- Margolin, G., Chien, D., Duman, S. E., Fauchier, A., Gordis, E. B., **Oliver, P. H.**, Ramos, M. C. & Vickerman, K. A. (2005). Ethical issues in couple and family research. *Journal of Family Psychology*, 19, 157 - 167.
- Margolin, G., Gordis, E. B., & **Oliver, P. H.** (2004). Links between marital and parent-child interactions: Moderating role of husband-to-wife aggression. *Development and Psychopathology*, 16, 753-771.
- Guerin, D. W., Gottfried, A. W., **Oliver, P. H.**, & Thomas, C. T. (2003). *Temperament: Infancy through adolescence*. NY: Kluwer Academic/Plenum Publishers.
- Junn, E. N., Kottler, E., Coffman, J. K., **Oliver, P. H.**, & Ramirez, F. (2003). Approaching faculty development support from the grassroots: Establishment of an innovative formal untenured faculty organization. *To Improve the Academy*. Fort Collins, CO: Professional and Organizational Development Network in Higher Education, 22, 189-205.
- Oliver, P. H.**, & Margolin, G. (2003). Communication/problem-solving skills training. In W. O'Donohue, J. E. Fisher, & S. C. Hayes (Eds.) *Empirically supported techniques of cognitive behavior therapy: A step-by-step guide for clinicians* (pp. 96-102). New York: Wiley.
- Margolin, G., Gordis, E.B., Medina, A.M., & **Oliver, P.H.** (2003). The co-occurrence of husband-to-wife aggression, family-of-origin aggression, and child abuse potential in a community sample: Implications for parenting. *The Journal of Interpersonal Violence*, 18, 413-440.
- Margolin, G., **Oliver, P. H.**, & Medina, A. M. (2001). Conceptual issues in understanding the relation between interparental conflict and child adjustment: Integrating developmental psychopathology and risk/resilience perspectives. In J. H. Grych & F. D. Fincham (Eds.), *Interparental conflict and child development: Theory, research, and application* (pp. 9-38). Cambridge: University Press.
- Margolin, G., **Oliver, P. H.**, Gordis, E. B., O'Hearn, H. G., Medina, A. M., Ghosh, C. M., & Morland, L. (1998). The nuts and bolts of behavioral observation of marital and family interaction. *Clinical Child and Family Psychology Review*, 1, 195-213.
- Margolin, G., Gordis, E. B., **Oliver, P. H.**, & Raine, A. (1995). A physiologically based typology of batterers - promising but preliminary: Comment on Gottman et al. (1995). *Journal of Family Psychology*, 9, 253-263.

Guerin, D. W., Gottfried, A. W., **Oliver, P. H.**, & Thomas, C. T. (1994). Temperament and school functioning during early adolescence. *Journal of Early Adolescence, 14*, 200-225.

SELECTED CONFERENCE PRESENTATIONS (Refereed)

Pizano, N.K.*, Gardner, K.*, Pulido, J.*, Preston, K.S.J., Cheng, E., Gottfried, A.W., Gottfried, A.E., Guerin, D.W., **Oliver, P.H.**, Ramos, M.C., & Riggo, R.E. (2020, October). *Contributions of the Fullerton Longitudinal Study to psychology*. Presented at the virtual annual meeting of the Western Psychological Association. (Rescheduled from April 2020, San Francisco, CA.)

Oliver, P. H. & Swarat, S. (2020). “Students at the heart”: Harnessing the power of data to focus institutional effort to eliminate equity gaps. *WSCUC Academic Resource Conference*, Garden Grove, CA. (Conference cancelled)

Oliver, P. H. & Swarat, S. (2020). WSCUC is coming? Complete the reaffirmation process (almost) stress-free. *WSCUC Academic Resource Conference*, Garden Grove, CA. (Conference cancelled)

Swarat, S., Hariri, S., Mead, R., Wrynn, A., & **Oliver, P. H.** (2018). Engaging faculty in GE assessment: The “unintended consequences” of community-building through assessment. *WSCUC Academic Resource Conference*, Burlingame, CA.

Swarat, S., Wrynn, A., Babcock, J., & **Oliver, P. H.** (2017). Scholarship of assessment: An effective way to engage faculty. *WSCUC Academic Resource Conference*, San Diego, CA.

Manapat, P. D., Preston, K. S. J., Gottfried, A. E., **Oliver, P. H.**, Gottfried, A. W., Park, J., Pizano, N. K., & Bailey, A. (2016, August). *Transactional perspectives between mothers and children across developmental eras*. Poster presented at the 2016 American Psychological Association Conference. Denver, CO.

Manapat, P. D., Preston, K. S. J., **Oliver, P. H.**, Gottfried, A. W., Gottfried, A. E., Park, J., Bailey, A., & Pizano, N. K. (2016, August). *Longitudinal trends of parent-child perspectives of the family*. Poster presented at the 2016 American Psychological Association Conference. Denver, CO.

Department, College, and University Service (Selected)

Department

CAS Personnel Committee	F2021 -
CAS Personnel Committee – Chair	F12 to 2016
CAS Department Assessment Coordinator	F 09 to 2016
Author, CAS Course Proposal (CAS 341, Parenting)	F 07 to S08
Member, Celebration of Achievement Event Committee	F 01 to 2016

College

Assessment Committee - Chair	S13 - 2016
Strategic Planning Committee	S13 - 2016
Deans Faculty Advisory Council	F05 - S08
Review intramural grant applications	F10

Personnel Committee School of Nursing	F10 – Sp11
Personnel Committee Department of Health Science	F07 – Sp 08
CHHD Curriculum Committee	F07 – Sp 08
Faculty Mentor – Junior Faculty in Human Services	F06 – S09
University	
WSCUC Accreditation Liaison Officer	2016 - 2020
Assessment Committee (Secretary/Vice Chair)	S13 to 2016
Assessment Liaison Committee	F14 to 2016
McNair Scholars Advisory Board	F12 to 2016
Mc Nair Scholars Research Workshops (Yearly)	F07 to 2016
Committee on Conflict of Interests	F07 to 2016
University Curriculum Committee (Secretary)	F09 – S13
California Faculty Association Scholarship Program Chairman	F08 - S10

Professional and Community Service (Selected)

Professional Service

Peer Reviewing (to 2016)

Journals

Editorial Board for *Journal of Family Psychology*
Peer reviewer for *Journal of Adolescence*
Peer reviewer for *Learning and Individual Differences*
Peer reviewer for *Personality and Individual Differences*
Peer reviewer for *International Journal of Behavioral Development*
Peer reviewer for *The School Community Journal*
Peer reviewer for *Journal of Consulting and Clinical Psychology*
Peer reviewer for *The Multicultural Journal*

Reviewer

Society for Research in Child Development Biennial Meeting 2011
American Psychological Association for Annual Meeting 2011
Society for Research of Adolescents Biennial Meeting 2010

Western Psychological Association

Council of Representatives 2009 – to present

Organized the Occasional Temperament Conference

(served as co-chairman) (International Conference) 2002

Reviewed proposals and served on organizational committee for

Child Welfare League of America and Florence Crittenton Roundtable:
Adolescent Pregnancy Prevention and Parenting Conference
(National Conference) 2002

Community Service

Violence Prevention Council of Orange County 2010 to 2016
Board of Directors - Secretary

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
American Psychology Association
Association for Psychological Science
Society for Research in Adolescents
Society for Research in Child Development
Western Psychological Association

Claudia G. Pineda, Ed.D.

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EC 532, 800 N. State College Blvd. Fullerton, CA 92834

Associate Professor Department of Child and Adolescent Studies California State University, Fullerton	Fullerton, CA Aug. 14 – Present
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EDUCATION

Harvard Graduate School of Education (HGSE) Ed.M. in Risk and Prevention in Adolescence Ed.D. in Human Development and Psychology	Cambridge, MA June 99 June 07
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Dissertation: Dancing, Drawing, and Crossing Ethnic Boundaries: Colombian Youth Acculturation, Ethnic Identity, and Social Awareness. Committee: Dr. Michael Nakkula, Dr. Robert Selman, and Dr. Vivian Louie.

Pontificia Universidad Javeriana (PUJ) Psychology	Bogotá, Colombia June 96
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Thesis: “A Literature Review of how ‘Gender’ Affects the Relationship between Power and Knowledge”

Research Interests

Latino Immigrant Youth and Families, Psychosocial Development, Risk and Resilience Mechanisms, Intergroup Relations, Multicultural Education, Research Methodologies, and Colombian Migration.

AWARDS / SCHOLARSHIPS / GRANTS

California State University, Fullerton

- Recognition for Diversity, Equitable, and Inclusive Practices for *CAS Diversity in Development Committee* and the *Faculty Search Team AY 20-21* Fall 21
- Junior Faculty Intramural Research Award (6/18 – 7/19) Spring 18
- Assessment Inquiry Grant (w/ Dr. Boutakidis) (16-17) Fall 16
- Junior Faculty Intramural Research Award (6/15 – 7/16) Spring 15

University of California, Irvine

- Faculty Ally of the Year, Cross-Cultural Center Spring 11
- Lecturer Professional Funds Award Winter 09

Harvard University

- Graduate Student Associate, David Rockefeller Center for Latin American Studies 06-07
- Dean’s Summer Fellowship Award, School of Education Summer 06
- Vera Bellus Scholarship 05-06
- Award of Distinction in Teaching, Derek Bok Center for Teaching and Learning 04-06
- Coop Public Service Grant to publish a Project IF Child’s Magazine 02-03
- Special Doctoral Student Award, School of Education 00-01
- Summer Internship Grant in Latin America (Buenos Aires-Argentina) Summer 01
- Entering Award, Office of the President 99-00
- Grant to attend a conference in Toronto, Canada April 99

Spencer Foundation – Harvard Graduate School of Education

- Research Training Grant 01-04

TEACHING EXPERIENCE

California State University, Fullerton <i>Associate Professor</i> <i>Assistant Professor</i> CAS 490T: Senior Seminar in Child/Adolescent Dev. (Culture & Ethnicity) CAS 201: Child, Family, and Community CAS 325B: Age 9 through Adolescence (F2F& online) CAS 394/494/474: International Practicum (F2F & hybrid) CAS 394: Introductory Practicum (F2F, hybrid & online)	Fullerton, CA Fall 21 – Present Fall 14 – Spring 21
Rossier School of Education, University of Southern California <i>Assistant Professor of Clinical Education</i> Inquiry Methods I Inquiry Methods II: Gold Track (Quantitative Inference and Generalization) Inquiry Methods II: Cardinal Track (Case Study, Interpretation of Lived Experience)	Los Angeles, CA Fall 13 – June 14
University of California, Irvine, Department of Education <i>Lecturer</i> Adolescent Development and Education (Teacher Credential Program) Adolescent Development and Education Social Development and Education	Irvine, CA Winter 09 - Spring 13
Northeastern University School of Professional and Continuing Studies <i>Lecturer</i> Research Design in Education (hybrid)	Boston, MA Summer 08
Harvard Graduate School of Education <i>Instructor</i> Introduction to Immigration and Global Perspectives on Risk and Resilience. <i>Teaching Fellow</i> The Problems Kids Have: Psychosocial, Developmental and Biological Perspectives of Risk in School-Aged Children Effective Interventions and School Reforms for At-Risk Children Empirical Methods: Introduction to Statistics for Research Educational Policy Analysis and Planning Workshop International Education Group Research Experience in Risk and Prevention Master's Students Practicum Site Training Seminar	Cambridge, MA Spring 07 Spring 06 Spring 04 Fall 03 July 00 & July 01 Fall 98–Spring 99 Sept. 99– June 03
Harvard University – Department of Romance Languages and Literatures <i>Teaching Fellow</i> Oral Expression (Spanish 30) Intermediate Spanish (Spanish Ca and Cb)	Cambridge, MA Fall 05–Spring 06
ORT University, Education Department <i>Visiting Professor</i> Research Methods I, Summer Seminar for Master's Students	Montevideo, Uruguay July 8 th – July 11 th 02

Pontificia Universidad Javeriana
Teaching Fellow

Department of Continuing Education in Psychology

Bogotá, Colombia
June–Dec. 95

RESEARCH EXPERIENCE

Assistant Researcher

Department of Education, University of California, Irvine

Irvine, CA
July 08–July 12

Visiting Scholar

Latin American Studies Program (LASP)
Cornell University

Ithaca, NY
Aug. 07–June 08

Coordinator

Network of Colombian Migration Researchers and Co-coordinator of the Social Conditions Node. Colombian Ministry of External Relations and Colombian Studies Institute, Florida International University

Bogotá, Colombia
July 07 – June 08

Senior Research Associate

Quantifying and Characterizing the Colombian Immigrant Population in the U.S. Educational and Psychosocial Conditions.
Colombian Studies Institute, Florida International University. (With A. Bidegain)

Miami, FL
Jan. 06 – June 08

Research Assistant (Colombian Group)

Getting to College: A study of Second Generation Dominicans and Colombians
Harvard University. (with V. Louie)

Cambridge, MA
June 03 – Aug. 05

Research Assistant (Dominican Group)

Harvard Longitudinal Immigration Adaptation Project
(with M. Suárez-Orozco and C. Suárez-Orozco)

Cambridge, MA
July 99 – July 02

PROGRAM EVALUATION

Quantitative Data Analyst

Evaluation Study of Jobs for the Future (JFF). (Advised by M. Nakkula)

Cambridge, MA
Jan 04 – Sept 06

Senior Research Assistant

Evaluation Study of the National Foundation for Teaching Entrepreneurship (NFTE)

Cambridge, MA
July 00 – Sept 04

Evaluation Research Coordinator

Study of the School-based Component of Project IF (Inventing the Future)
Partnership with the Massachusetts General Hospital, HGSE, and the Boston Public Schools

Cambridge, MA
Sept. 96 – June 03

Qualitative Researcher

Study of the Program for Young Negotiators (PYN) – Buenos Aires, Argentina

Cambridge, MA
Aug. 01 – Sept. 02

Quantitative Data Analyst

USAID Girls' and Women's Education Policy Research Activity
International Education Group, Programs in Professional Education HGSE

Cambridge, MA
Sept. 00 – June 01

PUBLICATIONS

Pineda, C. G., Santagata, R., & Jenkins, J. (in press). "Writing what matters to me": Voicing Latinx youth concerns through theatre scriptwriting. In S. Busby, K. Freebody, & C. Rajendran (Eds.), *Routledge Companion to Theatre and Young People*.

Pineda, C. G., & Zarate, M. E. (2021). Teaching about microaggressions to promote cultural competencies among undergraduate students. In M. S. Wong, L. Weiner, T. S. L. Yee, & J. Cerniak (Eds.), *Incorporating Diversity in Classroom Settings: Real and Engaging Examples for Various Psychology Courses*. Society for the Teaching of Psychology.

Pineda, C. G. (2017) Let the right one in: Ethnic boundaries in a Colombian immigrant youth program. *International Journal of Qualitative Studies in Education* (pp. 1-22).

Pineda, C. G. & Nakkula, M. J. (2015). Dancing ethnicity: A qualitative exploration of immigrant youth agency in an ethnically specific program. *International Journal for Research on Extended Education*, 2(2).

Zarate, E., & **Pineda, C. G.** (2014). Effects of early home language and school-related language contexts on Latinos' high school completion. *Teachers College Record*, 116 (2).

Nakkula, M. J., & **Pineda, C. G.** (2010). Cultural issues in education. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of cross-cultural school psychology* (Vol. 1, pp. 309-316). New York, NY: Springer.

Pineda, C. G. (2008). Condiciones sociales y educación de los colombianos en Estados Unidos. [Social conditions and education of Colombian immigrants in the U.S.]. In A. M. Bidegain (Ed.), *Presencia colombiana en Estados Unidos: Caracterización de la población migrante*. Bogotá: Ministerio de Relaciones Exteriores, Florida International University.

Pineda, C. G. (2007). Disruption in the immigrant experience: Colombian youth dance their way to continuity. *ReVista: Harvard Review of Latin America*, 7, 20-23.

Nakkula, M. J., & **Pineda, C. G.** (2005). Students at-risk. In S. J. Farenga, B. A. Joyce & D. Ness (Eds.), *Encyclopedia on education and human development* (Vol. 2, pp. 389-428). New York: M.E. Sharpe Publisher.

Pineda, C.G. (2003). Bajucol. *ReVista: Harvard Review of Latin America*, 2(1), p.88.

Ortega, F., Obregón, L., Rettberg, A., Chau, E. & **Pineda, C.G.**, (2003) The Colombian colloquium. *ReVista: Harvard Review of Latin America*, 2(1), p.71.

MANUSCRIPTS

Pineda, C. G., Boutakidis, I., Kim, J., Espinoza, L. (under review). Preparing Students to Work with Diverse Populations of Children and Families: How One Program Infused Cultural Competence Across Its Curriculum.

Zarate, E. M., **Pineda, C. G.,** Silva, B. P., & Antunez, S. (in preparation). Paradox in multilingual schools? Language as a barrier to immigrant parental participation in Catalonia.

TECHNICAL REPORTS & INSTRUCTIONAL MATERIALS

Pineda, C. G., Robles Nichols, D., & Ascencio, M. (2020). *Young & Brave: Stories of successful teen moms*. Fullerton, CA

Pineda, C. G., Kautz, C., & Fraser, D. (2009). *Focus Group Report: Eight Focus Groups for Three Television Public Service Announcements* (Qualitative Research Report). Cambridge, MA: Abt. Associates Inc. Health Policy and Clinical Research Division, Substance Abuse Treatment's Recovery Month.

Kautz, C. & **Pineda, C. G.** (2007). *Focus Group Report: Six Focus Groups on Four Television Public Service Announcements* (Qualitative Research Report). Cambridge, MA: Abt. Associates Inc. Health Policy and Clinical Research Division.

Pineda, C. G. (2005). *The meaning of a folkloric dance group as an intervention for Colombian youth: A cultural, relational and performance analysis*. (Qualifying Paper), Harvard Graduate School of Education, Cambridge, MA.

Nakkula, M. J., Lutyens, M., **Pineda, C. G.**, Dray, A., Gaytan, F., & Huguley, J. (2004). *Initiating, leading, and feeling in control of one's fate: Findings from the 2002-2003 study of NFTE in six Boston Public High Schools*. Cambridge, MA: Project IF, Harvard Graduate School of Education.

Pineda, C. G., & Nakkula, M. J. (2004). Early College High School: *Quantitative findings report* (Evaluation Report). Cambridge, MA: Project IF, Harvard Graduate School of Education and Jobs for the Future.

Nakkula, M. J., **Pineda, C. G.**, Dray, A., & Lutyens, M. (2003). Expanded explorations into the psychology of entrepreneurship: Findings from the 2001-2002 study of NFTE in two Boston public high schools (Evaluation Report). Cambridge, MA: Project IF, Harvard Graduate School of Education.

Nakkula, M. J., Moran, S., **Pineda, C. G.**, & Dray, A. (2002). *Preliminary explorations in the psychology of entrepreneurship: Findings from the 2000-2001 pilot study of NFTE in a Boston Public Middle School* (Evaluation Report). Cambridge, MA: Project IF, Harvard Graduate School of Education.

Pineda, C. G., & Nakkula, M. J. (2002). *Exploratory study of the Program for Young Negotiators (PYN) and the psychosocial development of Argentinean adolescents* (Qualitative Evaluation Report). Cambridge, MA: Harvard Graduate School of Education.

OTHER PROFESSIONAL EXPERIENCE

Spanish Language Program Director Department of Spanish & Portuguese, School of Humanities University of California, Irvine	Irvine, CA July 12-June 13
Bilingual Qualitative Research Consultant Health Policy and Clinical Research Division. Abt. Associates Inc.	Cambridge, MA Oct. 23 - Nov. 9, 07 Oct. 1-Dec. 31, 09
Instrument Development Consultant Longitudinal Study of the National Foundation for Teaching Entrepreneurship Project IF, Inventing the Future – Harvard Graduate School of Education	Cambridge, MA Sept 04– July 06
Academic Consultant Education Diploma Program ORT University	Montevideo, Uruguay Sept. 00-June 02
Site Coordinator School-based Prevention Program Project IF, Harvard Graduate School of Education	Cambridge, MA Aug. 97- Sept. 99
Program Assistant Community-based Mentoring Program Project IF, Harvard Graduate School of Education	Cambridge, MA Oct. 97-Sept. 98
Database Design Consultant Collaborative for Integrated School Services (CISS) Harvard Graduate School of Education	Cambridge, MA Summer 98
Logistics Assistant Fourth National Convention on Child Abuse	Bogotá, Colombia Sept. 95
Special Education Workshop Instructor Guíame Institute	Bogotá-Colombia Spring 93

ADDITIONAL TRAINING

CSUF Trainings & Certificates

Managing Student-to-Student Conflicts	Fullerton, CA Sept. 16, 21
Flipgrid in Canvas	Aug. 5, 20
Building Community: Compassion and Resiliency in Turbulent Times	Nov. 18, 19
Student Organizations Advisors Training	Sept. 24, 19
Leading a Study Abroad Program and Away Program: A Faculty/Staff Toolkit	Aug. 18, 19
Why Teaching Black Lives Matter	Aug. 4, 19
CSUF Assessment Forum	May 4, 17
HIPS (High Impact Practices) Assessment	Oct. 19, 17
Using Rubrics for Efficient Feedback and Assessment	Fall 16
Study Abroad Training on Terra Dotta Software	Fall 16
Evaluating and Responding to SOQs	Spring 15
Turnitin: Creating and Grading Assignments in Titanium	Fall 14
Titanium Course Setup	Fall 14

Multiday Trainings and Certificates

Teaching Remotely in Canvas Intermediate Workshop	Aug. 10-14, 20
Quality Matters (QM) Rubric on Online Education	Jan. 6-7, 20
Affordable Learning Solutions Ambassador (AL\$)	Fall 16
LGBTQ Safe Space Training Certificate	Fall 15
Encouraging Conversations: A Dialogue about Diversity & Inclusivity	Spring 15
Universal Design for Learning: Embracing Diversity and Accessibility Certificate	Fall 14

Workshop/Webinar Participant

Community Cultural Wealth with Dr. Tara J. Rosso. CFA 2021 Equity Week	Mar. 10, 21
Calling in the Call out Culture with Dr. Loretta Ross by CFA 2021 Equity Week	Mar. 11, 21
“Constructing the ‘Other’: The complementary perspectives on discrimination, social exclusion, and inequalities SRCD’s Ethnic & Racial Issues Committee	Webinar Dec. 8, 20
Becoming an Ally and Co-Conspirator in Developmental Science SRCD - Webinar	Nov. 18, 20
Platicando con Intención: Black Liberation Matters AERA Latinx Research Issues SIG	Webinar June 17, 20
The Future of Human Development and Psychology Harvard Graduate School of Education	Cambridge, MA Mar. 6-7, 20
Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organization. Child Trends	Webinar Oct.12, 17
Engaging Family in Partnership Programs to Promote Student Success (Regional Educational Laboratory) REL-Mid Atlantic	Webinar Aug. 15, 15
Atlas.ti Qualitative Analysis Workshop Woolf Consulting	Santa Barbara, CA May 21-22, 10
Census Workshop University of Notre Dame: Inter-university Program for Latino Research	Notre Dame, IN July 28–30, 03

Certified E-Learning Instructor

School of Professional and Continuing Studies, Northeastern University	Boston, MA May, 08
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Certified Entrepreneurship Teacher

National Foundation for Teaching Entrepreneurship, Babson College	Babson Park, MA July, 00
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Internships

Clinical Psychology
Consultants in Psychology and Special Projects, Universidad Javeriana

Bogotá-Colombia
Jan.-Dec. 95

Social Psychology
Altamira Health Center, Women and Health Project, Universidad Javeriana

Fall 94

Educational Psychology
Fe y Alegría Schools, Universidad Javeriana

Spring 94

PROFESSIONAL PRESENTATIONS

Peer-Reviewed Presentations

The persistence of acculturation goals in multilingual schools. Paper Presentation. AERA Annual Meeting, San Francisco, CA. Apr 17-21, 20. <http://tinyurl.com/qte9gsk> Conference Cancelled due to COVID-19. (with M.E. Zarate)

Paradox in multilingual schools? Language as a barrier to immigrant parental participation in Catalonia. Roundtable Presentation. The 33rd University Council for Educational Administration (UCEA) Convention, New Orleans, LA. Nov. 20th, 19. (with M.E. Zarate, B. P. Silva, S. Antunez)

A System-wide approach to promoting cultural competencies among child and adolescent development undergraduate students. Workshop Presentation. Developmental Science Teaching Institute of the Society for Research in Child Development Biennial Meeting. Baltimore, MD. Mar 20th, 19. (with J. Kim, M. Ramos, G. Espinoza, I. Boutakidis, J. Baker)

Script writing as evidence of identity work among Latino immigrant youth. Paper presentation. 96th Convention of the Western Psychological Association. Long Beach, CA. April 30th, 16. (with A. Serna)

Emo Kids and Metal Heads: Ethnic Identity Exploration through Drama and Performance among Latino Adolescents. Paper Presentation. 40th Annual Conference of the Association for Moral Education (AME). Pasadena, CA. Nov 6th, 14. (with B. Hinga, R. Santagata, J. Jenkins).

Mixed Methods for Answering Questions of Educational Practice. Guest Speaker for the University Southern California, Rossier School of Education, Los Angeles, CA. Dec 6, 12.

Latino Youth Writing and Performing about Cultural Misunderstandings in the Theater of Translation. Paper Presentation. Latin American Studies Association Convention (LASA). San Francisco, CA. May 24, 12. (with B. Hinga).

Ethno-Cultural Mechanisms in Ethnically Specific Programs: A Qualitative Exploration with Immigrant Colombian Youth. Poster Presentation. Society of Research in Adolescence, Themed Meeting: Positive Development of Minority Children. Tampa, FL. Feb 10, 12.

Shifting the Focus: Using A Positive Youth Development Framework to Foster Resilience among Latino Youth. Paper Presentation. Pacific Coast Council of Latin American Studies Conference (PCCLA). Los Angeles. Oct. 28, 11.

The Benefits of Speaking Spanish at Home for High School Graduation. Paper Presentation. American Educational Research Association (AERA). New Orleans, April, 11 (with E. Zarate.)

Makings of a Translational Identity of Colombian Youth in Boston. Paper Presentation. Association for Moral Education (AME). St. Louis. Nov 6, 10.

Creating "Creatives" Through Folkloric Dance. Best of Out-of-School Time Conference (BOOST). Workshop. Palm Springs. May 1,10.

Conceptual Approach to the Study of Immigrant Youth Organizations. Paper Presentation. Latin American Studies Association (LASA). Rio de Janeiro, Brazil. June 11th, 09.

Colombian Immigrant Youth Ethnic Boundaries through an After-School Program. Paper Presentation Comparative and International Education Society (CIES), 52nd Annual Conference. New York. Mar 19, 08.

Immigrant Youth Organizations as Territories of Exclusion or Inclusion. Identity, Territory and Social Justice in Latin America and the Caribbean Conference. Paper Presentation. Syracuse U and Cornell U. Syracuse. Feb 29, 08.

Makings of an Ethnic Identity for Colombian Youth in a Dance Program in Boston. Paper Presentation. Latin American Studies Association Convention (LASA). Montreal, Canada. Sept.5, 07.

The Impact and Meaning of Negotiation Training Among Argentinean Early Adolescents. Paper Presentation. Biennial Meeting of the Society for Research on Adolescence (SRA). New Orleans, LO. April 13, 2002. (with M. Nakkula and C. Nikitopoulos.)

Entrepreneurial Education's Effect on Achievement, Engagement, and Future Orientation. Paper Presentation. Student Research Conference and International Forum. Paper Presentation, Harvard Graduate School of Education, Cambridge, MA. Feb 22, 2002. (with A. Dray and S. Moran.)

Project IF 'Inventing the Future': An Invention-Oriented Prevention Program. Poster Presentation. American Psychological Association (APA). Boston, MA. Aug. 20, 1999. (With S. McLeod and M. Nakkula.)

Indigenous Education in Colombia. Annual Conference of the Comparative and International Education Society (CIES). Paper Presentation, Toronto, Canada. April 14-18, 1999. Student Research Conference. Paper Presentation, Harvard Graduate School of Education. Cambridge, MA. Feb. 26, 1999. (With L. Cortes and M. Nores.)

Teachers Awareness: Connections between Thoughts and Actions. Student Research Conference. Paper Presentation, Harvard Graduate School of Education. Cambridge, MA. Feb. 26, 1999.

Invited Presentations

Curricular Sequence for Cultural Competence. CAS Faculty Retreat. Cal. State University, Fullerton, CA. Jan. 19, 18.

Preliminary Findings of CAS Students' Perspectives of Cultural Competence. CAS Faculty Retreat. Cal. State University, Fullerton, CA. Jan. 19, 18.

How to Relate to University Professors. "Ask a Professor" (Panel). Abrego Future Scholars Program. Cal. State University, Fullerton, CA. Sept., 17.

Ethnic Identity in Context. M. Larusso's class on Social and Community Influences on Children. University of Connecticut, Department of Human Development and Family Studies, Hartford, CT, Sept. 15, 16.

Introduction to Mixed Methods in Educational Research. E. Zarate's class on Advance Qualitative Data Analysis (Webminar). Cal. State University, Fullerton, CA. May 5, 14.

Data Analysis with Atlast.ti. E. Zarate's class on Advance Qualitative Data Analysis (Webminar). Cal. State University, Fullerton, CA. Oct. 30th, 13.

Mixed Methods for Answering Questions of Educational Practice. Guest Speaker for the University Southern California, Rossier School of Education, Los Angeles, CA. Dec 6, 12.

Psychosocial Perspective of Colombian Migration to the U.S. Destierros y migraciones: Experiencias, impactos y políticas del éxodo interno y externo en Colombia. Corporación Región, Medellín, Colombia, Sep. 18, 08.

From Data Collection to Analysis. Guest Speaker for a Qualitative Analysis Class (V. Louie), Harvard University, Cambridge, MA. Nov. 28, 06.

Immigration and Education in the U.S. International Workshop on Education and Immigration. Center for Transnational and Comparative Studies, Florida International University. Invited Presentation. Miami, FL, May 4, 06.

The Social Reality of Colombian Emigrants. Cátedra de las Américas, Migraciones Colombianas a los Estados Unidos. Invited Presentation. Universidad del Norte, Barranquilla, Colombia. Feb 9, 06

Educational Conditions of Colombians in the U.S. Cátedra de las Américas, Migraciones Colombianas a los Estados Unidos. Invited Presentation. Universidad del Norte, Barranquilla, Colombia. Fe 10, 2006

Colombian Youth Dance Group: Culture as Agency. Americas Series, Cultural Agents Initiative. Invited Presentation. Romance Languages and Literatures and the David Rockefeller Center for Latin American Studies at Harvard University. Cambridge, MA. Nov 19, 04. (with M. Vargas.)

Identity in Colombian Immigrant Youth: Folklore and Legacy as Prevention Strategies. What about the other Latinos? Central and South Americans in the United States. Paper Presentation. David Rockefeller Center for Latin American Studies. Cambridge, MA. April 5, 2002.

Supports for Success: School-Based Programs Fostering Growth and Development for Kids and Families in Boston and Cambridge. The Collaborative for Integrated School Services and the Office of School Partnerships. Harvard Graduate School of Education. Cambridge, MA. Jan 22, 1999. (with M. Nakkula.)

Representations of Violence in Latin America. Moderator. Department of Spanish and Portuguese. University of California, Irvine. CA. May 17, 13.

Interdisciplinary Conference on Researching Equity. Roundtable Leader. University of California, Irvine. CA. Oct. 19, 12.

How to Think about (Ethnic) Culture in Out-of-School Time: A look at Heritage Programs. J. Mahoney's graduate seminar on After-School Learning and Development. UCI, CA. Jan 18, 11.

Multicultural Dilemmas in Immigrant Youth Organizations. G. Conchas's class on Multicultural Education. UCI, CA. Nov 18, 09.

From Data Collection to Data Analysis: Using Atlas.ti. E. Zarate's class on Qualitative Analysis. UCI, CA. Nov. 12, 09.

Performing Identities and Drawing Boundaries. L. Oseguera's class on Comparative Latino Populations. UCI, CA. Feb 18, 09.

Immigrant Youth Organizations as Territories of Exclusion and Inclusion. Educational Policy and Social Context Brownbag Series. UCI, CA. Oct 20, 08.

Adolescent Development: Culture and Immigration. A.M. Conley's class on Adolescent Development and Education. UCI, CA. Oct. 23, 08.

UNIVERSITY SERVICE

California State University, Fullerton

Fullerton, CA

CAS Department

- Diversity in Development Committee Fall 14 – Present
- Adolescent/Youth Development (AYD) Options/Minor Committee Member Fall 16 – Present
- CAS Study Abroad Program Coordinator Fall 16 – Present
- CAS Practicum Committee Fall 19 – Present
- CAS Research Strategic Team Fall 18 – Spr. 21
- CAS Faculty Search Committee Fall 20 – Spr. 21
- Co-Advisor for the CASSA Student Organization Fall 15, Fall 16 – Spr. 20
- CAS 201: Course Coordinator Fall 16 – Spr. 20
- CAS Student Success Strategic Team Fall 18 – Spr. 19
- CAS Advocacy Committee Fall 18 – Spr. 19
- Speaker Series Coordinator Fall 17 – Spr. 18
- CAS Chats Invited Faculty (2 sessions) Fall 18

- Special Project: Analysis of Spring/Fall 2016 Practicum Student Data Spr. 17
 - Offered professional training on teaching about *Microaggressions* Aug. 21, 15
 - Costa Rica Study Abroad Program Curricular Support Summer 15
- HDD College*
- HDD Research Committee Fall 19 – Fall 21
 - Table Facilitator for the College Retreat on “Creating Inclusive and Supportive Environments” Aug. 20, 15
- University*
- CSUF GI2025 Working Group on Academic Experiences Fall 21– Present
 - University Curriculum Committee Fall 21– Present
 - Connex Faculty Mentor Fall 21– Present
 - Pa’Lante Graduate Student Mentor Fall 21 – Present
 - Researchers and Critical Educators (RACE) Secretary Fall 20 – Spr. 21
 - Member of the CSUF Honors Program Advisory Board Spr. 17
 - Member of Department Personnel Committee CSUF Honors Program Spr. 17
 - Faculty Panel Speaker for the Abrego Scholars on *College Success* Fall 17
 - Faculty Panel Speaker *The Road to Success of Chicanas/Latinas in Grad. School* Oct. 6, 15
 - Graduate Student Mentor for the EPOCHS Program 14 – 15; 16 – 17
- USC Rossier School of Education** Los Angeles, CA
- Diversity Committee Fall 13 – Spr. 14
 - Ed.D. Program Governance Committee (Subcommittee on Program Assessment and Evaluation) Fall 13 – Spr. 14
 - “Navigating the Dissertation” Modules Working Group Fall 13 – Spr. 14
 - 532: Inquiry I Working Group Fall 13 – Spr. 14
 - 536: Inquiry II Working Group Fall 13 – Spr. 14
 - Ed.D. Admissions Committee Spr.14

PROFESSIONAL / COMMUNITY SERVICE

Ad-Hoc Reviewer

Teachers College Record (TCR)
 Journal of Latinos and Education
 Journal of International Migration Review (IMR)
 Journal of Adolescence
 Journal of Research on Adolescence (JRA)
 Ethnicities Journal
 Journal of Family Issues
 Western Psychological Association (WPA) Annual Meeting
 Western Psychological Association (WPA) judge for the Student-Authored Contest
 Society for Research in Child Development (SRCD) Biennial Meeting
 Society for Research on Adolescence (SRA) Biennial Meeting
 Southern California Conference for Undergraduate Research (SCCUR)
 American Psychologist (AMP)
 Journal of Ethnic and Migration Studies (JEMS)
 Journal of Adolescent Research (JAR)
 International Journal for Research on Extended Education (IJREE)
 Journal of Multilingual and Multicultural Development (JMMD)

Panel Chair or Moderator

Moderator for the Flash-Talks on Acculturation and Cultural Values
 SRCD 2021 Biennial Meeting

San Diego, CA
 April 9, 21

Panel Chair on Culture, Social, Context, and Adolescent Development SRA Biennial Meeting (cancelled due to COVID-19)	Spring 20 (cancelled)
Senior Mentor Undergraduate Scholars Program at SRA Biennial Meeting (cancelled due to COVID-19, but completed online)	Virtual Spring 20
Spanish Editing & Translation Children's Stories by Dr. Jenny Yen "Something Strange Happen in my City: A social story that explains COVID-19 to children" "After the Hurricane: Can We Fix It? Yes, We Can!" A social story about coping with Hurricane Irma for Puerto Rican children (plus recording)	Fullerton, CA Spring 20 Spring 18
Workshop Leader (Zoom) Teen Moms' Success Stories Presentation Fristers: Teaching Teen Parents to Thrive with D. Robles & M. Ascencio	Fullerton, CA May 27, 2020
Podcast Producer - CSUF Child Chat Podcast (Producer) - Caminito (Podcast Pilot on Latinx Culture) Co-Producer and Co-host with Dr. Morales-Rivera at UCI	Fullerton Spr. 20 Spr. 19
Faculty Volunteer Voter Registration Drive	Fullerton, CA Fall 18
Faculty Partner Collaboration with UCI Children's Center: Strengthening Parental Engagement	Irvine, CA Spring 16
Advisor Dreamers at UCI (AB-540 Student Organization) University of California, Irvine	Irvine, CA June 10-12
Undergraduate Thesis Reader Universidad de Los Andes, Psychology Department Adriana Cepeda Espinosa on "Does empathy reduce aggressive behavior?"	Bogotá, Colombia February 04
Conference Coordinator Colombian Migration Conference: Transnational, Political, and Cultural Perspectives. Latin American Studies Program (LASP), Cornell University	Ithaca, NY April, 08
Chair Colombian Colloquium (Student Organization) David Rockefeller Center for Latin American Studies, Harvard University	Cambridge, MA Sept. 01- Sept. 04
Conference Coordinator Colombian Migration Conference: Connecting Academia and the Community David Rockefeller Center for Latin American Studies, Harvard University	Cambridge, MA April 04
Doctoral Admissions Committee Member Department of Human Development and Psychology Harvard Graduate School of Education	Cambridge, MA Spring 01
Advisor Colombian Youth Folkloric Dance Group (BAJUCOL)	Boston, MA Oct. 99 – Sept. 01
International Peer Advisor Harvard Graduate School of Education	Cambridge, MA Fall-Spring, 99-01
Magazine Director and Editor Psychology Students <i>Síntoma Magazine</i> Pontificia Universidad Javeriana	Bogotá-Colombia Jan. 93- Dec. 95

PROFESSIONAL AFFILIATIONS (Past and Present)

- Society for the Teaching of Psychology (STP)
- Society for Research in Child Development (SRCD)
- Association for Moral Education (AME) (Member of the Race/Multiculturalism Special Interest Group)
- American Educational Research Association (AERA)
- Latin American Studies Association (LASA)
- Society for Research on Adolescents (SRA)
- Association for Research on Mothering
- Comparative International Education Society (CIES)
- Society for the Teaching of Psychology (APA) Division 2
- American Psychological Association (APA)

ADDITIONAL SKILLS

- Bilingual in English and Spanish.
- Statistical Analysis experience with SAS and SPSS. Some experience with Stata and Systat.
- Experience designing databases (Access) and WebPages (Frontpage & Dreamweaver).
- Experience with ATLAS.ti, qualitative analysis software.
- LSMs: Moodle, Canvas, Blackboard

Michelle C. Ramos, Ph.D.

Curriculum Vitae

California State University, Fullerton
Department of Child and Adolescent Studies
800 N. State College Blvd., Fullerton, CA 92834
Phone: (657) 278-1083 Email: mcramos@fullerton.edu

EDUCATION

Ph.D. University of Southern California, Clinical Psychology, 2006
M.A. University of Southern California, Clinical Psychology, 2003
M.A. California State University, Fullerton, Psychology, 2000
B.S. University of Notre Dame, Science Preprofessional Studies & Psychology, *Magna Cum Laude*, 1997

ACADEMIC APPOINTMENTS

Assistant Professor 2016 - Present
Department of Child and Adolescent Studies, California State University, Fullerton

Visiting Scholar 2016 - Present
Family Studies Project, Department of Psychology, University of Southern California

Lecturer 2001, 2015 – 2016
Department of Child and Adolescent Studies, California State University, Fullerton

Lecturer 2012 – 2015
Department of Psychology, University of Southern California

RESEARCH AND PROFESSIONAL POSITIONS

Associate Director 2016 - Present
Fullerton Longitudinal Study, California State University, Fullerton

Research Scientist 2012 - 2016
Family Studies Project, Department of Psychology, University of Southern California

Postdoctoral Scholar 2007 - 2012
Family Studies Project, Department of Psychology, University of Southern California

Predoctoral Intern in Clinical Child and Adolescent Psychology 2004 - 2005
University of California, San Diego School of Medicine/VA Medical Center – Children’s Hospital

RESEARCH GRANTS

California State University, Fullerton, Intramural Summer Grant for Faculty Support on Scholarly or Creative Productivity (Ramos, PI; \$5000)
Observed parent-adolescent coalitions and family hostilities during family discussions: Associations with marital aggression.
June 2021-August 2021

California State University, Fullerton, Junior Intramural Research Award (Ramos, PI; \$6408)
Childhood Positive Family Relationships and Health in Middle Adulthood: A 30-year Prospective, Longitudinal Investigation
June 2019-June 2020

RESEARCH GRANTS (cont.)

California State University, Fullerton, Junior Intramural Research Award (Ramos, PI; \$6408)
Adolescent Development of Punitive and Restorative Justice Attitudes: Impact of Teen Court Participation
 June 2017-June 2018

USC Provost Undergraduate Research Program (Ramos, Co-PI; \$9900)
A Day in the Life: Using Mobile Technology to Capture Indicators of Dating Aggression
 July 2015- June 2016

The John Randolph Haynes and Dora Haynes Foundation (Margolin, PI; Ramos Co-PI; \$149,957)
A Social Science Look at Los Angeles Teen Court Jurors
 July 2013 – July 2015

USC Provost Undergraduate Research Program (Ramos, Co-PI; \$9000)
Teen Court Program Participation: Effects on Compassion and Tolerance
 July 2013 – June 2014

USC Summer Undergraduate Research Program (Ramos, Co-PI; \$3000)
Risk and Resilience in Military and Community Families
 May 2013 – August 2013

USC Provost Undergraduate Research Program, (Ramos, Co-PI; \$5500)
Dating Partner Aggression: Physiological and Behavioral Correlates
 July 2012 – June 2013

USC Provost Undergraduate Research Program (Ramos, Co-PI; \$7000)
Violence Exposure: Influences on How Adolescents Communicate
 July 2011 – June 2012

USC Summer Undergraduate Research Program (Ramos, Co-PI; \$3000)
Parental Psychopathology and Parent-Youth Communication
 May 2011 – August 2011

USC Provost Undergraduate Research Program (Ramos, Co-PI; \$7700)
Family Members of Military Personnel
 July 2010 – June 2011.

USC Summer Undergraduate Research Program (Ramos, Co-PI; \$3000)
Adolescents Behavior Toward Parents: Role of Parent and Youth Gender
 May 2010 – August 2010

USC Provost Undergraduate Research Program (Ramos, Co-PI; \$9000)
Dating Aggression: Definitions and Measurement
 July 2008 – June 2009

Johnson & Johnson Family of Companies (Ramos, Co-I; \$5000)
Title: Families, children, and natural disasters: Impact of the Northridge Earthquake
 May 2002 – August 2002

FELLOWSHIPS

USC College of Letters, Arts, and Sciences Dissertation Fellowship (\$10,000)

August 2005 – May 2006

Wallis Annenberg Graduate Fellowship (\$32,000)

August 2002 – May 2003

USC College of Letters, Arts, & Sciences Graduate Merit Award Fellowship (\$114,000)

August 2000 – May 2002

August 2003 – May 2004

PUBLICATIONS (*indicates student)

Ramos, M.C., Arbel, R. Timmons, A.C.*, Rodriguez, A.J.*, & Margolin, G. (2021). Observed parent-adolescent coalitions and family hostilities during family discussions: Associations with marital aggression. *Family Process*, 00, 1-19. <https://doi.org/10.1111/famp.12719>

Daspe, M., Arbel, R., **Ramos, M.C.**, Shapiro, L.A.S., & Margolin, G. (2019). Deviant peers and adolescent risky behaviors: The protective effect of parental warmth. *Journal of Research on Adolescence*, 29 (4), 863-868. <https://doi.org/10.1111/jora.12418>

Rasmussen, H.F.*, **Ramos, M.C.**, Han, S.C.*, Pettit, C.*, & Margolin, G. (2018). How discrimination and perspective taking influence adolescents' attitudes about justice. *Journal of Adolescence*, 62, 70-81. <https://doi.org/10.1016/j.adolescence.2017.11.005>

Ramos, M.C., Miller, K.F.*, Moss, I. K.*, & Margolin, G. (2017). Perspective-taking and empathy mitigate family-of-origin risk for electronic aggression perpetration toward dating partners: A brief report. *Journal of Interpersonal Violence*, 36(3-4), 1155-1164. <https://doi.org/10.1177/0886260517747605>

Ramos, M.C. & Bennett, D.C.* (2016). Cyberbullying: Who hurts, and why. Special Report on Young Adult Psychiatry Part 2: Transitioning from Youth to Adult. *Psychiatric Times*, 33(1), 20-25.

Margolin, G., **Ramos, M.C.**, Timmons, A.C.*, Miller, K.F.*, & Han, S.C.* (2015). Intergenerational transmission of aggression: Physiological regulatory processes. *Child Development Perspectives*, 10, 15-21. <https://doi.org/10.1111/cdep.12156>

Saxbe, D.E., **Ramos, M.C.**, Timmons, A.C.*, Rodriguez, A.J.*, & Margolin, G. (2014). A path modeling approach to understanding family conflict: Reciprocal patterns of parent coercion and adolescent avoidance. *Journal of Family Psychology*, 28, 415-420. <https://doi.org/10.1037/a0036817>

Saxbe, D.E., Margolin, G., Spies, L. A.*, **Ramos, M.C.**, Rodriguez, A.J.*, & Iturralde, E.M.* (2014). Relative influences: Patterns of HPA axis concordance during triadic family interaction. *Health Psychology*, 33, 273-281. <https://doi.org/10.1037/a0033509>

Margolin, G., **Ramos, M.C.**, Baucom, B.R., Bennett, D.C.*, & Guran, E.L.* (2013). Substance use, aggression perpetration, and victimization: Temporal co-occurrence in college males and females. *Journal of Interpersonal Violence*, 28, 2849-2872. <https://doi.org/10.1177/0886260513488683>

Baucom, B.R., Saxbe, D.E., **Ramos, M.C.**, Spies, L. A.*, Iturralde, E.M.*, Duman Serrano, S.*, & Margolin, G. (2012). Correlates and characteristics of adolescents' encoded emotional arousal during family conflict. *Emotion*, 6, 1281-1291. <https://doi.org/10.1037/a0028872>

- Bennett, D.C.*, Guran, E. L.*, **Ramos, M.C.**, Margolin, G. (2011). College students' electronic victimization in friendships and dating relationships: Anticipated distress and associations with risky behaviors. *Violence and Victims*, 26, 410-429. <https://doi.org/10.1891/0886-6708.26.4.410>
- Margolin, G., **Ramos, M.C.**, & Guran, E. L.* (2010). Earthquakes and children: The role of psychologists with families and communities. *Professional Psychology: Research and Practice*, 41, 1-9. <https://doi.org/10.1037/a0018103>
- Margolin, G., Vickerman, K. A.*, **Ramos, M.C.**, Duman Serrano, S.*, Gordis, E. B., Iturralde, E.*, Oliver, P.H., & Spies, L.A.* (2009). Youth exposed to violence: Stability, co-occurrence, and context. *Clinical Child and Family Psychology Review*, 12, 39-54. <https://doi.org/10.1007/s10567-009-0040-9>
- Proctor, L.J., Fauchier, A.*, Oliver, P. H., **Ramos, M.C.**, Rios, M.A.*, & Margolin, G. (2007). Family context and young children's responses to earthquake. *Journal of Child Psychology and Psychiatry*, 48, 941-949. <https://doi.org/10.1111/j.1469-7610.2007.01771.x>
- Ramos, M.C.**, Guerin, D. W., Bathurst, K., Gottfried, A. W., & Oliver, P.H. (2005). Family conflict and children's behavior problems: The moderating role of child temperament. *Structural Equation Modeling*, 12, 278-298. https://doi.org/10.1207/s15328007sem1202_6
- Margolin, G., Chien, D*, Duman, S. E.*, Fauchier, A.*, Gordis, E. B., Oliver, P.H., **Ramos, M.C.**, & Vickerman, K. A. (2005). Ethical issues in couple and family research. *Journal of Family Psychology: Special Issue on Methodology*, 15, 157-167. <https://doi.org/10.1037/0893-3200.19.1.157>

MANUSCRIPTS UNDER REVIEW & IN PREPARATION (*indicates student)

- Ramos, M.C.**, Cheng, C.E. Preston, K.S.J, Gottfried, A.W., Guerin, D.W., Gottfried, A.E., & Riggio, R.E. (under 2nd review). *Positive family relationships across 30 years: Predicting adult health and happiness.*
- Preston, K.S.J., Pizano, N.K.*, Garner, K.M.*, Gottfried, A.W., Gottfried, A.E., Guerin, D.W., **Ramos, M.C.**, Cheng, C.E., & Oliver, P.H. (under 2nd review). *Identifying family personality profiles using latent profile analysis: Relations to happiness and health*
- Ramos, M.C.**, Rasmussen, H.*, Han, S. C.*, & Margolin, G. (under revision). Adverse life experiences, empathy, and adolescent development of justice perspectives: Impact of Teen Court participation
- Guerin, D. W., Preston, K.S.J., Gottfried, A.W., Pizano, N.K.*, & **Ramos, M.C.** (under revision). *Pathways from infant difficult temperament to positive family relationships: A longitudinal study from infancy through adolescence.*
- Preston, K.S.J., Gottfried, A.W., Riggio, R.E., Gottfried, A.E., Guerin, D.W., & **Ramos, M.C.** (under revision). Subjective personal success in middle adulthood: Conceptualization, measurement, and structural model.
- Moss, I.K.*, Iturralde, E.*, Pettit, C.*, **Ramos, M.C.**, & Margolin, G. (in prep). *The role of friends' conversations about interpersonal problems in the continuity of depressive symptoms.*

INVITED BOOK CHAPTERS

Bennett, D.C.* & Ramos, M.C. (2019). Cyberbullying in romantic relationships: Developmental perspectives. In G. Giumetti & R. Kowalski (Eds). *Cyberbullying in Schools, Workplaces, and Romantic Relationships: The Many Lenses and Perspectives of Electronic Mistreatment*. Routledge/Taylor and Francis. <https://doi.org/10.4324/9781315110554>

Ramos, M.C. (2016). Violence in families. In D.L. Couchenour & J. K. Chrisman (Eds.), *The SAGE encyclopedia of contemporary early childhood education*. (pp. 1407-1410). SAGE Publications, Inc. <https://doi.org/10.4135/9781483340333.n425>

INVITED CONFERENCE PRESENTATIONS (*indicates student)

Ramos, M.C & Pizano, N.K.* (2019, April). Childhood predictors of health in adulthood: An investigation of individual & family factors. In K.S.J. Preston (Chair), *Early predictors of development in middle adulthood: The Fullerton Longitudinal Study*. Invited symposium presented at the annual meeting of Western Psychological Association, Pasadena, CA.

CONFERENCE PRESENTATIONS (*indicates student)

Ramos, M.C., Cheng, C.E. Preston, K.S.J, Gottfried, A.W., Guerin, D.W., Gottfried, A.E., & Riggio, R.E. (2021, April). *Predicting health and happiness from positive family relationships across 30 years*. Presented at the virtual biennial meeting of the Society for Research in Child Development.

Ramos, M.C., Arbel, R., & Margolin, G. (2021, March). *Observed family hostility and parent-youth coalitions during family discussions: Associations with adolescent symptoms*. Presented at the virtual biennial meeting of the Society for Research in Adolescence. (Rescheduled from March 2020, San Diego, CA.)

Pizano, N.K.*, Gardner, K.*, Pulido, J.*, Preston, K.S.J., Cheng, E., Gottfried, A.W., Gottfried, A.E., Guerin, D.W., Oliver, P. Ramos, M.C., & Riggo, R.E. (2020, October). *Contributions of the Fullerton Longitudinal Study to psychology*. Presented at the virtual annual meeting of the Western Psychological Association. (Rescheduled from April 2020, San Francisco, CA.)

Chapton, J. J.*, Pizano, N.K.*, & Ramos, M.C. (2019, November). *The relation between childhood family environment and internalizing symptoms in adolescence*. Presented at the annual meeting of Southern California Conferences for Undergraduate Research in San Marcos, CA.

Ramos, M. C., Banna, S.J.*, Rasmussen, H. F.*, & Margolin, G. (2019, April). *Adolescent development of punitive and restorative justice perspectives: Impact of Teen Court participation*. Presented at the annual meeting of Western Psychological Association in Pasadena, CA.

Ramos, M.C. (2019, March). A 30-year longitudinal study of childhood family conflict, positive family relationships, and health in adulthood. In R. Arbel (Chair), *Childhood adversity and youth outcomes: Identifying intergenerational and longitudinal pathways of risk and resilience*. Symposium presented at the biennial meeting of the Society for Research in Child Development in Baltimore, MD.

Ramos, M.C., Guerin, D.W., Preston, K.S.J., Gottfried, A.W. (2019, March). *Positive family relationships during adolescence, temperament, and health in middle adulthood: A 20-year longitudinal study*. Presented at biennial meeting of the Society for Research in Child Development in Baltimore, MD.

Ramos, M.C. (2019, January). Discussion: Longitudinal pathways to success and resilience. K.S.J. Preston (Chair), *Longitudinal pathways to success and resilience: A 38-year study*. Symposium presented at the annual meeting of the Western Positive Psychology Association Development in Claremont, CA.

- Moss, I.K.*, Iturralde, E.*, Pettit, C.*, **Ramos, M.C.**, & Margolin, G. (2018, August). *The roles of co-rumination and problem solving in the continuity of adolescent depressive symptoms*. Presented at the annual meeting of the American Psychological Association in San Francisco, CA.
- Ramos, M.C.** (2018, May). Positive family relationships across childhood and psychological and physical health in adulthood. In A. Gottfried (Chair), *Diverse perspectives of adult success: A 38-year study of early predictors*. Symposium presented at the annual meeting of the Association for Psychological Science in San Francisco, CA.
- Ramos, M.C.**, Arbel, R., & Margolin, G. (2017, November). *Six-week daily diary investigation of interparental conflict, children's mood, and behavior problems: Impact of global anxiety and child gender*. In D. J. Owen (Chair), *Parenting and Families Special Interest Group Exposition*. Presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Pizano, N. K.*, **Ramos, M.C.**, Guerin, D.W., Preston, K.S., & Oliver, P.H. (2017, May). *Difficult infant temperament related to positive family relationships longitudinally from childhood to adolescence: Parental emotional and verbal responsiveness as a mediator*. Presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Santana, A.*, Wilbourn, M.P., & **Ramos, M.C.** (2017, May). *A developmental perspective of children's family drawings as a function of age, gender, and language development*. Presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Ramos, M.C.** (2017, April). Daily family conflict, support, and adolescents' physical health symptoms: The impact of aggressive family environments. In R. Arbel (Chair), *Family adversity and youths' physical health: Physiological, linguistic, and daily findings*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Han, S. C.*, **Ramos, M. C.**, Rasmussen, H. F.*, & Margolin, G. (2017, April). *Adverse life experiences and youths' development of justice attitudes: Impact of Teen Court participation*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Rasmussen, H. F.*, Margolin, G., Ramos, M. C., & Han, S. C.* (2017, April). *Adolescent's attitudes about punitive and restorative justice: The role of perspective taking and multiple forms of discrimination*. Presented at the biennial meeting of Society for Research in Child Development, Austin, TX.
- Park, J.*, Preston, K.S., Tessler, J., & **Ramos, M.C.** (2017, April). *A novel method for assessing dynamic systems: A cross-informant, longitudinal test-linking approach*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Guerin, D. W., Oliver, P. H., Preston, K.S., Pizano, N.K.*, Gottfried, A.W., Gottfried, A.E., & **Ramos, M.C.** (2017, April). *Infant temperament predicts maternal and child reports of positive family relationships throughout childhood and adolescence*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Pettit, C.*, Moss, I.K.*, Moyers, S.*, **Ramos, M.C.**, & Margolin, G. (2017, April). *Observed irritability in dyadic peer discussions as predicted by depressive symptoms and negative life events*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Pettit, C.*, Moyers, S.*, Moss, I.K.*, Rodriguez, A., **Ramos, M.C.**, Corley, F., Iturralde, E., & Margolin, G., (2017, April). *Co-rumination as a moderator between victimization and depressive symptoms*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

- Moyers, S.* , Pettit, C.* , Moss, I.K.* , **Ramos, M.C.**, Itturalde, E., Corley, F.* , & Margolin, G. (2017, April). *The role of gender in adolescent depression and put down behaviors*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Ramos, M.C.**, Borelli, J.L., & Margolin, G. (2016, October). *Language-style matching in midlife couples: Associations with relationship functioning and child outcomes*. In K. J.W. Baucom & B. R. Baucom (Chairs), *Couples Special Interest Group Exposition*. Presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Rotenstein, V.* , **Ramos, M. C.**, & Margolin, G. (April, 2015). *Restorative versus punitive justice attitudes: Influences of age, gender, and violence exposure*. Presented at the Annual USC Symposium for Scholarly and Creative Work, Los Angeles, CA.
- Hakimeh, M.* , **Ramos, M.C.**, & Margolin, G., (April, 2015) *A Linguistic Analysis of Couples' Communication and the Effects on Marital Satisfaction*. Presented at the Annual USC Symposium for Scholarly and Creative Work, Los Angeles, CA.
- Ramos, M.C.**, Timmons, A. C.* , Rodriguez, A.J.* , & Margolin, G., (2015, March). *Parent-youth coalitions during family conflict: A time-lagged model of antecedents, consequences & links with family aggression*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Rasmussen, H.* , Hossepian, K.* , Rotenstein, V.* Margolin, G., & **Ramos, M.C.** (2015, March). *Adolescent development of attitudes toward justice: The role of Teen Court participation*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Arbel, R., Shapiro, L.A.S.* , Kellerman, I.* , **Ramos, M.C.**, *Timmons, A.C., & Margolin, G. (2015, March). *Daily Worries and Fluctuations in Adolescents' Diurnal HPA Patterns: The Moderating Role of Depressive Symptoms*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Kellerman, I.* , Timmons, A.C.* , **Ramos, M.C.**, & Margolin, G. (2015, March). *Associations Between Negative Mood and Peer Interactions: A Daily Diary Study*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Ramos, M.C.**, & Margolin, G., (2014, May). *The influence of family aggression history on triadic family interactions: Marital hostility, parent-youth alliances, and adolescent symptoms*. In **M.C. Ramos (Chair)**, *Family violence exposure and everyday family interactions: Behavioral, neural, and physiological Findings*. Symposium presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Ramos, M.C.**, Margolin, G., Rasmussen, H.* , Rotenstein, V.* , Hossepian, K.* , & Del Piero, L.* (2014, May). *Restorative versus punitive justice attitudes: Influences of empathy and experiences of discrimination*. Presented at the annual meeting of the Association for Psychological Science in San Francisco, CA.
- Rasmussen, H.* , **Ramos, M.C.**, & Margolin, G., (2014, May). *The many faces of discrimination: Uncommon characteristics are the common experience*. Presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Rodriguez, A.J.* , Kellerman, I.* , **Ramos, M.C.**, & Margolin, G. (2014, May). *Parental depression and criticism of Children: Across-spouse influences and contextual moderators*. Presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

- Hossepia, K.* , Pettit, C.* , Rotenstein, V.* , **Ramos, M.C.**, & Margolin, G. (2014, April). *Restorative versus punitive justice: A college student's perspective*. Presented at the Annual USC Symposium for Scholarly and Creative Work, Los Angeles, CA. **This research was awarded 2nd Place in Social Sciences.**
- Ramos, M.C.**, Kellerman, I.* , Miller, K.* , & Margolin, G. (2014, March). *Electronic aggression in late adolescence: Influences of family aggression, empathy and perspective-taking*. In J. Grych (Chair), *Conceptual and methodological advances in the study of teen dating violence*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Austin, TX.
- Ramos, M.C.**, Timmons, A.C.* , Rodriguez, A.J.* , & Margolin, G. (2014, March). *Observed marital conflict and parent-adolescent coalitions during triadic interaction: Links with family violence history and later youth symptoms*. Presented at the biennial meeting of the Society for Research in Adolescence, Austin, TX.
- Rodriguez, A.J.* , **Ramos, M.C.**, Kellerman, I.* , Borofsky, L.* , & Margolin, G. (2014, March). *Behavioral mechanisms of transmission of parental psychopathology to adolescents: Within- and across-parent pathways*. Presented at the biennial meeting of the Society for Research in Adolescence, Austin, TX.
- Kellerman, I.* , Rodriguez, A.J.* , **Ramos, M.C.**, Massoud, C.* , & Margolin, G. (2014, March). *Dismissive communication patterns among family members: Links with adolescent internalizing symptoms*. Presented at the biennial meeting of the Society for Research in Adolescence, Austin, TX.
- Kellerman, I.* , Timmons, A.C.* , **Ramos, M.C.**, Borofsky, L.* , & Margolin, G. (2014, March). *Using daily diary data to test temporal associations between negative mood and overeating among adolescents*. Presented at the biennial meeting of the Society for Research in Adolescence, Austin, TX.
- Ramos, M.C.**, Timmons, A.* , & Margolin, G. (2013, April). *Everyday conflict in multiple family domains: A daily diary study of adolescents*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Rodriguez, A.J.* , **Ramos, M.C.**, Massoud, C.* , & Margolin, G. (2013, April). *Parents' depression and posttraumatic stress symptoms: Links to observed parent and adolescent behavior during family conflict*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Saxbe, D.E., **Ramos, M.C.**, Iturralde, E.* , Spies Shapiro, L.A.* , Rodriguez, A.J.* , & Margolin, G., (2013, April). *Conflict and synchrony: Understanding within-family patterns of HPA axis activation during family conflict*. In R. Lucas-Thomas (Chair), *Mechanisms and moderators of the relation between family conflict and children's health*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Ramos, M.C.**, Rodriguez, A.J.* , Massoud, C.* , & Margolin, G. (2012, March). *Observed parent-adolescent behaviors during triadic family discussion: The role of cumulative family violence exposure*. Presented at the biennial meeting of the Society for Research in Adolescence, Vancouver, British Columbia, Canada.
- Borofsky, L. A.* , Saxbe, D., Elmgren, S., **Ramos, M.C.**, Yang, X., & Margolin, G. (2012, March). *I just can't stop feeling upset: Parent to child aggression and emotion regulation in adolescence*. Presented at the biennial meeting of the Society for Research in Adolescence, Vancouver, British Columbia, Canada.

- Kellerman, I.*, Wagner, B., Parisi, N., Massoud, C.*, Borofsky, L.A.*, Baucom, B.R., **Ramos, M.C.**, & Margolin, G. (2012, March). *Electronic aggression among emerging adults: Frequency and motivations*. Presented at the biennial meeting of the Society for Research in Adolescence, Vancouver, British Columbia, Canada.
- Massoud, C.*, **Ramos, M.C.**, Margolin, G. (2012, May). *The parent-child relationship: Examining the interaction between depressive and anxiety symptoms in parents and their behavior towards youth*. Presented at the Annual USC Symposium for Scholarly and Creative Work, Los Angeles, CA.
- Rodriguez, A. J.*, **Ramos, M.C.**, Guran, E.L.*, Bennett, D.C.*, Schnaps, E.*, Kellerman, I.*, *Borofsky, L.A., & Margolin, G. (2011, March). *Observed parental behavior at middle adolescence, family aggression, and youth alcohol use from middle to late adolescence*. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Ottawa, Canada.
- Kellerman, I.*, Borofsky, L.A., Ramos, M.C., Vickerman, K.A., Bennett, D.C.*, Guran, E.L.*, & Margolin, G. (2011, April). *Upset ratings of interparental aggression: The role of gender*. Presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.
- Baucom, B.R., Vickerman, K.*, Oliver, P. H., **Ramos, M.C.**, Duman Serrano, S.*, & Spies, L.*, *Iturralde, E., Borofsky, L.*, & Margolin, G. (2010, November). *Time-varying agreement in parent and child reports of child violence exposure*. Presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Francisco, CA.
- Bennett, D.C.*, Ford, L.M.*, Guran, E.L.*, Rice, R.A.*, **Ramos, M.C.**, Baucom, B., & Margolin, G. (2010, March). *Reports of victimization in peer and dating relationships: What is upsetting?* Presented at the biennial meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Guran, E.L.*, Bennett, D.C.*, Ford, L.M.*, **Ramos, M.C.**, Baucom, B., & Margolin, G. (2010, March). *Attitudes condoning dating aggression: When it's "No big deal."* Presented at the biennial meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Ford, L.M.*, Bennett, D.C.*, Guran, E.L.*, **Ramos, M.C.**, Baucom, B., & Margolin, G. (2010, March). *You defriended me? Associations between electronic aggression, other forms of aggression, and risky behavior in a college sample*. Presented at the biennial meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Bennett, D.C.*, **Ramos, M.C.**, Margolin, G. (2009, May). *Stress and the body: Can school help? Adolescent cortisol response to a psychosocial stressor*. Presented at the Eleventh Annual USC Symposium for Scholarly and Creative Work, Los Angeles, CA.
- Bennett, D.C.*, Ford, L.M.*, Guran, E.L.*, Rice, R.A.*, **Ramos, M.C.**, Margolin, G. (2009, May). *You defriended me?!: The scope and prevalence of interpersonal aggression*. Presented at the Eleventh Annual USC Symposium for Scholarly and Creative Work, Los Angeles, CA. **This research was awarded Honorable Mention.**
- Ramos, M.C.**, Duman Serrano, S.*, Vickerman, K.A.*, & Margolin, G. (2009, April). *Violence exposure in young adolescents: Stability and co-occurrence*. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Guran, E.L.*, **Ramos, M.C.**, Spies, L.A.*, Margolin, G., (2008, May). *Observed behaviors in sibling interactions*. Presented at the Eighth Annual Stanford University Psychology Conference, Palo Alto, CA.

- Bennett, D.C.*, Gardner, K.*, **Ramos, M. C.**, Margolin, G. (2008, May). *Youth reports of parents' marital aggression: What is upsetting?* Presented at the Eighth Annual Stanford University Psychology Conference, Palo Alto, CA.
- Ramos, M.C.**, & Margolin, G. (2007, April). *Daily marital conflict and children's daily mood and behavior: The moderating role of children's psychological distress.* Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Ramos, M.C.**, & Margolin, G. (2005, April). *Daily marital conflict in the home and children's daily mood and behavior: The moderating role of marital violence exposure.* Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Proctor, L.J., **Ramos, M.C.**, Fauchier, A., Rios, M.A., Oliver, P.H., & Margolin, G. (2005, April). *Young children's persistent distress following an earthquake: Effects of pre- and postdisaster family context.* Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Margolin, G., Fauchier, A., **Ramos, M.C.**, Oliver, P.H., Gordis, E.B., & John, R.S. (2005, April). *Child outcomes related to family and community violence: Mediating effects of daily family conflicts.* Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Ramos, M.C.**, Rios, M. A., & Margolin, G. (2003, April). *Marital conflict, children's daily mood, and children's appraisals: Global versus daily reports of marital conflict.* Presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Ramos, M.C.**, Fauchier, A., Proctor, L.J., Rios, M.A., Oliver, P.H., & Margolin, G. (2003, April). *The impact of the Northridge Earthquake on marital functioning: The role of pre-existing individual and marital risk factors.* Paper presented at the Thirteenth Annual Leibovitz Clinical Psychology Research Conference, University of Southern California, Los Angeles, CA.
- Ramos, M.C.** (2002, September). *Family conflict and children's adjustment: The role of temperament in vulnerability and resilience.* Presented at the meeting of the Occasional Temperament Conference, Newport Beach, CA.
- Ramos, M.C.**, Lee, A., & Margolin, G. (2002, April). *Marital conflict and children's daily mood: The role of children's global appraisals.* Presented at the annual meeting of the Western Psychological Association, Irvine, CA. **This research received the 2002 WPA Student Scholarship Award.**
- Ramos, M.C.**, Guerin, D. W., Bathurst, K., Marcoulides, G., Parramore, M. (2001, April). *Family conflict, temperament, and the behavioral adjustment of school-aged children: A vulnerability and resilience model.* Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. **This research received the 2001 SRCD Student Travel Award.**
- Ramos, M.C.**, Bathurst, K., Guerin, D. W., Parramore, M., Valdez, S. (2000, August). *Reliability, stability, and validity of the Parent-Child Relationship Inventory: Mothers, fathers, adolescents.* Presented at the annual meeting of the American Psychological Association, Washington D.C.
- Ramos, M.C.**, Valdez, S., Guerin, D. W., Bathurst, K., Gottfried, A. W. (2000, April). *Child temperament as a predictor of satisfaction with parenting: A 15-year longitudinal investigation.* Presented at the annual meeting of the Western Psychological Association, Portland, OR. **This research received the 2000 WPA Student Scholarship Award.**

Ramos, M.C., Guerin, D. W., Bathurst, K., Gottfried, A. W. (1999, April). *Stability of the Family Environment Scale: Preschool through adolescence*. Presented at the annual meeting of the Western Psychological Association, Irvine, CA. ***This research was awarded the 1999 WPA Student Scholarship Award.***

TEACHING EXPERIENCE

Assistant Professor

California State University, Fullerton, Department of Child and Adolescent Studies

Assessing & Observing Development: CAS 310 (F16, SP17, SM17, F17, SP18, SM18, F18, SP19, F19, SP20, SM20, SP21)

Age 9 to Adolescence: CAS 325B (F16, SP17, SM19, SM20, F20)

Child & Adolescent Development within Diverse Family Contexts: CAS 345 (F17, SP18, F18, SP19, F19, SP20)

Independent Study (Supervision) – CAS 499 (SP18, F19, F20)

Tutorial (Supervision) CAS 496 (F19, F20)

Senior Honors Project – HONR 497 (F19, SP20)

Lecturer

California State University, Fullerton, Department of Child and Adolescent Studies

Assessing & Observing Development: CAS 310 (F15, SP16)

Age 9 to Adolescence: CAS 325B (F15)

Adolescence and Early Adulthood: CAS 330 (SM 2001)

University of Southern California, Department of Psychology

Introduction to Psychology: PSYC 100 Discussion (SP15)

Psychology of Marriage and the Family: PSYC 464 (F12, F14)

Abnormal Psychology: PSYC 360 (F13, SP14)

Teaching Assistant

University of Southern California, Department of Psychology

Criminal Behavior: PSYC 463 (SP02)

Human Sexuality: PSYC 372 (F01)

California State University, Fullerton, Department of Child and Adolescent Studies

Inquiry & Methodology in Development: CAS 301 (F1998, SP1999)

ADDITIONAL TEACHING & MENTORING EXPERIENCE

Faculty Professional Development

Workshop Co-Presenter -- Building a Student-Ready Campus: Shared Opportunities for Equity and Transformation - Boutakidis, I. & **Ramos, M.C.** (2020, October). *Effects of equity-minded pedagogical practices on reducing course-level equity gaps: A pilot test across 3 colleges*. Workshop presented at the 1st Annual CSU Student Success Network Conference.

Roundtable Discussion Co-facilitator: CSUF University Assessment Forum- *Promoting Equitable Assessment* (May 2019)

Faculty Co-Presenter: Boutakidis, I., Kim, J.L., **Ramos, M.C.** (2019, August) HHD Annual Fall Faculty Retreat *Promoting Equity in Classroom* Presentation to Faculty (August 2019)

APA Continuing Education Program - **Ramos, M.C & Pizano, N.K.*** (2019, April). Childhood predictors of health in adulthood: An investigation of individual & family factors. In K.S.J. Preston (Chair), *Early predictors of development in middle adulthood: The Fullerton Longitudinal Study*. Invited symposium presented at the annual meeting of Western Psychological Association, Pasadena, CA.

Workshop Co-Presenter - Pineda, C. G., Boutakidsi, I., Kim, J.L., Espinoza, G., **Ramos, M.C.**, & Baker, J. (2019, March). *A system-wide approach to promoting cultural competencies among Child and Adolescent Development undergraduate students*. Workshop presented at the Teaching Institute - Biennial Meeting of Society for Research in Child Development, Baltimore, MD.

Workshop Panelist and Guest Speaker - *Teaching for social justice: What we, and our students, are learning*. (2018, March) Workshop presented as part of the Digging Into Diversity Series, CSUF Faculty Development Center.

Graduate Thesis Committee

Member – M.A. Psychology Program, California State University, Fullerton – Danielle Rodgers
Much Ado About Nothing: Assessing Various Methods for Treating “Not Applicable” Responses Using The Nominal Response Model, 2018-19

Member – M.A. Psychology Program, California State University, Fullerton – Dina Naji
Mixture Model Differences in Positive Family Relationships When Dichotomizing Continuous Data, 2018-19

Member – M.A. Psychology Program, California State University, Fullerton – Netasha Pizano:
The Assessment for Binge Eating in Children Developed with Item Response Theory, 2018-19

Member – M.A. Psychology Program, California State University, Fullerton – Patrick Manapat:
Comparing Contemporary Estimation Methods Using the Nominal Response Model, 2016-17

Member – M.A. Psychology Program, California State University, Fullerton – Jonathan Park
A Longitudinal Application of Cross Informant Linking, 2016-17

Undergraduate Thesis Committee

Chair – Undergraduate Honors Program, California State University Fullerton
Jenna Chapton: *The relation between childhood family environment and internalizing symptoms in adolescence*, 2019-20

Member - Undergraduate Psychology Honors Program, Duke University
Hana Hajda, *Looking at the big picture: An analysis of children’s family drawings across culture*, 2018-19

Chair – Undergraduate Psychology Honors Program, University of Southern California
Mary Hakimeh: *What is in the words? A linguistic analysis of couple communication and its effects on marital satisfaction*, 2014-15

Chair - Undergraduate Psychology Honors Program, University of Southern California
Chelsea Massoud: *The parent-child relationship: Examining the interaction between depressive and anxiety symptoms in parents and their behavior towards youth*, 2011-12

Co-Advisor – Undergraduate Psychology Honors Program, University of Southern California
Cyrus Mirza: *Links between Family-of-Origin Aggression, Emotion Regulation, and Romantic Relationship Satisfaction in College-Students*, 2007-08

Co-Advisor – Undergraduate Psychology Honors Program, University of Southern California
Devyn Taylor: *Parent-Child Interactions on “Good” vs “Bad” Days at School: A Daily Diary Study*, 2001-02

Co-Advisor – Undergraduate Psychology Honors Program, University of Southern California
Diana Bennett: *Stress and the body: Can school help? Adolescent cortisol response to a psychosocial stressor*, 2008-09

Faculty Research Advisor

CSUF Independent Research CAS 499
Stephanie Banna, 2018

Undergraduate Research Associates Program (URAP), University of Southern California

Kristene Hossepian, 2013-14

Corey Petit, 2013-14

Vivian Rotenstein, 2013-14

Vivian Eng, 2011-12

Chelsea Massoud, 2011-12

Diana Bennett, 2008-09

Lauren Ford, 2008-09

Rachel Rice, 2008-09

Summer Undergraduate Research Fund (SURF), University of Southern California

Jing Shirley Feng, 2013

Chelsea Massoud, 2011

Erika Schnapps, 2010

Field Experience Faculty Advisor

Directed Field Experience in Psychology (PSYC 391), University of Southern California

Jamie Nguyen, 2014

Sara Bethel, 2013

Mariangela Ruiz-Hernandez, 2012

Clinical Supervisor

Couples and Family Psychotherapy Cases, Clinical Science Doctoral Program, University of Southern California, 2009-2016

UNIVERSITY SERVICE

California State University Fullerton

Academic Senate Diversity and Inclusion Standing Committee (University, 2020-Present)

Faculty Community for Equity Practices (University, 2019-Present)

Diversity, Inclusion & Equity Strategic Plan Advisory Committee for Goal 3, Obj. 1 (University, 2019-20)

CAS Student Association (CASSA) Faculty Advisor (Department, 2019-2021)

CAS Community Advisory Board – Faculty Representative (Department, 2019-Present)

Faculty Judge CSU Student Research Competition (University, 2019)

HHD Teaching and Learning Committee (College, 2019-Present)

HHD Research Committee (College, 2019- Present)

Center for Community Collaboration, Leadership Team (College, 2018-Present)

CAS Student Success Strategic Committee (Department, 2018-2020)

CAS Family and Community Contexts (FCC) Option Revision Committee (Department, 2018-19)

CAS Program Assessment Committee (Department, 2017-Present)

CAS Speaker Series Working Group (Department, 2017-2018)

CAS Adolescent Youth Development (AYD) Major Option Revision/Minor Committee (Dept. 2016-Present)

CAS Community Advisory Board Planning /Alumni-Community Engagement (Dept. 2016-Present)
CAS 325B Course Learning Goals Revision Committee (Department, 2016-Present)
Health and Human Development Scholarship Review Committee (College, 2016-Present)
Outstanding Scholarly and Creative Activities Award Reviewer (University, 2016-Present)
Faculty-Graduate Student Liaison, Department of Psychology, Master of Arts Program (1999-2000)

University of Southern California

Undergraduate Symposium for Scholarly & Creative Work, Social Sciences Judges Panel (2013, 2015)
Leibovitz and Kellerman Funding Review Committee, Clinical Psychology Doctoral Program (2004)
Faculty-Graduate Student Liaison, Clinical Psychology Doctoral Program (2000-01)

PROFESSIONAL & COMMUNITY SERVICE

Ad Hoc Journal Reviewer (alphabetical)

Child Development
Developmental Psychology
Journal of Abnormal Child Psychology
Journal of Child & Family Studies
Journal of Family Issues
Journal of Family Psychology
Journal of Interpersonal Violence
Psychology of Violence

Professional Society Leadership Position

Treasurer, Association for Behavioral and Cognitive Therapies, Couples Special Interest Group
(2020-present)

Professional Conference Proposal Reviewer

Western Psychological Association (2016-17; 2018-19)
Society for Research in Adolescence (2019-20)
Society for Research in Child Development (2020-21)

Professional Society Grant Reviewer

Society for Research in Child Development (2019-20, 2020-21)

Service to the Community

COVID-19 Key Informant Interview: Conditions of Children's Report (July 2020)
Community Forum Co-Chair for Conditions of Children in Orange County (February 2018, March 2020)
Mental Health Working Group - Health Careers Opportunity Program, Allied Health Academy (2018-2019)
Summer Bridge Program Faculty Research Mentor, Health Careers Opportunity Program, Allied Health Academy (June 2018)
Orange County Children's Partnership Steering Committee for the Conditions of Children in Orange County Annual Report (2016-Present)
Program Evaluation for Teen Court and Stopping Hate and Delinquency by Empowering Students (SHADES) Program, in partnership with Los Angeles Teen Court, Los Angeles Superior Court, and LA Unified School District (2013-2016)

PROFESSIONAL MEMBERSHIPS

American Psychological Association
 Division 2: Society for Teaching of Psychology
 Division 43: Society for Couple and Family Psychology
Western Psychological Association
Society for Research in Child Development
Society for Research in Adolescence
Association for Psychological Science
Association for Behavioral and Cognitive Therapies
 Parenting and Families Special Interest Group
 Couples Research and Treatment Special Interest Group
National Center for Faculty Development and Diversity

HONORS & AWARDS

CSUF Junior Intramural Research Award, 2017, 2019
Leibovitz Research and Travel Award, University of Southern California, 2003
Western Psychological Association Student Scholarship for Outstanding Research, 2002
Society for Research in Child Development Student Research and Travel Award, 2001
Outstanding Graduate Student Award, California State University, Fullerton, 2000
Outstanding Psychology Graduate Award, California State University, Fullerton, 2000
Western Psychological Association Multivariate Software Award for Research, 2000
Western Psychological Association Student Scholarship for Outstanding Research, 1999, 2000
Departmental Associations Council Research and Travel Award, Cal State Univ, Fullerton, 1999, 2000
University Conference Research and Travel Award, California State University, Fullerton, 1999
Alpha Iota Delta-Honorary in the Decision Sciences, 1999
Psi Chi Honor Society, 1995
Alpha Epsilon Delta, Preprofessional Honor Society, 1995
University of Notre Dame Summer Service Project Scholarship, 1995
Dean's Honor List, University of Notre Dame, 1994-1997

Professional Licenses

Licensed Clinical Psychologist – CA PSY 29027

RESUME

CURRICULUM VITAE

Diana Robles Nichols, M.A.

BUSINESS ADDRESS: California State University, Fullerton
Child and Adolescent Studies Department-EC-556
P.O. Box 6868
Fullerton, CA. 92834-6868 (657) 278-8458
E-mail: drobles@fullerton.edu

EDUCATION:

California State University, Los Angeles 1981-1985
Los Angeles, CA.
B.A. in Health and Safety Studies

California State University, Los Angeles 1986-1988
Los Angeles, CA.
M.A. in Health Science
Certificate in Alcohol and Substance Abuse Counseling

Chicago School of Professional Psychology 1993-1996
(formally California Graduate Institute)
Orange, CA.
M.A. in Counseling
MFCT Trainee #32716-1500 Pre-degree hours
Certificate in the Treatment of Victims and Perpetrators of Violent Crimes

CAREER:

California State University, Fullerton
Department of Child and Adolescent Studies
P.O. Box 6868
Fullerton, CA. 92834-6868

Title: Full-time Lecturer/Fieldwork Coordinator-Child and Adolescent Studies Department

Dates: Fall 2002 to Present

Duties: Full-time Lecturer for the Child and Adolescent Studies (CAS) Department in the College of Health and Human Development, CAS Fieldwork Advisor. Assignments include lecture and on-line courses. Provide Fieldwork Coordination for student internship placements and course registration. Locate and register suitable internship sites for students.

Course Assignments: CAS 325A (Birth to age 2 years), CAS 340 (Parenting in the 21st C), CAS 394/L (Practicum Seminar), CAS 365 (Adolescent Pregnancy and Parenting), CAS 312

(Life Span), CAS 315 (Child Development), Short-term study abroad Practicum, Traveled with students to Costa Rica 2016, 2018 and 2019 and Thailand 2015.

Title: Full-time Lecturer/Academic and Fieldwork Advisor-Child and Adolescent Studies Department

Dates: SU2013 to SU20 (began as Part-time Lecturer Fall 2002)

Duties: Academic Advisor for the Child and Adolescent Studies (CAS) Department in the College of Health and Human Development. Conduct major overviews for new and transferring students. Individual advisement appointments with CHAD students to develop academic plans. Conduct summer New Student Orientations and Transfer Student Orientations for incoming university students. Process graduation department reviews, deferrals, TDA exceptions and the development of "Live Grad Checks", as well as on-line resources, individual academic advisement. Fieldwork Advisor for the CAS Department providing Fieldwork Information Sessions, placements for students in the introductory and advanced practicums, assist sites with the Center for Internships and Community Engagement (CICE) registration, and support faculty teaching practicum courses.

Title: Lecturer-Human Services Department

Dates: Fall 2002 to Fall 2007

Duties: Part-time Lecturer for the Human Services Department in the College of Health and Human Development. Course Assignments: HUSR 430 (Child Abuse) and HUSR 380 (Counseling Theory and Techniques).

Chapman University, Orange

Title: Adjunct Faculty-Sociology Department

Dates: W20 (December 2019) to present

Duties: Adjunct faculty teaching in the Department of Sociology, Wilkinson College of Arts, Humanities, and Social Sciences, Social Work emphasis. Course Assignments: SOC393-Child Abuse

Coastline Community College District

Orange Coast Community College and Golden West Community College
2701 Fairview Rd. 15744 Goldenwest Street
Costa Mesa, CA. 92628 Huntington Beach, CA. 92647

Title: Adjunct Faculty

Dates: Spring 2002 to present

Duties: Course lecturer for Early Childhood Education in the Department of Consumer and Health Sciences (OCC) and Business and Social Sciences (GWC) (both lecture and on-line courses). Course Assignments: PSYC G118 (Life Span), EC A263 (Child Abuse Identification) and PSYC 7 (Child Development).

South Orange County Community College District

Irvine Valley Community College and Saddleback Community College
5500 Irvine Valley Center Drive 28000 Marguerite Pkwy
Irvine, CA. 92618 Mission Viejo, CA. 92692

Title: Adjunct Faculty

Dates: Fall 2001 to present

Duties: Course lecturer for Human Development/Early Childhood Education Department, Business and Social Sciences/Behavioral Division (lecture and on-line classes). Course Assignments: HD 231 (Child Abuse Identification/Referral), HD150 (Health, Safety, and Nutrition), HD 15 (Socialization of the Child), HD 7 (Child Growth and Development).

Health Care Agency (Maternal, Child, and Adolescent, Health)

CAL-LEARN Program/Adolescent Family Life Program (AFLP)

P.O. Box 70017

Anaheim, CA. 92825-0017

Dates: May 1994 to August 2007

Title: Program Supervisor II

Duties: Supervision of 9 Senior Social Workers, 4 Support Staff, 2 Account Assistants and various interns/volunteers. Social Workers case manage approximately 300 adolescent pregnant/parenting teens who are welfare eligible and are high risk for repeat pregnancies.

California State University, Los Angeles

5151 State University Drive

Los Angeles, CA. 90032

Dates: January 2, 2001-2002

Title: Adjunct Faculty

Duties: Course lecturer for the Communication Disorders Department, College of Health and Human Services. Course Assignment: Interviewing Perpetrators and Victims of Crime

Orange County Children and Family Services/Child Protective Services

Child Abuse Services Team (CAST)

401 The City Drive So., 2nd Floor

Orange, CA. 92613

Dates: August 24, 1990 to May 12, 1995

Title: Sr. Social Worker-Child Interview Specialist

Duties: Child Protective Services in child abuse and neglect, multidisciplinary team assessment of child victims of sexual abuse, forensic interviewing of victims of sexual abuse, crisis intervention and court evaluations. Interviewed over 1100 child victims. Community presentations regarding CAST and child abuse identification. Conducted parenting education classes for court mandated clients (both in English and Spanish).

California Graduate Institute

MFCC Intern

1122 E. Lincoln Ave.

Orange, CA. 92665

Dates: February 1994-June 1995

Title: MFC Therapist Trainee #32716 (Supervised by Dr. R. Goltra, PhD., MFCC)

Duties: Conducted therapy sessions at the on-campus clinic. I advertised for clients, billed insurance's, and scheduled sessions. I provided individual/family, couples and group therapy. I saw approximately 10 clients per week and I co-led two groups every other week. I provided bilingual (Spanish/English) therapy sessions.

Los Angeles County Department of Children's Services/Child Protective Services

564 South Mateo St.

Los Angeles, CA. 90013

Dates: June 6, 1986 to July 16, 1990

Title: Children's Social Worker III

Duties: Child protective services for child abuse and neglect investigations. Emergency Response, Family Maintenance/Reunification, Permanent Placement programs. Initiated court petition requests and investigated child abuse reports, referred families for counseling

and parenting classes (both in English and Spanish). Acting Supervisor for six Children's Social Workers and provided staff training, etc.

California Hispanic Commission on Alcohol and Drug Abuse

Alcohol Services Improvement Program (ASIP)

5838 E. Beverly Blvd.

Los Angeles, CA. 90022

Dates: March 1984 to April 1986

Title: Project Director

Duties: Administration/management of program and employees. Assisted in preparing RFP's (request for proposal), contract implementation/development of a budget, solicitation of revenues, and fundraising. In-service training/supervision and evaluation of three employees and numerous volunteers.

Title: Senior Prevention Specialist

Duties: Drug/alcohol prevention program for minors from high-risk areas, community outreach/referrals, program survey and data collection, counseling and parent education.

La Puente Valley Adult School-Rowland Unified School

Driving Under the Influence Program (DUI)

15359 E. Proctor Ave.

La Puente, CA. 91744

Dates: April 1984 to January 1986

Title: DUI Counselor/Group Facilitator/Instructor

Duties: Intake/orientation of DUI (first time/multiple offender) programs. Individual counseling, group facilitation of DUI offenders and family counseling. Supervise/document clients progress/failure for court. Administered blood alcohol concentration (BAC) tests. Formulated an education module in Spanish. Obtained a Single Subject Credential.

SPECIALIZED SKILLS:

Forensic interviewer of child victims of violent crimes.

CAST Adolescent Treatment Group Facilitator-1991-1992

Certified Educator of Infant Massage (CEIM)-2019

ACEs Qualified Educator (Adverse Childhood Experiences-Trauma Informed)-2019

Experience in court testifying (Criminal and Juvenile Court)

Co-wrote booklet with Dr. Claudia Pineda and Melanie Ascencio-*Teen Success*

Stories based on Developmental Assets from the Search Institute

Bilingual/bicultural-Spanish (Speak/write)

PROFESSIONAL MEMBERSHIP/BOARDS:

California Professional Society in the Prevention of Child Abuse (CAPSAC)

California Faculty Association

National Education Association

IMUSA-Infant Massage USA Member

Board member-community based non-profits agencies:

-Frsters Adolescent Parent Support Program

-IMUSA (Infant Massage USA)

-Concierge Giving-Treasurer

References available upon request.

AMIRAH SAAFIR, PH.D.

asaafir@fullerton.edu • (216) 470-6589

Professional Appointments

California State University, Fullerton

August 2021—present

Assistant Professor

Child and Adolescent Studies

Education

University of California - Los Angeles (UCLA)

Ph.D.: Education

September 2020

Howard University

BS: Psychology

2012

Research Experience

Graduate Researcher

UCLA Graduate School of Education & Information Studies

2013 to 2020

- Explored the impact of school ethnic context on school adjustment outcomes for 6-12th grade public and private school students from diverse backgrounds with an emphasis on students from marginalized backgrounds.
- Mined data from the California Department of Education to understand school ethnic and socioeconomic contextual factors and merged with data on related psychosocial and academic adjustment variables.
- Cleaned and pruned data from 26 middle schools and 200+ high schools with 6000+ students and 7 time points
- Performed longitudinal data analysis on the impact of school contextual factors on adolescent socioemotional well-being.
- Performed data analysis techniques including t-tests, correlations, linear regression, univariate and multivariate analysis of variance (ANOVA), and multivariate latent growth analysis.
- Wrote syntax for variable computation, coding, merging, and analyses using SPSS, SAS, M Plus & Stata
- Drafted doctoral dissertation, which examines racial identity as a source of resilience for Black students with a particular emphasis on the impact of changes in school ethnic context over time on racial identity development.
- Co-authoring 2 peer reviewed articles on educational disparities in 6-12th grade.
- Presented at 10+ local and national conferences including American Education Research Association.

Graduate Researcher

2015 to 2016

UCLA, Peer Relations Project – Los Angeles, CA

- Managed and cleaned data set of 1,000+ students
- Lead data collection for small-scale study at 3 Southern California middle schools surveying 6th, 7th, and 8th grade students on their attitudes and understandings of race, gender, and sexual orientation
- Supervised and trained a team of research assistants on tasks such as data collection and entry
- Attended regular check in meetings with the principle investigator and other project leaders
- Advised undergraduates on other research related topics such as conducting literature reviews, developing research questions, and writing research proposals

Graduate Researcher

University of Pittsburgh Applied Developmental Psychology

2012 to 2013

- Conducted a mixed methods research study on the factors influencing parent childcare selection
- Transcribed and coded 25+ parent interviews
- Calculated inter rater reliability scores for transcript coding team
- Used NVIVO qualitative analysis software to identify key themes
- Cleaned and analyzed 100+ variable data set
- Performed factor analysis on 20+ item scale
- Presented mixed methods findings at 2013 Society for Research on Child Development Bi-Annual Meeting

Teaching and Mentorship

Course Instructor

2019 to 2020

California State University, Northridge (CSUN)

- Served as faculty instructor for a 16 week, 35 student on Race, Ethnicity, Gender, and Privilege in Educational Contexts.
- Developed multimedia lesson plans geared toward helping students unpack societal structures that impact student educational experiences and development
- Provided regular feedback student writing and presentations.
- 90% of students finished the course feeling confident in their ability to analyze and evaluate course theories and use them to critique real world situations.

Research Methods Workshop Instructor

2014 to 2016

Summer Training For Excellence In Education Research – Los Angeles, CA

- Developed and taught 8-week education research curriculum for HBCU undergraduates.
- Scaffolded student through the process of developing research questions, determining appropriate research methods, collecting and analyzing data, and interpreting and presenting findings.
- Supported students in successfully submitting abstracts to national conferences.

Workshop Instructor

2014 to 2016

Graduate-Undergraduate Mentorship Program—Los Angeles, CA

- Designed and taught 8-week workshop curriculum on applying to graduate school.
- Provided support and advice around the graduate school experience and application process; more than half of students went on to top graduate programs.
- Facilitated relationships among students and faculty mentors.

Work Experience Related to Applied Social Science Research

Program Director

2017 to 2020

Bruin Excellence & Student Transformation Grant Program—Los Angeles, CA

- Lead diverse, cross-functional team of mentors, organizers, and researchers in coordinating support for student activist leaders of color organizing around social justice issues impacting education including racial and gender discrimination, housing insecurity, and mass incarceration.

- Assisted in managing \$300,000+ program budget
- Awarded \$50,000 Spencer Foundation small research grant.
- Developed research reports and presentations for program stakeholders including, funding agencies, academic administrators, students, and community members.
- Used a data driven approach to develop programmatic features and leadership development curriculum that responds to the needs of student of color activists.
- Conducted program evaluation research including developing quantitative survey and qualitative interview protocol, conducting 30+ interviews and focus groups, and tracking the longitudinal growth of student leadership skills.
- Drafted a peer reviewed manuscripts exploring the experiences of student of color activists and the impact of social justice focused mentorship and leadership training.

School Records Project Manager

2013 to 2020

Middle and High School Diversity Project—Los Angeles, CA

- Coordinated collection, cleaning, and coding of student record data for a large scale study.
- Developed research partnerships with school administrators across Northern and Southern California and obtained school records data for 6,000 students across 26 middle schools and 200+ high schools.
- Mined data from the California Department of Education to understand ethnic and socioeconomic trends in schools and classrooms and merged to analyze with student records data from schools.
- Translated and disseminated research findings through newsletters for schools, synthesizing findings with education policy and reform literature.
- Communicated regularly with principle investigators and provided regular written reports and technical memoranda.
- Trained and supervised a diverse team of undergraduate and graduate students on data management tasks including data entry, coding, and cleaning.

Program Coordinator

2015 to 2017

Graduate-Undergraduate Mentorship Program – Los Angeles, CA

- Lead a diverse team of graduate and undergraduate students of color in developing resources and programming geared toward making graduate school more accessible for underrepresented students.
- Secured yearly program funding through grants and campus partnerships.
- Developed program evaluation surveys and analyzed and disseminated findings through research reports for program stakeholders and conference presentations.
- Developed relationships with campus partners and implemented long term strategic planning that led to achievement of program institutionalization.

Selected Recent Publications

Chen, X., **Saafir, A.**, & Graham, S. (2020) Ethnicity, Peers, and Academic Achievement: Who Wants to be Friends with the Smart Kids? *Journal of Youth and Adolescence*. 1-13.

Saafir, A., & Graham, S. (in progress) Representation Matters: Perceptions of Change in Ethnic Representation and Racial Identity Development for Black Adolescents at the Transition to Highschool.

Selected Recent Presentations

Saafir, A., Graham, S., & Juvonen, J. (presented August 2020) Understanding the Role of Friends in Shaping Black Student's Perceptions of School Ethnic/Racial Context and Racial Identity. Paper presented at UCLA Annual Adolescent Consortium.

Saafir, A. & Graham, S. (accepted April 2020). Ethnic Identity Development for Black Adolescents Across the School Transition. Paper accepted to be presented at American Education Research Association Annual Meeting.

Saafir, A. & Graham, S. (presented March 2019). What Does it Mean to Be Black?: Ethnic Exploration, Racial Discrimination, & Perceptions of School Climate. Poster presented at Society for Research in Child Development Bi-Annual Meeting.

Graham, S. & **Saafir, A.** (presented April 2018) Social Identity Complexity as a Buffer of the Effects of Racial Discrimination on Multiethnic Middle School Students. Poster presented at the Society for Research on Adolescents Bi-Annual Meeting.

Saafir, A., Levy, H., & Graham, S. (presented April 2017). Ethnic Identity in Context. Paper presented at the American Education Research Association Annual Meeting.

Saafir, A. & Graham, S. (presented April 2016). The Color of Friendship: The Impact of Ethnic Identity on the Ethnic Composition of Adolescent Friend Groups. American Education Research Association Annual Meeting.

Saafir, A., Sandra Graham (March 2015). I'm Proud of Who I Am: Ethnic Pride as a Buffer Against the Impact of Low SES on Academic Achievement. Society for Research in Child Development Bi-Annual Meeting.

Selected Honors and Awards

UC-HBCU Fellow	2013-2017
Graduate Summer Research Mentorship Fellowship	2015
University of Pittsburgh Hot Metal Bridge Post-Baccalaureate Fellow	2013
NIMH Career Opportunities in Research Fellow (COR)	2012

Skills

- SPSS, SAS, Stata, MPlus, NVIVO, MAXQDA, & Qualtrics
- Large-scale and longitudinal data analysis
- Teaching and Mentorship
- Grant Writing

Sharon Seidman, Ph.D.

Email: sseidman@fullerton.edu

Cell: 714-883-4573

Office: 657-278-2930

Child & Adolescent Studies, California State University, Fullerton
800 N. State College Boulevard, EC 528, Fullerton, CA 92834

Education

Doctor of Philosophy, Developmental Psychology (1995),
University of California, Los Angeles, California
Dissertation: The Effect of Tasks and Beliefs on Mothers' Teaching with Young Children

Master of Arts, Developmental Psychology (1990)
University of California, Los Angeles, California
Thesis: Emotional Responses to Success and Failure During the Preschool Years

Bachelor of Arts, Psychology (magna cum laude) (1987)
Pomona College, Claremont, California
Honors Thesis: The Impact of Causal Beliefs on Student Effort and Achievement

Current Position

Associate Professor, Child & Adolescent Studies August, 1996 - Present
California State University, Fullerton

Current roles include:

- Early Childhood Course Coordinator
- Instructional Faculty
- Academic Advisor

College Teaching Experience

Lecturer, Developmental Psychology January, 1996 - June, 1996
University of California, Los Angeles

Teaching Fellow, Developmental Psychology September, 1989 - December, 1995
University of California, Los Angeles

Courses Taught and Developed at CSU Fullerton:

CAS 100: Foundations for Success in Child and Adolescent Studies

CAS 140/L: Introduction to Early Childhood Practicum

CAS 141/L: Intermediate Practicum in Early Childhood

CAS 210: Foundations for Success in Child and Adolescent Studies

CAS 215: Assessment in Early Childhood

CAS 300: Elements of Effective Professional Communication in Child Development

CAS 301: Inquiry and Methodology in Child and Adolescent Development

CAS 305: Advanced Assessment in Early Childhood

CAS 321: Infant/Toddler Development

CAS 322: Preschool Development

CAS 325A: Conception through Age 8

CAS 346: Advanced Study in Preschool Development

CAS 353: Learning and Motivation in Early Childhood

CAS 394/L: Practicum in Child Development

CAS 454/L: Advanced Practicum in Transitional Early Childhood Education

CAS 464/L: Advanced Practicum in Early Care and Education

CAS 490T: Topical Senior Seminar in Child Development: Cognition and Motivation

CAS 491: Leadership Seminar in Early Childhood

Selected Community Committees

Lead of the Orange County Department of Education Quality Start Community of Practice for the Early Childhood Higher Education Community, 2018-Present

Co-Lead, CA EC Bacacs, a CSU-based support group for baccalaureate faculty in early childhood/child development, 2020-Present

Member of the Faculty Discipline Review Group (FDRG) for Early Childhood/Child Development for the Community College Chancellor's Course Identification Number System (C-ID), 2014-Present

Member of Los Angeles Partners in Education, Articulation, and Coordination through Higher Education (PEACH), 2014-Present

Member of the Advisory Committee for Quality Start OC, 2015-Present

ECE Consultant, Children and Family Futures, 2006-Present

Selected Department and Campus Service

Faculty Fellow for Accessibility Support, Faculty Development Center (AY 2021-2022)

Member of the CSUF GI2025 Academic Advising and Success Pathways Working Group (AY 2021-2022)

Member of the HHD Cultural Climate Committee, 2019-Present.

Member of the Health and Human Development Student Success Team, 2017-Present

Member of the CAS Department Student Petition Review Panel, 2016-Present

Member of the CSUF Faculty Development Center Advisory Board, 2015-2019

Member of the CSUF Information Technology Committee, 2015-2017

Selected Past Evaluation, Training, and Technical Assistance Projects & Grants

Member of the Executive Advisory Committee of the California Early Care and Education Course Alignment Project (ECE CAP), 2010-2017

Co-Lead, *California Competencies Integration Project* for the Child Development Training Consortium, 2010-2013

Evaluator, *Early Intervention for School Success* for the Orange County Department of Education, 2004-2013.

Consultant, Early Care & Education Stipend Project, Ventura First Five Commission, 2008-2012

Co-Chair of the Assist, Motivate, and Insure that Successful Teachers Achieve Degrees (AMISTAD) Federal HSS grant for Higher Education to Santa Ana College and California State University, Fullerton, 2005-2010

Steering Committee of the Baccalaureate Pathways in Early Care and Education (BPECE) Grant from the Packard Foundation to identify core curriculum for Child Development programs, 2006-2010

Selected Presentations

Saur, B., Seidman, S. & King, K. (2019, August). *Mentoring and Supporting Tomorrow's Teachers*. Presented at Bringing Education Systems Together to Strengthen California's Teacher Workforce, California Community College Teacher Preparation Programs, Sacramento, CA.

Seidman, S. & Hurlbut, N. (2014-2019). *Utilizing Data from the ECE Competencies Mapping Tool*. Series of workshops for the Los Angeles Early Childhood Workforce Consortium, Los Angeles, CA.

Seidman, S. & DeLapp, J. (2013, June). *Conceptualizing Early Educator Competence: Quantifying, Reporting & Using Program Outcomes*. Presented at the National Association for the Education of Young Children (NAEYC) Professional Development Institute, San Francisco, CA.

DeLapp, J. & Seidman, S. (2012, June). *Using Early Childhood Educator Competencies to Improve Professional Development: Strategies Learned from the California Competencies Integration Project*. Presented at the National Association for the Education of Young Children (NAEYC) Professional Development Institute, Indianapolis, IN.

Seidman, S. (2012, April). *Directors' Workshop: California's Early Childhood Educator Competencies*. Ventura County Office of Education.

Seidman, S. (2010, April). *Logically, How Can You Get There? Using Logic Models to Improve Motivation and Effectiveness in ECE*. Presentation at the Annual Conference of the California Association for the Education of Young Children, Long Beach, CA.

Seidman, S. (2008, June). *Thematic Instruction in College Courses: Innovative and Integrated Strategies for Developing Competence*. Presented at the National Association for the Education of Young Children (NAEYC) Professional Development Conference, New Orleans, LA.

Seidman, S. (2006, October). *Innovative Approaches to Advancing High Quality Early Education*. Presentation at the Children's Collaborium biannual meeting, Oakland, CA.

CURRICULUM VITAE
Shu-Chen Jenny Yen, Ph. D

Child and Adolescent Studies
California State University, Fullerton
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Education

Ph.D., major in Early Childhood Development, Department of Human Development and Family Studies, July 1998, University of Missouri-Columbia, Columbia, Missouri.
M.Ed., major in Early Childhood Education, Department of Curriculum and Instruction, 1993, University of Missouri-Columbia, Columbia, Missouri.
B.A., major in Economics, 1990. Tung-Hai University, Taiwan, R. O. C.

Teaching

Aug 20-Present	Professor, Department of Child and Adolescent Studies, California State University, Fullerton, California
Aug 06-Aug 20	Associate Professor, Department of Child and Adolescent Studies, California State University, Fullerton, California
Aug 00- Aug 06	Assistant Professor, Department of Child and Adolescent Studies, California State University, Fullerton, California.
Aug 98- Aug 00	Assistant professor, Department of Early Childhood And Elementary Education, Eastern Illinois University, Charleston, Illinois.
Aug 93-Dec 96	Assistant Instructor in Infant/Toddler classroom, Child Development Laboratory (CDL), University of Missouri-Columbia, Columbia, Missouri.

Working experiences

Aug 93-Dec 96	Assistant Teacher, Infant/Toddler classroom, Child Development Laboratory (CDL), University of Missouri-Columbia, Columbia, Missouri. CDL was rated by <i>Child Magazine</i> as a top-ten child care center in the United States in 1992. CDL also was rated by <i>Project Construct</i> as a Constructivist demonstration school.
Aug 94-Jun 95	Assistant Teacher, Sacred Heart Preschool (SHP), Columbia, Missouri. SHP is a Montessori based preschool.
Jun 90-Jan 91	Head Teacher, Dr. Rabbit's Child Care Center, Taiwan, R.O.C.
Jun 89-Jun 90	Elementary school substitute teacher, Chung-Shau Elementary School, Tai-Chung, Taiwan, R. O. C.

Training and Certification

- December 1995 Montessori Teacher Certification for 3- to 6-year-old children, American Montessori Society.
- Jun 93-Aug 93 Montessori teacher training program for 3- to 6-year-old children. Montessori Education Center Associated (MECA), Chicago, Illinois.

Research

Publications

- Yen, S. C., & Carrick, N. (2021). Sticking together: The impact of a collaborative intensive service-learning program on college students' academic outcomes. *Journal of Service-Learning in Higher Education, 12(1)*.
- Yen, S. C., & Lee, A. Y. (2019). Jumpstart program efficacy: The impact of early childhood education advancement initiatives on low-income preschool children's literacy, agency, and social relations. *Cogent Education, 6(1)*.
doi: 10.1080/2331186X.2019.1592063
- Yen, S. C., & Lo, Y., Lee, A., & Enriquez, J. (2018). Learning online, offline, and in-between: Comparing student academic outcomes and course satisfaction in face-to-face, online, and blended teaching modalities. *Education and Technology, 1-13*. doi: 10.1007/s10639-018-9707-5
- Yen, S. C., Lee, Y. A., & Wang, S. (2018). *After the Hurricane-Can we fix it? Yes, we can!* A children's story book published in both English and Spanish.
- Lo, Y., & Yen, S. C., & Duh, S. (2017). Using learning communities to support Cantonese/Mandarin family child care providers in a professional development intervention program. *Journal of Education and Learning, 6(4), 127-136*.
- Yen, S. C. (February, 2017). Every student succeeds! *Affiliate Connections*, National Association for the Education of Young Children.
- Yen, S. C. (Summer/Fall 2016). Seven emergent leaders' first public policy experience at U.S. Capitol, *Connections*, California Association for the Education of Young Children (CAEYC), 18-19.
- Yen, S. C., Yen, S. N., & Chen, Y. J. (2016). *After Super Typhoon Yolanda*. A children's story book published in both English and Tagalog.
- Yen, S. C. (Summer, 2014) "Would this happen to me? " Helping children with their emotional needs after a disaster. *Connections*, California Association for the Education of Young Children (CAEYC).
- Yen, S. C., Baba, S., & Junn, E. (2010). Aiding young children in Taiwan's Typhoon disaster: How an NAEYC Interest Forum takes action, *Young Children, 65(5), 62-64*
- Knutson Miller, K., & Yen, S. (Winter, 2005). Group differences in academic achievement: Service-learning in a child psychology course. *Teaching of Psychology, 32(1), 56-58*.
- Yen, S. C., & Chen, S. C. (December, 2005). *The Relations between Children's Temperament and Behavioral Adjustment in Early Childhood Programs*. *NTTU Educational Research Journal, 16 (2)*.
- Knutson Miller, K., Yen, S., & Merino, N. (2002). Service-Learning and academic achievement in an undergraduate child development course: Findings, challenges,

- and recommendations. In A. Furco & S. Billig (Eds.), *Service-Learning Through a Multidisciplinary Lens* (pp. 199-213). Greenwich, CT: Information Age Publishing.
- Yen, S. C. (2001). What Happened Today? A Book for Young Children about the Attack on America. Available on the World Wide Web: <http://hdcs.fullerton.edu>.
- Yen, S. C. (2000, Winter). Web Makes Montessori Album Accessible to All. *Public School Montessorian*, 12(2), 10.
- Yen, S. C., & Ispa, J. M. (2000). Children's Temperament and Behavior in Montessori and Constructivist Early Childhood Programs, *Early Education and Development*, 11(2), 171-186.
- Yen, S. C. (1999). A Comparison of Children's Behavior in Montessori and Constructivist Preschools. *THE OPEN FORUM*, 3(4), 16-17.

Presentations (*Notes student)

- Duh, S., Lo, Y., Yen, S. C., & Gutierrez, M. (2021). Promoting low-income children's STEM knowledge and skills through a community intervention program. Poster presented at the International Congress Psychology 2020, July 18-23, 2021 (online format).
- Yen, S. C., & Carrick, N. (2020). Sticking together: The impact of a collaborative intensive service-learning program on college students' academic outcomes. Paper accepted for presentation at the CSU Symposium on Teaching and Learning, September 25-26, Fullerton, CA.
- Yen, S. C., & Carrick, N. (2020). Effect of Jumpstart program on college students' academic success. Paper accepted for presentation at the 2020 American Educational Research Association Annual Conference, April 17-21, San Francisco, CA.
- Yen, S. C., Baba, S., Chen, S. F., Lee, S., & Lo, Y. (2019). Early career and education in China, Taiwan, and the United States. Workshop presentation got accepted to present at the National Association for the Education of Young Children (NAEYC) Conference, Nashville, TN, November 20-23, 2019.
- Chen, J. Q., Luo, N., & Yen, S. C. (2019). Intercultural exchange: Chinese and American colleagues explore American early childhood education. Workshop presentation got accepted to present at the National Association for the Education of Young Children (NAEYC) Conference, Nashville, TN, November 20-23, 2019.
- Guerrero, J*, Yen, S. C., Lo, Y., & Duh, C. J. (2019). The effect of parental STEM intervention workshop on Head Start Children's STEM learning. Poster presentation at the Western Psychological Association Convention (WPA), Pasadena, CA., April 26-29, 2019.
- Yen, S. C., Yen, S. L., Chang, S. C. (2019). Coaching parents on using children's storybooks to caring and educating iKids. Workshop presentation at the California Association for the Education of Young Children (CAAEYC) Conference, Santa Clara, CA, April 11-13, 2019.
- Baba, S., & Yen, S. C. (2019). NAEYC Asian Interest Forum wants you! Workshop presentation at the California Association for the Education of Young Children (CAAEYC), Santa Clara, CA, April 11-13, 2019.
- Serpas, M*, Wang, Q, B*, Lo, Y., Duh, S. C., & Yen, S. C. (2019). Head Start teachers' beliefs, perceptions, and practices in STEM curriculum. Poster presented at the biennial conference of the Society for Research on Child Development, March 21-23, Baltimore, MA.
- Zada, J*, Raya, B*, Guerrero, J*, & Yen, S. C. (2018). The effect of Parental STEM intervention workshop on Head Start Children's STEM learning. Poster presentation

at the Southern California Conferences for Undergraduate Research Conference (SCCUR), Fullerton, CA.

- Daga, E., Ramsey, K., Bowers, L., & Yen, S. C. (2018). New faces at the table: Stories from Affiliate leaders. Invited panel discussion at the National Association for the Education of Young Children (NAEYC), Professional Learning Institute, June 8-12, Austin, TX.
- Yen, S. C. (2018). After the hurricanes-Using social story to support children. Workshop presentation at the California Association for the Education of Young Children (CAEYC) annual conference, Pasadena, CA, April 19-21. Workshop was presented in both Chinese and English.
- Yen, S. C., Baba, S., Wu, C., & Lee, A. (2017). Parent-child relationships and cultural dissonance in Chinese immigrant families. Workshop presented at the National Association for the Education of Young Children (NAEYC) Annual Conference, Atlantic, GA, November 15-18, 2017.
- Yen, S. C. (2017). Asian American and Pacific Islander Children's Development and Mental Health. Workshop presentation at the California Association for the Education of Young Children (CAEYC) annual conference, March 23-25, 2017, Long Beach, CA.
- Lo, Y., & Yen, S. C. (2016). An evaluation of project vista: Higher education academy that supports Cantonese/Mandarin-speaking child family care providers. Paper presented at the 31th International Congress of Psychology, Yokohama, Japan, July 24-29, 2016.
- Lo, Y., & Yen, S. C. (2016). High-impact teaching and student success: An evaluation of bilingual family child care higher education academy. Paper presented at the CSU Teaching Symposium, San Jose, CA.
- Yen, S. C., Herbst, K., Vazquez, A.,* Cordoba, C.,* Park, J.,* Ly, A.* (2016). Jumpstart program and its impact on low-income preschool children's language, literacy, and social development. Poster presented at the Poster on the Hill Conference, Washington, DC.
- Yen, S. C., Herbst, K., Jaffry, S.,* Mena, V.,* Perez, L.* (2016). The impact of Jumpstart program on college students' civic engagement, understanding of developmentally appropriate ECE practices, and leadership/professional development. Poster presented at the Western Psychological Association Convention, Long Beach, CA.
- Yen, S. C., Herbst, K., Vazquez, A.,* Cordoba, C.,* Park, J.,* Ly, A.* (2016). Jumpstart program and its impact on low-income preschool children's language, literacy, and social development. Poster presented at the 2016 Western Psychological Association Convention, Long Beach, CA.
- Yen, S. C., Taylor, J., Dzou, C.,* Kelly, K.,* & Lee, J.* (2015). High-impact practices, student success, and at-risk children's school readiness. Poster presented at the 2015 Western Psychological Association Convention, Las Vegas, NV.
- Yen, S. C., Chiu, A.,* Parra, L.,* Martinez, R.,* & Mustafa, J.* (2015). The effectiveness of E-tutors in an undergraduate child development online course. Poster presented at the 2015 Western Psychological Association Convention, Las Vegas, NV.
- Yen, S. C., Enriquez, J.,* Dao, K.,* & Fox, S.* (2015). Teaching and learning semi-naked in an undergraduate infant/toddler course with three modalities: Face-to-face, online, and hybrid. Poster presented at the 2015 Western Psychological Association Convention, Las Vegas, NV.
- Lin, W. H.,* Yen, S. C., Lee, A. Y.,* & Fang, C.* (July, 2014). The impact of culture on Chinese and American children's emotion recognition and expression of negative emotions. Paper presented at the 28th International Congress Applied Psychology Conference (ICAP), Paris, France.
- Yen, S. C. (April, 2014). From Bronfenbrenner to Miley Cyrus: E-tutors aiding undergraduate students' understanding on child development theories. Poster presented at the 2014 Western Psychological Association Convention, Portland, OR.

- Yen, S. C. (March, 2014). High-impact practices and student success: Lessons learned from the Fullerton Jumpstart Model. Paper got accepted for presentation at the 17th Annual Symposium on University Teaching, San Marcos, CA.
- Liao, S., & Yen, S. C. (April, 2014). School age children's social development and emotion regulation. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, April 3-5, 2014.
- Yen, S. N., & Yen, S. C. (April, 2014). How to Use Children's Storybooks to Promote Preschoolers' Emotion Recognitions and Regulation. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, April 3-5, 2014
- Yen, S. C. (May, 2013). Temperament and development. Invited workshop presentation at the Clever Endeavour Preschool, Orange, CA.
- Yen, S. C. (April, 2013). Self-control and young children. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, April 25-28, 2013.
- Yen, S. C., Lin, W. H.,* Feng, C.,* & Lee, A.* (2013). The impact of culture on Chinese children's social development, emotional regulation, and expression of temperament. Poster presented at the 2013 Western Psychological Association Convention, Reno, CA.
- Yen, S. C., Lin, W. H.,* Feng, C.,* & Lee, A.* (2013). Temperament, culture, and Chinese children's social development and emotion regulation. Poster presented at the 19th Occasional Temperament Conference, Salt Lake City, UT.
- Lin, W. H.,* Yen, S. C., Feng, C.,* & Lee, A.* (2012). The impact of culture on Chinese children's social development, emotional regulation, and expression of temperament. Poster presented at the Southern California Conferences for Undergraduate Students, Channel Islands, CA.
- Yen, S. (2012 , March). Asian American and Pacific Islander children's development and mental health. Workshop presentation at CAEYC Conference, San Diego, CA.
- Yen, S. C. (March, 2011). Self-control and Young Children. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, March 25-28, 2011.
- Yen, S. C. (November, 2011). Why Harry Potter Got a Lamborghini and Hermione Got a Prius. The CSU Chancellor's Office AAPI Initiative "Journey to Success" Outreach Event, Fullerton, Nov. 5th, 2011.
- Yen, S. C., Boutakidis, I., & Smith, B.*(2010) "Goodness of Fit" in Preschool: Children's Temperament and Behavioral Adjustment in Three Early Childhood Programs. Poster presentation for the 18th Occasional Temperament Conference, October 8-10, 2010, Brunswick, MN.
- Yen, S. C. (April, 2010). Social story and its implication in early childhood classrooms. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, April 7-9, 2010.
- Yen, S. C., & Franke, R.* (2008). Service-learning and pre-service teachers' competencies in early care and education. Paper presentation for the 3rd CSU Annual Conference on Community Based Teaching and Research: From Local to Global Perspectives, March 7-8, 2008.
- Yen, S. C. (March, 2007). Temperament and Development. Workshop presentation for the California Association for the Education of Young Children (CAEYC) Annual Conference, March 8-10, 2007.
- Yen, S. C. (November, 2006). Temperament and children's computer play patters in preschool age children. Paper presentation for the Orange County Association for

- the Education of Young Children (OCAEYC) Annual Conference, November 3-4, 2006, Anaheim, CA.
- Yen, S. C., & Chen, S. F. (2006). *Parental choice on child care centers: Montessori vs. constructivist early childhood programs*. Paper presentation for the Fourth Annual Hawaii International Conference on Education 2006, Honolulu, Hawaii, January 6-9, 2006.
- Yen, S. C., & Nguyen, T.* (2005). Parental choice on child care centers: Montessori vs. constructivist early childhood programs. Paper presentation for the 2005 National Association for the Education of Young Children Conference (NAEYC), Washington, D.C., December 7-10, 2005.
- Yen, S. C. (2005). *Young children's temperament and their behavioural adjustment in Montessori programs*. Paper presentation for Hawaii International Conference on Education, January 4 to 7, 2005, Honolulu, HI.
- Yen, S. C., & Yen, S. N. (2005). *Children's literature and cyberculture*. Paper presentation for Hawaii International Conference on Education, January 4 to 7, 2005, Honolulu, HI.
- Yen, S. C., & Herwe, L. (2004). *How to set up a computer center in early childhood classrooms*. Workshop presentation for the 2004 National Association for the Education of Young Children Conference (NAEYC), Anaheim, California, November 10-13.
- Yen, S. C. (2004). *Temperament and children's adjustment in early childhood programs*. Poster presentation for Hawaii International Conference on Education, January 3 to 6, 2004, Honolulu, HI.
- Yen, S. C., Lee, S. C., & Miller, K. K. (2004). *Undergraduate student personality, technological proficiency, and communication media choice: A comparative study of students in management information systems (MIS) and child and adolescent studies (CAS)*. Paper presentation for Hawaii International Conference on Education, January 3 to 6, 2004, Honolulu, HI.
- Knutson Miller, K., & Yen, S. (2003, November). *Service-learning and academic achievement: Outcomes mediated by service characteristics and reflection prompts*. Paper presented at the Third Annual International Conference on Advances in Service-Learning Research, Salt Lake City, UT.
- Yen, S. C., & Lucie Herwe (2003). *How to set up a computer center in early childhood classrooms*. Workshop presentation for the Orange County Association for the Education of Young Children Technology Conference, Fullerton, California.
- Yen, S. C. (2002, October). *Temperament and Young Children's Behavior Adjustment in Early Childhood Programs*. Poster Presentation for Occasional Temperament Conference 2002, Newport Beach, California.
- Yen, S. C. (2002, November). *Selecting Software: What's Developmentally Appropriate?* Workshop presentation for the Orange County Association for the Education of Young Children 2002 Annual Fall Conference, Fullerton, California.
- Yen, S. C. (2002). *Selecting Software: What's Developmentally Appropriate?* Workshop presentation for the Orange County Association for the Education of Young Children Technology Conference, Fullerton, California.
- Yen, S. C. & Lee, S. (2001). *Undergraduate Students' Communication Media Choice and Their Personality: A Comparative Study for Students in Management Information*

- System and Child and Adolescent Studies*. Paper presented at the America's Conference on Information Systems (AMCIS-2001), Boston, MA.
- Yen, S. C. & Lee, S. (2001). *Undergraduate Students' Communication Media Choice and Their Personality: A Comparative Study for Students in Management Information System and Child and Adolescent Studies*. Poster presentation for the Showcasing CSUF Faculty Research and Creative Activity, Fullerton, California.
- Miller, K., Yen, S. C., & Merino, N. (2001). Service-Learning and Academic Achievement in an *Undergraduate Child Development Course*. Paper presented at 1st Annual International Service-Learning Research Conference 2001, Berkeley, California.
- Miller, K. & Yen, S. C. (2001). *The Integration of Service-Learning Into an Undergraduate Child Psychology Course*. Poster presentation for the Showcasing CSUF Faculty Research and Creative Activity, Fullerton, California.
- Miller, K. & Yen, S. C. (2001). *The Integration of Service-Learning Into an Undergraduate Child Development Course*. Poster presentation for the Annual Meeting of the American Psychological Association, San Francisco, California.
- Yen, S. C. (2000). *The Impact of ECE Website and How to Make One*. Workshop presentation for the Orange County Association for the Education of Young Children Fall Conference, Fullerton, California.
- Yen, S. C. (1999). *Children's Temperament and Their Behavior Adjustment in Montessori and Constructivist Preschools*. Poster presented at 2nd Annual Research Fair, College of Education and Professional Studies, Eastern Illinois University.
- Yen, S.C. (1999, October). *Integrating the Separate Strands of a Program-The Thematic Unit Approach in Early Childhood Classrooms*. Workshop presentation for the 35th Annual East Central/EIU Reading Conference, Eastern Illinois University, Charleston, Illinois.
- Yen, S.C. (1998, October). *How to Integrate Children's Literature into the Early Childhood Curriculum?* Workshop presentation for the 34th Annual East Central/EIU Reading Conference, Eastern Illinois University, Charleston, Illinois.
- Yen, S.C. (1998, March). *Children's Temperament and Their Behavior Adjustment in Constructivist and Montessori Preschool*. Paper presented at the Research and Creative Activities Forum, University of Missouri-Columbia, Columbia, Missouri.

Invited Addresses and Community Outreach Workshops

- Yen, S. C.,** Arambula, A., & Fernandez, V. (September 15, 2021). Offering professional development opportunities in the home languages of the educators. DLL Community of practice Strand 1 Meeting 3. First 5 California Dual Language Learners Pilot.
- Yen, S. C.** (October 1st, 2021). How to create a social story to help young children dealing with anxiety. Workshop presentation invited by the Bay Area Early Childhood Educators Association.
- Baba, S., **Yen, S. C.,** & Young, K. (July 1, 2021). Changing the game for young Asian children. CAYL Catalyst webinar series. Panel discussion invited by the CAYL Institute.

Calderon, F., Curenton, S., Gilliam, W., & Yen, S. C. (April 26, 2021). Charting a path forward for preschoolers: Restoring learning opportunities beyond COVID-19. Panel discussion invited by the Jumpstart Children First.

Mentorship

Mentored Student Conference Presentation

- Society for Research on Child Development (SRCD), 2019.
- Poster on the Hill Conference, Washington, DC, 2016
- CSUF Student Research Competition: 2013, 2014, 2016
- Western Psychological Association Convention: 2012, 2013, 2014, 2015, 2016, 2019
- Southern California Conferences for Undergraduate Research (SCCUR): 2013, 2014, 2015, 2016, 2018
- The 28th International Congress Applied Psychology Conference (ICAP), Paris, France: 2014

Student Mentorship Grants Received

- Titans Across Generations Grants (TAG) for the Department of Child and Adolescent Studies Student Association (CASSA, \$2200, 2016)
- Titans Across Generations Grants (TAG) for the Jumpstart Student Club (\$2,500, 2016)
- CSUF Faculty Development Center Faculty-Student Research & Creative Activities Grant (2010, 2013)
- College of Health and Human Development Inter-Club Council Grants (2014, 2015, 2016)
- Center for Internship and Community Engagement Grant (2016)
- Research, Creative Activities and Technology Transfer Office Grant (2016)

Mentored Student Awards

CSUF Student Research Competition (Mentor): 2013

1st place for College of Health and Human Development

CSUF Outstanding Scholarly & Creative Activities Award (Mentor): 2014

Student research project was selected as one of the top 60 posters and presented at the Posters on the Hill Conference, The Council on Undergraduate Research, April 18-19, 2016, Washington, DC.

Memberships

- Full member of Sigma Xi, The Scientific Research Society, The Eastern Illinois University Chapter of the Society, 1999-Present.
- Member of the Society for Research in Child Development (SRCD), since 1993-Present.
- Member of the National Association for the Education of Young Children (NAEYC), since 1993-Present.
- Member of the American Montessori Society (AMS), since 1994-Present.
- Member of Illinois Association for Early Childhood Teacher Educators (ILAECTE), since 1999-2000.

- Member of Association of Childhood Education International (ACEI), since 1999-Present.

Service

California State University, Fullerton

Department, College, and University Service

2020	Member, Search Committee, CSUF
2019	Facilitator, International partnership between CAS and National Taitung University, Taiwan (NTTU).
2018-2019	Member, Search Committee, CSUF Children's Center Director position
2018-Present	Coordinator, Alumni Mixer event
2018-2019	Co-Chair, CAS Department Personnel Committee Temporary Faculty
2018-2019	Alternate, Department of Social Work Personnel Committee
2018	Advisor, Jumpstart Student Club
2018-Present	Member, CAS Alumni and Community Engagement CAS Strategic Team
2017	Reviewer, Faculty Development Center, FEID grant review committee, CSUF
2016-18	Co-Advisor of Child and Adolescent Studies Student Association (CASSA), California State University, Fullerton
2016	Member, CAS Department Personnel Committee
2015	Facilitator, renewed CSUF MOUs with Ming-Chuan University and DaYeh University, Taiwan
2014-2015	Advisor for Jumpstart Student Club
2014-Present	Faculty Director, CSUF Jumpstart program
2014-2016	University IT Committee
2013-14	Chair, CAS Search Committee
2013-14	Member, CAS Department Personnel committee
2014	Member, CSUF Climate Survey Focus Group #5, Tenured Faculty-Women
2013	Member, CAS Department Personnel Committee
2013	Grant Reviewer, Faculty Development Center
2012-Present	Member, CAS Department Online Committee
2011-2012	Chair, CAS Department Personnel Committee
2012	Member, CAS Search Committee
2012	Member, HHD College Technology Committee
2012	Chair, the Asia and Pacific Islanders Graduation Ceremony
2012	Facilitator, Renew MOU between CSUF and the National Taitung University
2011-2013	Secretary, the Asia and Pacific Islanders Faculty and Staff Association
2009-Present	Course Coordinator, CAS 325A Development from 0-8 and CAS 321 Infant/Toddler Development
2008-2013	Member, Department Personnel Committee, Master of Social Work Program
2006-2008	Member of the University Technology Committee

- 2005 Facilitator for the international partnership between CSUF and Da-Yeh University, Taiwan.
- 2004-2006 Member of International Education Committee, CSUF
- 2004-2005 Public Relations Chair, Asia Faculty and Staff Association (AFSA), CSUF
- 2004 Facilitator for the international partnership with National Taitung University, Taiwan. The international agreement had been signed by Presidents from both institutions on December 13, 2004.
- 2004-2005 Member of the Early Childhood Development Options Committee
- 2004-2005 Member of the Early Childhood Education Certificate Committee
- 2003-2004 Member of New Children’s Center Committee, Cal State Fullerton
- 2002-2014 Member of the Researchers and Critical Educators (RACE)
- 2003-2005 Member of Technology Committee, Human Development and Community Service College (HDCS), Cal State Fullerton
- 2000 Advisor of Taiwanese Student Association, California State University, Fullerton
- 2001-2003 Co-Advisor of Child and Adolescent Studies Student Association (CASSA), California State University, Fullerton
- 2000- Present Member of Department Curriculum Committee, Department of Child and Adolescent Studies, California State University, Fullerton

Eastern Illinois University

- 2000 Committee member of The President’s Award, EIU.
- 1998-2000 Member of the graduate faculty, Eastern Illinois University.
- 2000 Consultant of the Mark Twain Elementary School, Charleston, IL

Professional service

- 2020-2021 Member, Committee of Diversity and Inclusion, California Association of the Education of Young Children (CAEY)
- 2018 Facilitator, collaborate with NAEYC and San Francisco First Five to raise awareness of the Power to the Profession initiative among the Asian American ECE community
- 2017-2019 Member, Nomination Committee, NAEYC, appointed by the Affiliate Advisory Council to represent AAC for the nomination committee
- 2017-2020 Peer reviewer, NAEYC’s Accreditation of Early Childhood Higher Education Program
- 2017-2020 Peer reviewer, NAEYC National Recognition (SPA recognition) and the Council for the Accreditation of Educator Preparation (CAEP) program
- 2016 Faculty Representative for CSUF, NAEYC 2016 Annual Conference, Los Angeles, CA
- 2016-2019 Member, Affiliate Advisory Council, National Association for the Education of Young Children (NAEYC)
- 2016-2019 Affiliate Relationship Committee, California Association for the Education of Young Children (CAEYC)

2015 Conference submission reviewer, Chinese American Educational Research and Development Association (CAERDA) 2016 International Conference, Washington, DC.

2014-2020 Member, CAEYC Annual Conference Committee

2014-2016 Member, NAEYC National Dialogue Committee, CAEYC

2013-2020t Founder and Chair, Honor an Early Childhood Educator Event, CAEYC

2013 Poster Judge, Division 52, Western Psychological Association Convention, Reno, CA.

2012-2014 Chair, CAEYC Membership Committee

2012-2014 Vice President, California Association for the Education of Young Children

2008-Present Asia Interest Forum Co-Facilitator, National Association for the Education of Young Children (NAEYC)

2005-Present Founder and Chair, Mandarin Workshop Committee, California Association for the Education of Young Children (CAEYC)

2005-2007 Secretary of the California Association for the Education of Young Children (CAEYC)

2005-2015 Reviewer for the NTTU Educational Research Journal

2004-2009 Member of Committee for Long-Range Planning of the CAEYC Advocacy Center

2004 Reviewer for conference proposals for the Hawaii International Conference on Education

2003-2006 Board Member of the Orange County Association for the Education of Young Children

2003 Member of Program committee, Orange County Association for the Education of Young Children (OCAEYC)

2002 Members of the Occasional Temperament Conference 2002 Committee, Newport Beach, CA, October 3-6, 2002.

2001-2003 Co-Chair of Peace and Environmental Issues Committee, Orange County Association for the Education of Young Children (OCAEYC)

2001-Present Volunteer, Orange County Peace Camp

2001 Reviewer for NHSA DIALOG Journal

Community Service

2021 Created a social story for Anti-Asian racism; the book got translated into Chinese and Vietnamese and had been used in several preschools in the northern CA area.

2020 Wrote a social story for COVID-19; the book got translated into 24 languages and has been used in more than 35 countries.

2018 Wrote a social story, raised fund, and sent 2000 books to Puerto Rico in aiding young children overcome the post-hurricane trauma

2017-2019 Member, School Site Council, Monta Vista High School

2016-2019 Consultant, La Habra Children's Museum, CA

2017-Present Volunteer, Thomas Family Shelter

2016	Wrote a social story, raised fund, and send 1000 books to Philippines in aiding young children overcome the post-typhoon trauma
2015-2017	Chair, School Site Council, Kenny Jr. Middle School
2011-2015	Member, Community Advisory Committee, Team Kids, Inc.
2011-2014	Member, Community Advisory Committee, Children and Families Commission of Orange County
2011-2014	Member, School Site Council, Santiago Hills Elementary School
2010-2014	Member, School Site Council, Irvine High School
2010-2013	Member of the Dual Language Learner Teacher Competencies (DLLTC) Advisory Committee
2009	Wrote a social story, and worked with the Ministry of Education, Taiwan, to disseminate the book to the schools in Taiwan. Conducted workshops in the impacted area to educate teachers on how to use the social story to help young children overcome the post-typhoon fear.
2004-2005	Community Outreach. Presentation to Future Teachers Groups
2000-2014	Member of the Child Development and Family Life Advisory Committee, Fullerton College, Fullerton, CA
2001-2003	Consultant of the CSUF Children's Center, Fullerton, CA
2001	Presenter at the CSUF/Downtown Brea Partnership Event

Grants

- Yen, S. C. (2018). Research Support Program (RSP), College of HHD, CSUF.
- Yen, S. C. (2017). Research Support Program (RSP), College of HHD, CSUF.
- Yen, S. C. (2016) Faculty Enhancement and Instructional Development grant, Faculty Development Center, CSUF.
- Yen, S. C. (2016) Assessment of Service-Learning Grant, Center for Internships and Community Engagement, CSUF
- Yen, S. C. (2014), Faculty Enhancement and Instructional Development grant, Faculty Development Center, CSUF.
- Yen, S. C. (2014). Mini grant from the Center for Internships and Community Engagement (CICE).
- Yen, S. C. (2013). FDC eFellows Grant.
- Yen, S. C. (2013), Faculty Enhancement and Instructional Development grant, Faculty Development Center, CSUF.
- Yen, S. C. (2013). International Research and Creative Activities Travel Reimbursement grant, Faculty Development Center, CSUF.
- Yen, S. C. (2012). Faculty-undergraduate Student Research/Creative Activity Grant, Faculty Development Center, CSUF.
- Yen, S. C. (2012). Faculty Enhancement and Instructional Development grant, Faculty Development Center, CSUF.
- Yen, S. C. (2012). Intramural grant.
- Yen, S. C. (2012). TECO grant.
- Yen, S. C. (2006). Jumpstart program and its impact on at-risk children's literacy skills. CSU Fullerton Junior Faculty Research Award.
- Yen, S. C. (2006). Jumpstart program and its impact on at-risk children's literacy skills. Center of Service-Learning and Internship Research Grant.

- Yen, S. C., & Tao, N. (2006) Jumpstart program and its impact on at-risk children's literacy skills. FDC Faculty-Student Research/Creativity Activity Grants
- Yen, S. C. (2004). *Young children's temperament and their computer play patterns at homes and in early childhood programs*. CSU Fullerton State Minigrant Award.
- Yen, S. C. (2003). *Temperament and behavior: Does early childhood curriculum moderate the impact of temperament on children's behavior?* CSU Fullerton State Award.
- Yen, S. C. (2002). *Undergraduate Students' Communication Media Choice and Their Personality: A Comparative Study for Students in Management Information Systems and Child and Adolescent Studies*. CSU Fullerton Junior Faculty Research Award.
- Yen, S. C., & Milburn, S. (2001). *The Integration of Service-Learning Into CAS 499T: Young Children with Computer*. CSU Fullerton Fall 2001 Service-Learning Grant.
- Yen, S. C. (2001). *Undergraduate Students' Personality and Their Preference in Using WebCT for CAS 320: Infancy and Early Childhood*. CSU Fullerton 2001 Summer Technology Grant.
- Yen, S. C. (2000). *The Integration of Service-Learning Into CAS 325: Middle Childhood*. CSU Fullerton Spring 2001 Service-Learning Grant.
- Yen, S. C. (1999). *Children's Temperament and Their Behavior Adjustment in Montessori and Constructivist Preschools*. The proposal received 2nd Annual Research Fair Award, College of Education and Professional Studies, Eastern Illinois University.
- Yen, S. C. (1998). *Children's Temperament and Their Behavior Adjustment in Montessori and Constructivist Preschools*. Margaret Mangel Faculty Research Catalyst Fund Award, University of Missouri-Columbia, Columbia, Missouri.

Awards and Honors

- 2021 Contributions to Diversity, Equitable and Inclusive Practice Recognition, CAS Faculty Search Team AY2020-2021, College of Health and Human Development, CSUF
- 2020 Honor an Early Childhood Educator Award, California Association for the Education of Young children. Nominated by the Educators for Peaceful Classrooms and Communities (EPCC).
- 2018 P.E.A.C.E Award: A Leader for Peace and Diversity with Children and their Teachers. Peace Educators Allied for Children Everywhere.
- 2015 Keynote speaker for the Chinese American Educational Research & Development Association (CAERDA) 2015 Taiwan International Conference, Taiwan, June 24-26, 2015.
- 2014 Exceptional Teaching Effectiveness Award, CSUF
- 2013 Outstanding Honors Thesis Mentor Award, CSUF
- 2006 Outstanding Faculty for Community Engagement, Center for Internships and Service Learning, CSUF
- 2006 Outstanding Service Award, CSUF
- 2005 Outstanding Teacher and Scholar, CSUF
- 2002 CSUF Faculty Globalization Projects Award, CSUF.
- 1999 Elected as a full member of Sigma Xi, The Scientific Research Society, The Eastern Illinois University Chapter of the Society, EIU.

- 1998 Elizabeth Nelson Vemer Memorial Minority Scholarship, University of Missouri-Columbia, Missouri.
- 1996 Grant-in-aid, International Student Office, University of Missouri-Columbia, Columbia, Missouri.
- 1993 Grant-in-aid, International Student Office, University of Missouri-Columbia, Columbia, Missouri.

SASHA M. ZEEDYK

Curriculum Vitae

CSUF Child and Adolescent Studies, 800 North State College Blvd., Fullerton, CA 92834

Phone: (657) 278-1081 • Email: szeedyk@fullerton.edu

ACADEMIC APPOINTMENTS

August 2016-Present **Assistant Professor**
 California State University, Fullerton
 Child and Adolescent Studies Department

EDUCATION

2015 **Ph.D. in Special Education**
 University of California, Riverside
 Dissertation: *Maternal depression and child behavior problems among children with or without intellectual disability: Longitudinal and transactional relationships*

2009 **M.Ed. in Elementary Education**
 The George Washington University

2004 **B.S. in Business Administration**
 University of Nevada, Las Vegas
 Major: Economics, *Magna Cum Laude*

RESEARCH

RESEARCH GRANTS

California State University, Fullerton, 2019-20 Junior Intramural Research Award, (\$6,693)
NeuroPREP: An empirically derived approach to enhancing professors' knowledge of and pedagogical practices for students with neurodevelopmental differences
 June 2019-June 2020
 Role: PI

California State University, Fullerton, 2017-18 Junior Intramural Research Award, (\$6,408)
Preparing families early: The transition to college for youth with ASD
 June 2017-June 2018
 Role: PI

RESEARCH EXPERIENCE

2021-Present **Consultant**
FW-HTF-RL: Neurodiversity in Tech: Using Interactive Decision Theory and Augmented Reality to Enable Employment for Adults with Autism Spectrum Disorder, National Science Foundation, 1928604, \$2,586,000. PIs: Leanne Chukoskle and Pamela Cosman. (Funded: 2019-2024).

2016-Present **Center Investigator**
 CSUF Center for Autism, Applied Developmental Core

2015-2016 **Postdoctoral Scholar**
 Child and Adolescent Services Research Center, University of California, San Diego

2011-2015 **Graduate Student Researcher**
 SEARCH Family Autism Resource Center, University of California, Riverside

PUBLICATIONS

Peer Reviewed Manuscripts (*student author):

- Zeedyk, S. M.**, Cohen, S. R., Blacher, J., & Eisenhower, A. (2021, online first). Building classroom communities for children with autism spectrum disorders. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2021.1978002>
- Alostaz, J.*, Baker, J. K., Fenning, R. M., Neece, C. L., & **Zeedyk, S. M.** (2021). Parental coping as a buffer between child factors and emotion-related parenting in families of children with autism spectrum disorder. *Journal of Family Psychology*. <https://doi.org/10.1037/fam0000757>
- Moffitt, J. M.*, Baker, J. K., Fenning, R. M., Erath, S. A., Messinger, D. S., **Zeedyk, S. M.**, Paez, S. A.*, & Seel, S.* (2021). Parent emotion socialization and psychophysiological arousal patterns in children with autism spectrum disorder. *Research on Child and Adolescent Psychopathology*, 49, 401-412. <https://doi.org/10.1007/s10802-020-00745-1>
- Stahmer, A. C., Suhrheinrich, J., Roesch, S., **Zeedyk, S. M.**, Wang, T., Chan, N., & Lee, H. S. (2019). Examining relationships between child skills and potential key components of an evidence-based practice in ASD. *Research in Developmental Disabilities*, 90, 101-112. <https://doi.org/10.1016/j.ridd.2019.04.003>
- Zeedyk, S. M.**, Bolourian, Y., & Blacher, J. (2019). University life with ASD: Faculty knowledge and student needs. *Autism*, 23, 726-736. <https://doi.org/10.1177/1362361318774148>
- Bolourian, Y., **Zeedyk, S. M.**, & Blacher, J. (2018). Autism and the university experience: Narratives from youth with neurodevelopmental disorders. *Journal of Autism and Developmental Disorders*, 48, 3330-3343. <https://doi.org/10.1007/s10803-018-3599-5>
- Tipton, L., Rodriguez, G., **Zeedyk, S. M.**, & Blacher, J. (2018). Stability of bullying and internalizing problems among adolescents with ASD, ID, or typical development. *Research in Developmental Disabilities*, 80, 131-141. <https://doi.org/10.1016/j.ridd.2018.06.004>
- Zeedyk, S. M.**, & Blacher, J. (2017). Longitudinal correlates of maternal depression among mothers of children with or without intellectual disability. *American Journal on Intellectual and Developmental Disabilities*, 122(5), 374-391. <https://doi.org/10.1352/1944-7558-122.5.374>
- Dickson, K. S., **Zeedyk, S. M.**, Martinez, J., & Haine-Schlagel, R. (2017). Examining ethnic disparities in provider and parent in-session participation engagement. *Journal of Children's Services*, 12(1), 47-58. <https://doi.org/10.1108/JCS-12-2016-0022>
- Rodas, N., **Zeedyk, S. M.**, & Baker, B. L. (2016). Unsupportive parenting and internalizing behavior problems in children with or without ID. *Journal of Intellectual Disability Research*, 60(12), 1200-1211. <https://doi.org/10.1111/jir.12332>
- Zeedyk, S. M.**, Cohen, S. R., Eisenhower, A., & Blacher, J. (2016). Perceived social competence and loneliness among young children with ASD: Child, parent, and teacher reports. *Journal of Autism and Developmental Disorders*, 46(2), 436-449. <https://doi.org/10.1007/s10803-015-2575-6>
- Cohen, S. R., **Zeedyk, S. M.**, Tipton, L.A., Rodas, N. V., & Blacher, J. (2015). Fathers of children with or without ID: Understanding long-term psychological symptoms. *Journal of Intellectual Disability Research*, 60(4), 295-307. <https://doi.org/10.1111/jir.12232>

Zeedyk, S. M., Rodriguez, G., Tipton, L. A., Baker, B. L., & Blacher, J. (2014). Bullying of youth with autism spectrum disorder, intellectual disability, or typical development: Victim and parent perspectives. *Research in Autism Spectrum Disorders*, 8(9), 1173-1183. <https://doi.org/10.1016/j.rasd.2014.06.00>

Zeedyk, S. M., Tipton, L. A., & Blacher, J. (2014). Educational supports for high functioning youth with ASD: The postsecondary pathway to college. *Focus on Autism and Other Developmental Disabilities*, 31(1), 37-48. <https://doi.org/10.1177/1088357614525435>

Manuscripts in Preparation (*student author):

Zeedyk, S. M., Bolourian, Y., & Brown, H.* (in preparation). NeuroPREP: Development of training program to enhance professors' knowledge of neurodiverse students.

Book Chapters:

Suhrheinrich, J., **Zeedyk, S.,** Vejnaska, S., & Stahmer, A. (2019). Educator involvement in research and evaluation. In R. Jordan, J. Roberts, & K. Hume (Eds.), *The SAGE handbook of autism and education* (pp. 380-393). SAGE <http://dx.doi.org/10.4135/9781526470409.n31>

Zeedyk, S. M. (2018). Dating and close relationships. In E. Braaten & B. Willoughby (Eds.), *The SAGE encyclopedia of intellectual and developmental disorders*. Thousand Oaks: SAGE. <http://dx.doi.org/10.4135/9781483392271.n115>

Zeedyk, S. M., Rodriguez, G., Blacher, J., & Baker, B. L. (2016). Bullying of youth with ASD or ID: Collateral effects. In J. R. Lutzker, K.M. Guastaferrro, & M.L. Graham (Eds.), *Maltreatment of individuals with intellectual disabilities across the lifespan* (pp. 109-135). Washington, DC: American Association for Intellectual and Developmental Disabilities.

Blacher, J., Linn, R. H., & **Zeedyk, S. M.** (2015). The role of graduate schools of education in training autism professionals to work with diverse families. In D.E. Mitchell & R.K. Ream (Eds.), *Professional responsibility: The fundamental issue in education and healthcare reform* (pp. 231-246). Switzerland: Springer. doi: 10.1007/978-3-319-02603-9_14

Zeedyk, S. M., & Blacher, J. (2015). Maternal depression and child behavior problems: Longitudinal considerations. In Hodapp, R.M. (Ed.), *International review of research in developmental disabilities*. London: Elsevier. doi: 10.1016/bs.irrdd.2015.06.005

Zeedyk, S. M., Cohen, S. R., & Blacher, J. (2014). Syndrome-specific impact on parental well-being: Autism compared. In V.B. Patel, V.R. Preedy, & C.R. Martin (Eds.), *The comprehensive guide to autism* (pp. 625-650). New York: Springer. doi: 10.1007/978-1-4614-4788-7_178

CONFERENCE PRESENTATIONS (*student presenter)

Brown, H.*, **Zeedyk, S. M.,** & Bolourian, Y. (2021, August). NeuroPREP: A training program to enhance professors' knowledge of neurodiverse students. Poster presented at the 2021 Virtual Convention of the American Psychological Association.

Alostaz, J.,* **Zeedyk, S. M.,** Fenning, R., & Baker, J. K. (2020, August). Positive coping buffers the association between child externalizing problems and poorer parenting in families of children with ASD. Poster presented at the 2020 Virtual Convention of the American Psychological Association.

- Moffitt, J. M.*, Seel, S.*, Paez, S. A.*, **Zeedyk, S. M.**, Erath, S. A., Messinger, D. S., Fenning, R. M., & Baker, J. K. (August, 2021). Emotion socialization and psychophysiological arousal patterns in children with ASD. In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Paper presented at the 2020 Virtual Convention of the American Psychological Association.
- Rodriguez, G., Mussey, J., Azad, G., & **Zeedyk, S. M.** (August, 2020). Destigmatizing academic experiences of tenure track faculty in IDD/ASD. Symposium presented at the 2020 Virtual Convention of the American Psychological Association.
- Bolourian, Y., **Zeedyk, S. M.**, & Blacher, J. Autism and the college experience: An empirical base for faculty preparation in autism. Paper accepted to the International Society for Autism Research Annual Meeting (INSAR 2020). [*Conference canceled due to COVID-19*]
- Bolourian, Y., **Zeedyk, S. M.**, & Blacher, J. (2019, October). NeuroPREP: An empirical base for faculty preparation in autism. Paper presented at the 2019 College Autism Network College Inclusion Summit. Nashville, TN.
- Orr, M.*, Bailey, A.*, Moffitt, J. M.*, **Zeedyk, S. M.**, Fenning, R. M., & Baker, J. K. (2017, May). The role of parent satisfaction with parenting efficacy in links between depressive symptoms and observed parenting in families of children with ASD. Poster presented at the 2017 International Meeting for Autism Research. San Francisco, CA.
- Cohen, S. R., **Zeedyk, S. M.**, Blacher, J., & Eisenhower, A. (2017, April). The business of school readiness: Preparing our children with ASD for early school success. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Dickson, K. S., Suhrheinrich, J., **Zeedyk, S. M.**, Reith, S. R., & Stahmer, A. (2017, April). Teacher use of Classroom Pivotal Response Training to support students with autism during group instructional activities. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Zeedyk, S. M.**, Blacher, J., Bolourian, Y., Linn, R., & Eisenhower, A. (2017, April). Classroom placement decisions for children with ASD: Empirically- or policy-based? Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Zeedyk, S. M.**, Haine-Schlagel, R., Dickson, K. S., Martinez, J. I., & Harris, R. (2016, October). Parent motivation in child mental health treatment: Associated parent and child characteristics. Poster presented at the Annual Convention for the Association for Behavioral and Cognitive Therapies, New York, NY.
- Bolourian, Y., **Zeedyk, S. M.**, & Blacher, J. (2016, May). Narratives of college life from the perspectives of students with ASD and ADHD. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
- Zeedyk, S. M.**, Bolourian, Y., & Blacher, J. (2016, May). Student-professor relationships and needs among university students with ASD or ADHD: Student and professor perspectives. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
- Zeedyk, S. M.**, Bolourian, Y., & Blacher, J. (2016, April). Self- and professor-perspectives of college experiences among university students with ASD/ADHD. Poster presented at the 11th Annual Lewis L. Judd Young Investigators Symposium, University of California, San Diego, Department of Psychiatry, San Diego, CA.

- Rodas, N. V., **Zeedyk, S. M.**, Baker, B. (2016, March). Unsupportive parenting and parental mental health in children with or without ID: The effects on internalizing behavior problems. Paper presented at the Gatlinburg Convention on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- Zeedyk, S. M.**, Marcoulides, G.A., Blacher, J. (2016, March). Maternal depressive symptoms among mothers of children with or without ID: Investigating longitudinal stability and transition. Paper presented at the Gatlinburg Convention on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- Bolourian, Y., **Zeedyk, S. M.**, & Blacher, J. (2015, August). Striving for academic success from the perspective of college students with ASD. Poster presented at the annual convention of the American Psychological Association, Toronto, Canada.
- Zeedyk, S. M.**, Bolourian, Y., & Blacher, J. (2015, August). Understanding student-faculty relationships and needs among university students with ASD. Paper presented at the annual convention of the American Psychological Association, Toronto, Canada.
- Cohen, S. R., **Zeedyk, S. M.**, Rodas, N., Blacher, J., Eisenhower, A. (2015, April). Building a community in the classroom: How are children with autism included in their classroom communities? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Zeedyk, S. M.**, Blacher, J., & Baker, B. L. (2015, April). Maternal depression and child behavior problems among children with or without intellectual disability: Longitudinal and transactional relationships. Paper presented at the Gatlinburg Convention on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.
- Cohen, S. R., **Zeedyk, S. M.**, Tipton, L. A., Rodas, N. V., & Blacher, J. (2015, March). Fathers' perceptions of behavior problems and well-being in children with and without developmental disability from childhood to early adolescence. Paper presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Rodas, N., **Zeedyk, S. M.**, Baker, B. L., & Blacher, J. (2014, August). Maternal affect and internalizing behavior problems in children with and without ID. Paper presented at the annual convention of the American Psychological Association, Washington D.C.
- Zeedyk, S. M.**, Cohen, S. R., Eisenhower, A., & Blacher, J. (2014, August). Parental coping and stress associated with the transition to school for children with ASD. Paper presented at the annual convention of the American Psychological Association, Washington D.C.
- Zeedyk, S.M .**, Baker, B. L., & Blacher, J. (2014, July) Longitudinal predictors of depression in mothers of children with or without intellectual disabilities. Paper presented at the International Association for the Scientific Study of Intellectual and Developmental Disabilities, Vienna, Austria.
- Zeedyk, S. M.**, Cohen, S. R., Blacher, J., & Eisenhower, A. (2014, March). Perceived loneliness among young children with ASD: Child, parent, and teacher reports. Poster presented at the Gatlinburg Convention on Research and Theory in Intellectual and Developmental Disabilities, Chicago, IL.
- Blanchard, H., McClure, A., **Zeedyk, S. M.**, & Blacher, J. (2014, January). On campus autism awareness: A qualitative view. Poster presented at the 8th Annual UC Center for Research on Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, CA.

Linn, R. H., **Zeedyk, S. M.**, Cohen, S. R., Blacher, J., & Eisenhower, A. (2014, January). Student-teacher relationships and ASD: Classroom climate and parent perspectives. Paper presented at the 8th Annual UC Center for Research on Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, CA.

Zeedyk, S. M., Linn, R.H., Cohen, S. R., Blacher, J., & Eisenhower, A. (2013, August). Student-teacher relationships and social competence among young children with ASD. Paper presented at the annual convention of the American Psychological Association, Honolulu, HI.

Linn, R.H., **Zeedyk, S. M.**, Cohen, S. R., Blacher, J., & Eisenhower, A. (2013, March). Student-teacher relationships in ASD: The parent perspective. Paper presented at the annual Gatlinburg Convention on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

Rodriguez, G., **Zeedyk, S. M.**, Tipton, L. A., Blacher, J., Baker, B. L. (2012, August). Victimization, internalizing behaviors, and friendship quality: Comparing adolescents with and without ASD. Paper presented at the annual convention of the American Psychological Association, Orlando, FL.

TEACHING

UNIVERSITY TEACHING EXPERIENCE

Assistant Professor:

Child, Family and Community (CAS 201), CSUF (F16, SP17, SP18, F21)

*Inquiry and Methodology in Development** (CAS 301), CSUF (F18, SP19, SU19, SU20, F20, SP21, SU21, F21)

Assessing and Observing Development (CAS 310), CSUF (F16, SP17, F17, F18, SP19, SU19, F19)

*Course Coordinator, *Inquiry and Methodology in Development (CAS 301)*, CSUF (Since Fall 2020)

Honor's Thesis Advisor:

Alicia Padilla (undergrad, CSUF): *Diet Deficiencies in People with Autism* (advisor; AY19-20)

Instructor:

Educational Research: Advanced Statistics (Lab), UC Riverside (S14)

Educational Research: Experimental Design (Lab), UC Riverside (W14)

Educational Research: Statistical Inference and Hypothesis Testing (Lab), UC Riverside (F13)

Introduction to Children with Exceptionalities, UC Riverside (SU12)

Teaching Assistant:

Educational Research: Advanced Statistics, UC Riverside (S14)

Educational Research: Experimental Design, UC Riverside (W14)

Educational Research: Statistical Inference and Hypothesis Testing, UC Riverside (F13)

Introduction to Children with Exceptionalities, UC Riverside (S12)

INVITED PRESENTATIONS

"Autism 101: Understanding the Postsecondary Education Experiences of Students with Neurodevelopmental Disorders," College Autism Network Virtual Association of Scholars (April 2019)

"Autism 101: Understanding the Postsecondary Education Experiences of Students with Developmental Disabilities," CSUF FDC *Digging into Diversity Series* (October 2017, February 2019)

"Interventions for Youth with ASD," UC Riverside (October 2015)

"Students with Disabilities: The Transition to Adolescence and Adulthood," UC Riverside (April 2014)

“High Functioning Autism: The Transition to Adulthood,” UC Riverside (March 2014)

“High Functioning Autism and Asperger’s Syndrome: The Transition to Adolescence and Adulthood,”
Guest Instructor, UC Riverside (August 2012)

OTHER TEACHING EXPERIENCE

- 2010-2011 Math Teacher, Middle School; The Adelson Educational Campus, Las Vegas, NV
- 2009-2010 Teacher, 2nd Grade; Janney Elementary School, Washington, DC
Earned “highly effective” rating under IMPACT evaluation system
- 2009 Teaching Licensure (Elementary Education, Grades 1-6), Washington, D.C.

SERVICE

UNIVERSITY AND PROFESSIONAL SERVICE

Professional Leadership:

- 2018-Present Active Member, College Autism Network Virtual Association of Scholars (CANVAS)
- 2016-Present Early Career Professional Committee Member, Division 33 (Intellectual and Developmental Disabilities/Autism Spectrum Disorder) of the American Psychological Association [Chair, August 2021-Present]
- 2014-2015 Board Member, Families Special Interest Research Group of the International Association for the Scientific Study of Intellectual and Developmental Disabilities
- 2012-2015 Co-Council Chair, Doctoral Student Advisory Council for the UC Center for Research on Special Education, Disabilities & Developmental Risk
- 2012-2014 Executive Council Student Representative, Division 33 (Intellectual and Developmental Disabilities/Autism Spectrum Disorder) of the American Psychological Association

Editorial (Peer Review):

- 2017- Present Associate Editor (Autism SIG), *Journal of Policy and Practice in Intellectual Disabilities*

Peer Review:

Ad Hoc Reviewer:

- American Journal of Intellectual and Developmental Disabilities* (2016-18)
- Autism in Adulthood* (2019-21)
- Autism: International Journal of Research and Practice* (2014-15, 2017, 2019-20)
- Educational and Psychological Measurement* (2019)
- Focus on Autism and Other Developmental Disabilities* (2014)
- Disability and Health Journal* (2018)
- Disability and Rehabilitation* (2018)
- Journal of Affective Disorders* (2020)
- Journal of Autism and Developmental Disorders* (2015-16)
- Journal of Depression and Anxiety Disorders* (2019)
- Journal of Family Social Work* (2019)
- Journal of Intellectual and Developmental Disability* (2018)
- Journal of Intellectual Disability Research* (2012-18)
- Journal of Mental Health Research in Intellectual Disabilities* (2015, 2019)
- Neuropsychiatric Disease and Treatment* (2019)

Research in Autism Spectrum Disorders (2020-21)
Research in Developmental Disabilities (2014, 2018, 2020-21)

Abstract Reviewer:

Family Issues/Stakeholders, International Meeting for Autism Research (IMFAR) 2015
 Abstract Reviewer, APA Division 33 Convention Programming (2013-15; 2020-21)

University Service (Cal State Fullerton):

Course Coordinator, *Inquiry and Methodology in Development (CAS 301)* (Fall 2020 to Present)
 HHD Research Committee (AY 19-20 to Present)
 Faculty Advisor, CSUF Best Buddies Club (AY 17-18 to Present)
 Faculty Advisor, Child and Adolescent Studies Student Association (CASSA) (AY 17-18, 18-19, 20-21, 21-22)
 CAS 2021 Virtual Celebration of Achievement, Co-Chair (Spring 2021)
 Judge, HHD Student Research Showcase (4/28/2021)
 CAS Research Strategic Team (AY 18-19, 19-20, 20-21, 21-22)
 Faculty Advisor, CSUF Children's Center Parents as Pals (AY 19-20)
 CSUF Academic Senate Campus Facilities and Beautification Committee (AY 18-19, 19-20)
 Judge, 33rd Annual CSU Student Research Competition (Session 18: Education) (4/27/19)
 CAS Department Personnel Committee Temporary Faculty (Spring 2019)
 CAS Adolescent Development (AD) Minor Committee (AY 18-19, 19-20, 20-21)
 CSUF Children's Center Working Group (Summer-Fall 2018)
 CAS Family and Community Contexts (FCC) Major Option Revision Committee (AY 16-17, 18-19)
 CAS Community Advisory Board Committee (AY 16-17, 17-18, 18-19)
 CAS Adolescent/Youth Development (AYD) Major Option Revision Committee (AY 16-17, 17-18)
 Reviewer, HHD Junior/Senior Intramural Grant Awards (AY 17-18)
 Reviewer, Scholarly and Creative Activities Awards (AY 16-17)

University Service (UC Riverside):

2013-2015 Student Representative, UCR Institutional Review Board Socio-Behavioral

SERVICE TO THE COMMUNITY

Panelist, UC Riverside Graduate School of Education Professional Development Series: Successfully Navigating the Dissertation and Job Market (5/27/21)

Panelist, Higher Education Consultants Association (HECA) Conference, "Autism Goes to College Discussion" (April 2021)

CSUF/FAN Social for Adults with Autism planning committee (F17, F18, F19)

Co-Facilitator, Parent and Youth Group at Cal State LA, "Friendships and Dating in Adulthood" (3/29/19)

Keynote, CSULA Mental and Behavioral Health Conference, "Social Isolation and Victimization: Implications for Youth with Autism Across the Lifespan" (March 2017)

Co-Presenter, Quality Start OC Early Childhood Education Conference, "Best Practice Standards in Early Identification and Intervention for Children with Autism Spectrum Disorder" (January 2017)

Speaker, Riverside Medical Clinic Charitable Foundation, Autism Family Support Group "High Functioning Autism: The Transition to Adolescence and Adulthood," (March 2014)

PROFESSIONAL SERVICE AND MEMBERSHIPS

Since 2017 International Society for Autism Research (INSAR)

- Since 2017 Society for Research in Child Development (SRCD)
- Since 2016 Committee Member, Early Career Professional Committee, Division 33 of the American Psychological Association (APA): Intellectual and Developmental Disabilities/Autism Spectrum Disorder
- Since 2012 American Psychological Association (APA)
- Since 2012 Division 33 of the American Psychological Association (APA): Intellectual and Developmental Disabilities/Autism Spectrum Disorder

HONORS AND AWARDS

- March 2020 CSUF Faculty Advisor of Distinction Award
- Nov. 2018 CSUF Scholarly & Creative Activity Award
- July 2014 Families SIRG Travel Award for the International Association for the Scientific Study of Intellectual and Developmental Disabilities Europe Conference in Vienna, July 14-17, 2014
- May 2014 Outstanding Teaching Assistant Award for the 2013-14 academic year in the Graduate School of Education, UC Riverside Graduate Division
- April 2014 Student Marshal for the Graduate School of Education at the Investiture of Kim A. Wilcox as 9th Chancellor of the UC Riverside
- 2012-2015 Special Education Leadership Fellow, Graduate School of Education, UC Riverside
- 2011-2012 Chancellor's Distinguished Fellowship, Graduate School of Education, UC Riverside
- Aug. 2009 John Horrworth Children's Book Honorable Mention, Graduate School of Education and Human Development, The George Washington University
- 2008-2009 Department of Teacher Preparation and Special Education Department Fellow, Graduate School of Education and Human Development, The George Washington University
- 2003-2004 Alumni Mitzi Hughes Scholarship, University of Nevada, Las Vegas

APPENDIX E. RESOURCES

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

Department of Child and Adolescent Studies Operating Budget FY 2015/16—FY 2020/21					
Fiscal Year (FY)	Baseline OE&E	Travel	UEE/ Open University	Additional One-Time	Total
2016-2017	19,500	15,000	36,962	13,000* 42,621**	127,083
2017-2018	19,500	16,000	36,962	10,200* 8,488**	91,150
2018-2019	35,500	17,000	23,000	20,400* 50,461**	146,361
2019-2020	35,500	19,000	23,000	23,800* 17,334** 22,770***	141,404
2020-2021	7,500	5,500	N/A	6,800* 42,501**	62,301

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

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

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

Department of Child and Adolescent Studies Additional Budget Allocations FY 2016/17—FY 2020/21		
Fiscal Year (FY)	Misc Course Fees	Commencement
2016-2017	8,000	0
2017-2018	7,000	0
2018-2019	5,000	0
2019-2020	5,000	0
2020-2021	3,000	0

APPENDIX F. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g., graduation rates, and faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program. The following outline indicates the department's short-term and long-term goals (when applicable) regarding student learning, scholarship, and service outcomes. Indicators of progress are included when possible. Taken together, these goals serve to meet the ends of continuing to produce successful graduates from our program.

I. Student Learning

a. Short-Term

- i. Continue with comprehensive and rigorous programmatic assessment, resuming 2 SLO/AY schedule Spring 2022 (DG1)
 1. Progress assessed by continuing to generate actionable insights into curricular improvement and “closing the loop”
- ii. Continue to examine equity-minded methods of assessment (DG1)-
 1. Progress assessed by establishing consensus on which methods to utilize in future assessment practice and for which specific SLOs
- iii. Continue to look for ways to engage in equity-minded pedagogical and curricular actions in coursework (DG6)
 1. Progress assessed by establishing consensus and widespread utilization of actions at course level resulting in sustained narrowing of equity gaps based on 6-year graduation rates to under 5% between UR and non-UR populations from current 7.7% average over last 6 first time freshmen cohorts by 2025. Transfer 4-year graduation rate equity gap already under 5% over last 6 cohorts.
- iv. Examine and likely enact curricular changes to early childhood and elementary concentrations in response to state level changes to credentialing and permitting for TK-3rd grade levels, and to counter potential student losses to other campus baccalaureate degree programs (DG1, DG3).
 1. Cannot yet determine basis of progress

b. Long-Term

- i. Implement post-graduation student outcome assessment pending University support (DG1, DG7)
 1. Progress determined by University deploying alumni survey and department accessing and analyzing alumni outcome data within the next 5 years.

- II. Scholarship
 - a. Short-Term
 - i. Continue promoting work of faculty members via dept venues and seeking avenues of collaboration within dept and more broadly across college and campus (DG5)
 - 1. Progress determined by faculty continuing to meet RTP standards for scholarship
 - ii. Continue utilizing/ promoting services of Senior Research Development Officer (DG5)
 - iii. Encourage faculty to pursue junior/senior intramural grants (DG5)
 - 1. Progress determined by securing at least one junior and one senior intramural grant per AY going forward.
 - b. Long-Term- N/A
- III. Faculty Service
 - a. Short-Term
 - i. Examine feasibility of aligning faculty service with community demands.
 - ii. Revise DPS to address cultural taxation of minoritized faculty in respect to service to students and community (DG2)
 - b. Long-Term—N/A
- IV. Student Advisement
 - a. Short-Term
 - i. Seek additional advising resources from college/campus to increase advising capacity (DG2)
 - ii. Examine models to evaluate student advising and form department consensus on steps forward (DG2)
 - b. Long-Term
 - i. If department consensus is reached, implement advising assessment process (DG2)
- V. Faculty Recruitment & Retention
 - a. Short-Term
 - i. Maintain lines of communication with pre-tenure faculty, continue examining climate survey data to identify challenges
 - ii. Examine results of recent HHD Climate Survey, and of more comprehensive COACHE survey to be deployed Spring 22.
 - iii. Consider a more formal faculty-to-faculty mentoring model
 - iv. Request 2 additional faculty lines for AY 23/24 and possibly 24/25
 - 1. Progress determined by successful hiring of 3-4 tenure-track faculty members in the next 3-4 years.
 - b. Long-Term
 - i. Continue requesting faculty lines as needed given continued student growth and possible upcoming retirements.
- VI. Alumni & Community Outreach
 - a. Short-Term
 - i. Enhance visibility and connectedness to alumni and the community. (DG7)
 - ii. Further utilize CAS Community Advisory Board (DG7)
 - b. Long-Term- N/A

APPENDIX G. TWO MINORS OFFERED IN CAS DEPARTMENT

Minor in Child and Adolescent Development

Basic Courses – Developmental Survey Course (choose one; 3 units)

- CAS 101: Introduction to Child and Adolescent Development
- CAS 312: Human Growth and Development
- CAS 315: Child Development
- Approved alternate: o PSYC 361 o Other by petition

Basic Courses – Child and Family Community (one course; 3 units)

- CAS 201: Introduction to Child, Family, and Community

Research Methods (choose one; 3 units)

- CAS 301: Inquiry and Methodology in Development
- Approved alternate: o SOCI 302 o PSYC 202 o PUBH 475 o Other by petition

Developmental Core Courses (two courses; 6 units)

- CAS 325A: Development from Conception through Age 8
- CAS 325B: Development Age 9 to Adolescence

Elective Courses (choose two; 6 units)

- CAS 221: Responsive Care for Infant/Toddler
- CAS 250: Intro to Early Child Curriculum
- CAS 305: Observe & Assess in EC
- CAS 306: Health, Safety, & Nutrition
- CAS 310: Assess and Observe in Development
- CAS 321: Infant/Toddler Development
- CAS 322: Preschool/Primary Development
- CAS 330: Adolescent & Early Adulthood
- CAS 326: Optimizing School Age Child
- CAS 327: Optimizing Adol Development
- CAS 328: Child Life Theory and Practice
- CAS 330: Adolescence & Early Adult
- CAS 340: Parenting in the 21st Century
- CAS 341: Working with Parents
- CAS 345: Develop. in Diverse Families Contexts
- CAS 346: Advanced Study in Preschool Development
- CAS 352: Numeracy and Science in EC
- CAS 353: Learning and Motivation in EC
- CAS 360: Adolescents and the Media
- CAS 365: Adolescent Pregnancy
- CAS 370/AFAM 370: AF-AM Child & Youth
- CAS 375: Adolescent Identity
- CAS 380: Adol Sexuality & Intimate Relationships
- CAS 391: Leadership in ECE
- CAS 394: Practicum in Child & Adolescence
- CAS 490T: Topical Senior Seminar in CHAD
- Approved alternate: One alternative topical development course if petition is approved

Minor in Adolescent Development

Developmental Survey Course (choose one; 3 units)

- CAS 101: Introduction to Child and Adolescent Development (see Community College equivalents listed at www.assist.org)
- CAS 312: Human Growth and Development, or
- CAS 315: Child Development

Adolescent Development Course (choose one; 3 units)

- CAS 330: Adolescence and Early Adulthood
- CAS 325B: Age 9 through Adolescence
- EDSC 320: Adolescent Development

Diversity in Development Course (choose one; 3 units)

- CAS 345: Child and Adolescent Development in Diverse Family Contexts
- CAS 370/AFAM 370: Development of African-American Children and Youth
- CHIC 332: The Chicano Adolescent
- EDSC 340: Diversity in Secondary Schools

Topics in Adolescence (choose 2-3 classes; 6-9 units)

- CAS 327: Optimizing Development During Adolescence
- CAS 360: Adolescents and the Media
- CAS 365: Adolescent Pregnancy and Parenting
- CAS 375: Adolescent Identity
- CAS 380: Adolescent Sexuality and Intimate Relationships
- CAS 394: Practicum in Child and Adolescent Development
- KNES 387: Movement and the Adolescent
- SOCI 413L: Juvenile Delinquency

Elective (choose up to one class; 0-3 units)

- CAS 340: Parenting in the 21st Century
- CAS 345: Child and Adolescent Development in Diverse Families Contexts (*if not taken for Diversity selection above*)
- CAS 370/AFAM 370: Development of African American Children and Youth (*if not taken for Diversity selection above*)

Notes

- A passing grade of a C or better is required for all minor classes.
- Adolescent Development Minors must complete 18 units of coursework (6 classes).
- Minors require a permit for 325B.
- A minimum of 12 units of coursework for the minor must be distinctive from coursework that is applied to the major.

APPENDIX H. CURRICULUM MAP OF SLOs ACROSS CORE COURSES

Year	SLO	101	201	215	394	300	301	305	310	325A	325B	AdvPr	490	491
1	1a. Describe and/or explain relevant theories, concepts, and related research findings	I	I							D/M	D/M		M	M
1	1b. Identify and describe normative development and individual and group differences	I						D	D	D/M	D/M			
4	1c. Describe biological, psychological, cultural and environmental influences on development	I	I							D	D		M	M
4	1d. Identify and describe key components of cultural competence	I	I		I/D		I/D	D	D	D	D	M	M	M
5	2a. Identify, access, analyze and synthesize relevant sources, including research studies					I	I	I/D	D	D	D	D	M	M
3	2b. Write effectively in APA style, taking purpose and audience into account			I		I/D	I/D	I/D		D	D		M	M
3	2c. Make effective oral presentations, taking purpose and audience into account					I	I	I				D	M	M
2	3a. Apply theories, concepts and research findings to promote child well-being across diverse populations	I	I		I					D	D	M	M	M
2	3b. Identify relevant ethical principles and legal issues and the impact of possible actions in real-world situations		I	I	D/M		I	I/D				M		M
5	3c. Identify funding, services and advocacy strategies at the local, state, federal and international levels that support children, adolescents, families and communities		I		D							M		M

Notes:

CAS 201, 3a Bronfenbrenner

CAS 394, 3b M for Child Abuse Reporting Requirements

101 Intro to Development

201 Child, Family, and Community

215 Observation in Early Childhood (ECD)

394 Practicum (Introductory)

300 Elements of Effective Professional Communication

301 Developmental Inquiry and Methodology

305 Advanced Assessment in Early Childhood (ECD)

310 Assessment and Observation of Child and Adolescent Development

325A Development from Conception through Age 8

325B Development from Age 8 through Adolescence

AdvPr Advanced Practicum (Various Courses)

490 Senior Seminar

491 Leadership in Early Childhood Development (ECD)

I = Introduce

D = Develop

M = Master

APPENDIX I. SAMPLE MEASURE FOR SPRING 2015 PRACTICUM ASSESSMENT SLO 3A & 3B

Name: _____

CAS Practicum Courses

The purpose of this in-class exercise is to provide feedback to the department about student mastery of program learning outcomes. Please complete each item individually, without reference to course notes, texts, or other materials, to the best of your ability.

We are assessing the following two Student Learning Outcomes

3. *Professional, ethical and reflective evidence-based practice with diverse populations*

- a. Apply theories, concepts and research findings to promote child well-being across diverse populations
- b. Identify relevant ethical principles and legal issues and the impact of possible actions in real-world situations

Theory to Practice

Consider the following theorists or theoretical perspectives:

- | | | | |
|---|-----------------------------------|---|--|
| <input type="checkbox"/> Bronfenbrenner | <input type="checkbox"/> Piaget | <input type="checkbox"/> Attachment Theory | <input type="checkbox"/> Information Processing Theory |
| <input type="checkbox"/> Erikson | <input type="checkbox"/> Vygotsky | <input type="checkbox"/> Behaviorism/ Learning Theory | <input type="checkbox"/> Social Learning Theory |

Select and check one of the above theorists or theoretical perspectives. Identify a key concept associated with this theorist or theoretical perspective and discuss how knowing this concept might impact your professional practice (the choices you would make as a professional trying to positively impact the development of children or adolescents). Then provide **ONE** example that clearly applies this concept to children or adolescents in a real-world, professional scenario.

For example, if Gardner’s Multiple Intelligences was one of your choices, you could circle it and write the following:

Identify ONE related concept and briefly describe how this concept might impact your professional practice.	Give an EXAMPLE that clearly applies this concept to children or adolescents in a real-world, professional scenario.
People have multiple intelligences. Learning and assessment should consider different types of intelligences.	Teachers should develop lesson plans that utilize various intelligences. For example, teaching children to play soccer would provide opportunities for children to use and further develop bodily-kinesthetic intelligence as they learn various skills such as dribbling and passing the soccer ball.

Identify ONE related concept and briefly describe how this concept might impact your professional practice.	Give an EXAMPLE that clearly applies this concept to children or adolescents in a real-world, professional scenario.

Research to Practice

Select **one** of the three research findings from the table below and **check** the one you selected. Discuss how this finding might influence your professional practice (the choices you would make as a professional trying to positively impact the development of children or adolescents).

For example:

Research Finding	Specific Professional Strategy/Action
It is common for adolescents in the U.S. to spend an increasing amount of time in social activities in mixed-gender groups.	Teachers, schools, and parents should sponsor extra-curricular and community-based activities including dances and other social events that provide adolescents with opportunities to socialize in settings with adult supervision.

Research Finding	Specific Professional Strategy/Action
<p><input type="checkbox"/> According to a review by Jarrett (2002), there are many benefits of recess for children’s cognitive and academic development. According to this review, there are positive relationships between recess and on-task behavior, between regular breaks in learning and memory or retention, and between physical activity and the development of brain connections.</p> <p><input type="checkbox"/> Intrinsic motivation comprises enjoyment of an activity itself without receiving any external rewards (Gottfried, 1985). Research demonstrates that students who were more intrinsically motivated had higher GPAs (Niehaus et al., 2012) and higher standardized tests scores (Lepper et al., 2005). Research has also indicated that under certain circumstances external rewards decrease intrinsic motivation (Deci, Koestner, & Ryan, 1999). However, these negative effects of external rewards are specifically found on high-interest tasks when the rewards are tangible (such as a prize rather than praise), offered before the task is done, and not tied to level of performance (Cameron, Banko, & Pierce, 2001).</p> <p><input type="checkbox"/> According to Durrant and Ensom (2012) in their examination of physical punishment research over the last 20 years, numerous studies find that physical punishment increases the risk of broad and enduring negative developmental outcomes, yet no study has found that physical punishment enhances developmental health. Therefore, they recommend that parents should be supported in learning nonviolent, effective approaches to discipline.</p>	

Legal Issues (continued)

Please answer on the scantrons provided **T (true)** or **F (false)** for the following statements related to mandated reporting.

Statement

- | | | |
|---|---|---|
| T | F | 1. Child care custodians (including teachers, social workers, etc.) are “mandated reporters”. |
| T | F | 2. A mandated reporter must send a written report within 48 hours of a known or suspected instance of child abuse. |
| T | F | 3. A mandated reporter must be <i>certain</i> of child abuse before making a report. |
| T | F | 4. A mandated reporter is immune from civil and criminal liability for making required/authorized reports of known or suspected child abuse. |
| T | F | 5. There are no specific penalties associated with failure to report instances of known or suspected child abuse within the context of one’s professional responsibilities. |
| T | F | 6. When two or more mandated reporters are present in a situation and jointly become aware of known or suspected abuse, they may designate one individual to make a required report. |
| T | F | 7. Context: An employment site specifies internal reporting procedures (inform the Principal, the Principal will make the report). In this context, one’s responsibility ends when the Principal is informed. |
| T | F | 8. Individual reporting responsibilities in most contexts include phone/written reports and investigation of child abuse. |
| T | F | 9. The face and backs of legs are more often targets of physical abuse than other parts of the body (e.g., knees and elbows). |
| T | F | 10. Voluntary sexual activity between two 13 year olds is considered sexual abuse and must be reported. |
| T | F | 11. Pregnancy in and of itself is not reportable. |

For office use only: Section Number: _____

ID # _____

Scoring Rubric for SLO 3a/ v2.

Students can effectively apply theories, concepts, and research findings to promote child well-being across diverse populations.

Theory To Practice Section				
Score- Subsection: ID one related concept + describe impact professional practice	0: Does Not Meet Competency	1: Meets Competency	2: Exceeds Competency	Summed Scores
Criteria	*Does not identify a related concept OR concept identified is not a component of theory that was chosen**	*Clearly identifies a related concept, BUT DOES NOT include a statement about impact to professional practice OR statement about impact is not aligned or indicative of theory chosen	*Clearly identifies a related concept *AND includes a statement about impact to professional practice that is indicative of theory chosen.	
Score- Subsection: Give an example that applies to children in real world, professional context	0: Does Not Meet Competency	1: Meets Competency	2: Exceeds Competency	
Criteria	*Does not provide an example of how the concept that was described in the box to the left applies to professional scenario OR example provided is not indicative of concept or simply incorrect	*Provides an example that applies concept described in box to the left to a professional scenario. Example can be basic and without elaboration	**Provides an example that applies concept described in box to the left to a professional scenario *AND adds explanatory detail, elaboration or level of specificity that warrants an “exceeds” score	

Research To Practice Section				
Score	0: Does Not Meet Competency	1: Meets Competency	2: Exceeds Competency	
	*There is no application of research finding to a specific professional strategy or action OR Application does not match research finding or is a substantively erroneous application	*Specific strategy or action has a clear tie to the specific research finding, and NOT just a reiteration of the researching finding. *Some allowance for minor error(s) in application OR overgeneralization/ over-extension of research finding	*Specific strategy or action is clearly tied to the specific research finding, and NOT just a reiteration of the research finding *AND there should be no additional applications outside of the scope of the research	

**If the responses do not match the theory chosen at the start, but it is CLEAR that the responses do reply to another theory option, then give credit as we'll assume an inadvertent error.

Summary Score Guidelines for Overall Assignment/SLO

A score of "0" in any subsection	0: Does Not Meet Competency
Score of at least 1 in every section or higher	1: Meets Competency
A Score of 5 or higher (i.e., score of at least 2 in 2 subsections, and 1 in another)	2: Exceeds Competency

APPENDIX J. CAS SENIOR EXIT SURVEY RESULTS, SUMMER 2020

Q1. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Normative development in children from conception to age 8 years

Count	Percent		
51	50.50%		Very good
41	40.59%		Good
9	8.91%		Average
0	0.00%		Below average
0	0.00%		Minimal
101 Respondents			

Q2. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Normative development in children and adolescents ages 9 to 18 years

Count	Percent		
35	35.00%		Very good
52	52.00%		Good
11	11.00%		Average
2	2.00%		Below average
0	0.00%		Minimal
100 Respondents			

Q3. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Atypical child development

Count	Percent		
39	38.61%		Very good
44	43.56%		Good
17	16.83%		Average
1	0.99%		Below average
0	0.00%		Minimal
101 Respondents			

Q4. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Individual differences in child development

Count	Percent		
48	48.98%		Very good
41	41.84%		Good
9	9.18%		Average
0	0.00%		Below average
0	0.00%		Minimal
98 Respondents			

Q5. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of socio-economic status (SES) on child development

Count	Percent		
74	74.75%		Very good
19	19.19%		Good
5	5.05%		Average
1	1.01%		Below average
0	0.00%		Minimal
99	Respondents		

Q6. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of family characteristics on child development

Count	Percent		
72	72.73%		Very good
26	26.26%		Good
1	1.01%		Average
0	0.00%		Below average
0	0.00%		Minimal
99	Respondents		

Q7. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of culture on parenting and child development

Count	Percent		
71	72.45%		Very good
25	25.51%		Good
2	2.04%		Average
0	0.00%		Below average
0	0.00%		Minimal
98	Respondents		

Q8. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of the child's own characteristics (i.e., biological and psychological) on development.

Count	Percent		
62	61.39%		Very good
33	32.67%		Good
6	5.94%		Average
0	0.00%		Below average
0	0.00%		Minimal
101	Respondents		

Q9. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Developmental theories

Count	Percent		
47	46.53%		Very good
37	36.63%		Good
15	14.85%		Average
2	1.98%		Below average
0	0.00%		Minimal
101	Respondents		

Q10. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The implications and applications of developmental theories for work with children and families

Count	Percent		
38	37.62%		Very good
51	50.50%		Good
10	9.90%		Average
2	1.98%		Below average
0	0.00%		Minimal
101	Respondents		

Q11. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Laws and policies articulated for professionals working with children and families in the state of California

Count	Percent		
20	20.00%		Very good
42	42.00%		Good
29	29.00%		Average
7	7.00%		Below average
2	2.00%		Minimal
100	Respondents		

Q12. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - General ethical principles professionals working with children and families are expected to follow

Count	Percent		
60	60.00%		Very good
29	29.00%		Good
7	7.00%		Average
3	3.00%		Below average
1	1.00%		Minimal
100	Respondents		

Q13. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Signs of child abuse

Count	Percent		
75	75.00%		Very good
23	23.00%		Good
2	2.00%		Average
0	0.00%		Below average
0	0.00%		Minimal
100 Respondents			

Q14. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Responsibilities associated with reporting reasonable suspicion of child abuse

Count	Percent		
71	71.72%		Very good
23	23.23%		Good
4	4.04%		Average
1	1.01%		Below average
0	0.00%		Minimal
99 Respondents			

Q15. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Cultural diversity in child development

Count	Percent		
75	75.00%		Very good
22	22.00%		Good
3	3.00%		Average
0	0.00%		Below average
0	0.00%		Minimal
100 Respondents			

Q16. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The concepts of correlations, mean differences, and statistical significance

Count	Percent		
37	37.00%		Very good
32	32.00%		Good
24	24.00%		Average
3	3.00%		Below average
4	4.00%		Minimal
100 Respondents			

Q17. How would rate your ability in the following areas: - Communicate effectively with parents about child development

Count	Percent		
41	42.71%		Extremely capable
44	45.83%		Very capable
9	9.38%		Moderately capable
2	2.08%		Slightly capable
0	0.00%		Not at all capable
96 Respondents			

Q18. How would rate your ability in the following areas: - Communicate effectively with professionals/colleagues about child development

Count	Percent		
42	43.75%		Extremely capable
44	45.83%		Very capable
8	8.33%		Moderately capable
2	2.08%		Slightly capable
0	0.00%		Not at all capable
96	Respondents		

Q19. How would rate your ability in the following areas: - Advocate for policies that benefit children and/or families

Count	Percent		
37	39.36%		Extremely capable
40	42.55%		Very capable
14	14.89%		Moderately capable
2	2.13%		Slightly capable
1	1.06%		Not at all capable
94	Respondents		

Q20. How would rate your ability in the following areas: - Find and select scholarly/professional literature on children and/or families

Count	Percent		
51	53.68%		Extremely capable
29	30.53%		Very capable
13	13.68%		Moderately capable
2	2.11%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		


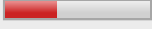
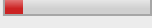
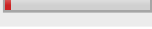
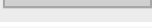
Q21. How would rate your ability in the following areas: - Evaluate sources of information on child development

Count	Percent		
49	51.58%		Extremely capable
34	35.79%		Very capable
10	10.53%		Moderately capable
2	2.11%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		


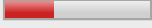
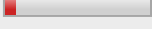
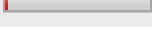
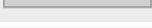
Q22. How would rate your ability in the following areas: - Critically analyze research studies with regard to design and analyses

Count	Percent		
39	40.63%		Extremely capable
36	37.50%		Very capable
17	17.71%		Moderately capable
4	4.17%		Slightly capable
0	0.00%		Not at all capable
96	Respondents		


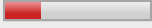
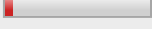
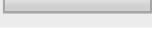
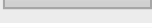
Q23. How would rate your ability in the following areas: - Apply research findings to practice

Count	Percent		
45	47.37%		Extremely capable
34	35.79%		Very capable
12	12.63%		Moderately capable
4	4.21%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		


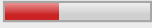
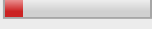
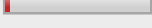
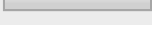
Q24. How would rate your ability in the following areas: - Use scholarly/professional literature to support ideas

Count	Percent		
54	56.84%		Extremely capable
32	33.68%		Very capable
7	7.37%		Moderately capable
2	2.11%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		



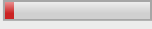
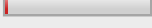
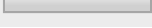
Q25. How would rate your ability in the following areas: - Use online library databases such as ERIC or PsycINFO

Count	Percent		
64	69.57%		Extremely capable
23	25.00%		Very capable
5	5.43%		Moderately capable
0	0.00%		Slightly capable
0	0.00%		Not at all capable
92	Respondents		

Q26. How would rate your ability in the following areas: - Make effective oral presentations

Count	Percent		
44	46.81%		Extremely capable
35	37.23%		Very capable
12	12.77%		Moderately capable
3	3.19%		Slightly capable
0	0.00%		Not at all capable
94	Respondents		

Q27. How would rate your ability in the following areas: - Write effectively, taking purpose and audience into account

Count	Percent		
47	49.47%		Extremely capable
40	42.11%		Very capable
6	6.32%		Moderately capable
2	2.11%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		

Q28. How would rate your ability in the following areas: - Synthesize information from multiple sources

Count	Percent		
47	49.47%		Extremely capable
36	37.89%		Very capable
11	11.58%		Moderately capable
1	1.05%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		

Q29. How would rate your ability in the following areas: - Work collaboratively on group activities

Count	Percent		
65	68.42%		Extremely capable
24	25.26%		Very capable
5	5.26%		Moderately capable
1	1.05%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		

Q30. How would rate your ability in the following areas: - Continue your professional development after graduation

Count	Percent		
58	63.04%		Extremely capable
29	31.52%		Very capable
4	4.35%		Moderately capable
0	0.00%		Slightly capable
1	1.09%		Not at all capable
92	Respondents		


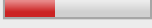
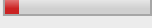
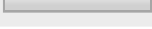
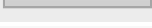
Q31. How would rate your ability in the following areas: - Work effectively with people from diverse backgrounds

Count	Percent		
68	70.83%		Extremely capable
26	27.08%		Very capable
2	2.08%		Moderately capable
0	0.00%		Slightly capable
0	0.00%		Not at all capable
96	Respondents		


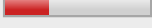
Q32. How would rate your ability in the following areas: - Use observation strategies to understand children

Count	Percent		
65	68.42%		Extremely capable
29	30.53%		Very capable
1	1.05%		Moderately capable
0	0.00%		Slightly capable
0	0.00%		Not at all capable
95	Respondents		


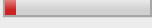
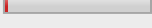
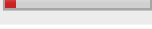
Q33. How would rate your ability in the following areas: - Use assessment tools to understand children

Count	Percent		
54	56.25%		Extremely capable
33	34.38%		Very capable
9	9.38%		Moderately capable
0	0.00%		Slightly capable
0	0.00%		Not at all capable
96	Respondents		

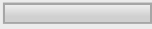
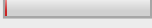
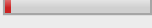
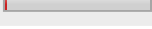
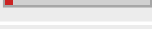


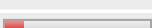



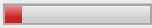
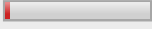
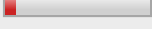
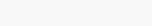
Q34. Are you a transfer student or a native freshman?

Count	Percent		
67	69.79%		Transfer
29	30.21%		Native Freshmen
96	Respondents		

Q35. When do you think you will graduate?

Count	Percent		
73	82.02%		Spring 2020
7	7.87%		Summer 2020
2	2.25%		Fall 2020
7	7.87%		Spring 2021
89	Respondents		

Q36. When did you begin studying at CSUF?

Count	Percent		
0	0.00%		Fall 2012
1	1.08%		Spring 2013
4	4.30%		Fall 2013
1	1.08%		Spring 2014
5	5.38%		Fall 2014
1	1.08%		Spring 2015
11	11.83%		Fall 2015
2	2.15%		Spring 2016
12	12.90%		Fall 2016
2	2.15%		Spring 2017
20	21.51%		Fall 2017
13	13.98%		Spring 2018
11	11.83%		Fall 2018
3	3.23%		Spring 2019
7	7.53%		Fall 2019
93	Respondents		

Q37. Please think back to when you first started at CSUF. How long did you plan to take to finish your degree?

Count	Percent		
1	1.49%		1 year
46	68.66%		2 years
8	11.94%		3 years
5	7.46%		4 years
7	10.45%		5 or more years
67	Respondents		

Q38. Please think back to when you first started at CSUF. How long did you plan to take to finish your degree?

Count	Percent		
0	0.00%		2 years
0	0.00%		3 years
26	89.66%		4 years
2	6.90%		5 years
0	0.00%		6 years
1	3.45%		7 or more years
29	Respondents		

Q39. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Cost of tuition and fees

Count	Percent		
35	36.84%		Did not affect
28	29.47%		Somewhat affected
32	33.68%		Very much affected
95	Respondents		

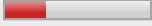
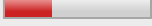
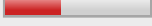
Q40. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Cost of living expenses

Count	Percent		
53	55.79%		Did not affect
26	27.37%		Somewhat affected
16	16.84%		Very much affected
95	Respondents		

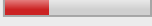
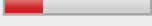

Q41. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Cost of textbooks and/or other educational materials

Count	Percent		
39	41.05%		Did not affect
39	41.05%		Somewhat affected
17	17.89%		Very much affected
95	Respondents		

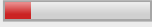
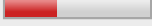

Q42. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Cost of intersession and/or summer school

Count	Percent		
27	28.42%		Did not affect
31	32.63%		Somewhat affected
37	38.95%		Very much affected
95	Respondents		


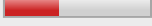
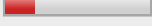
Q43. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Family obligations

Count	Percent		
29	30.53%		Did not affect
25	26.32%		Somewhat affected
41	43.16%		Very much affected
95	Respondents		


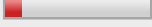
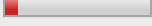
Q44. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Work schedule

Count	Percent		
17	17.89%		Did not affect
34	35.79%		Somewhat affected
44	46.32%		Very much affected
95	Respondents		


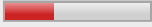
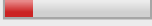
Q45. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Anticipated difficulties in classes

Count	Percent		
39	41.94%		Did not affect
35	37.63%		Somewhat affected
19	20.43%		Very much affected
93	Respondents		

Q46. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Planned on a double-major or a minor

Count	Percent		
74	79.57%		Did not affect
11	11.83%		Somewhat affected
8	8.60%		Very much affected
93	Respondents		

Q47. How much did the following factors affect your plans to take as long as you did to graduate from CSUF? - Planned on taking additional classes in preparation for graduate school or a credential program

Count	Percent		
44	46.81%		Did not affect
32	34.04%		Somewhat affected
18	19.15%		Very much affected
94	Respondents		

Q48. Please describe what challenges you faced, other than those already listed above:

Count	Percent	
70	100.00%	

Count	Percent	
1	1.43%	<input type="text"/>
1	1.43%	<input type="text"/>
1	1.43%	<input type="text"/> A pandemic.
1	1.43%	<input type="text"/> Advising in previous major was not effective. Dont feel like I recurved the best guidance. I was unaware of a lot of school policy. My advisor always pushed 12 units only.
1	1.43%	<input type="text"/> Availability of classes
1	1.43%	<input type="text"/> Balancing difficult/high-level courses in one semester such as CAS 300 and CAS 301
1	1.43%	<input type="text"/> Being a first generation student really created struggles for me because I did not know what to expect nor was I fully confident in my ability to finish school but here I am about to finish and be the first in my family to do so!
1	1.43%	<input type="text"/> Being a mother of 4 beautiful children made it hard for me to attended school. Financially was one of the biggest. Although I got help from financial aid to pay for my school, I still had many bills to pay and school was in the way of me working my full hours, so it took me longer to finish school. College was never one of my goals to do in life but went and every year got harder. Many time I wanted to quit but I pushed through and grateful to say that after 9 years of college i finally graduated.
1	1.43%	<input type="text"/> Being in academic probation and then on disqualification because I did not know how to navigate the through my classes or who to ask when I had questions regarding major or academic advising
1	1.43%	<input type="text"/> CHAD Major sequence
1	1.43%	<input type="text"/> Change of major and class availability
1	1.43%	<input type="text"/> Child care for my brother played a huge factor
1	1.43%	<input type="text"/> Classes not offered at night or online made it very difficult
1	1.43%	<input type="text"/> commuting to school
1	1.43%	<input type="text"/> Counselor that I met with before each semester didn't tell me that atleast 3 of my topical development courses had to be in CAS. I found out while doing my live grad check and petitioned for other classes to count and got approved.
1	1.43%	<input type="text"/> Covid 19 shut everything down so I am unable to take the tests I had planned to take during the spring semester.
1	1.43%	<input type="text"/> Difficult transitioning from a JC to a university
1	1.43%	<input type="text"/> Doing online work during covid
1	1.43%	<input type="text"/> Family loss, also lack of ability to go to certain classes during the day. online and evening classes worked best for my families schedule.
1	1.43%	<input type="text"/> Father got sick with leukemia, so I had to leave school to help with the household bills
1	1.43%	<input type="text"/> Figuring out financial aid and how it works as a transfer student.
1	1.43%	<input type="text"/> Finding classes that worked with my schedule and allowed me the time to work, Wish more online classes were offered for CHAD.
1	1.43%	<input type="text"/> Health problems that required me to take time off, putting me off track of my initial graduation goal.
1	1.43%	<input type="text"/> I am in DSS and knew it would take me longer. It took me longer than 2 years. at a Junior college.
1	1.43%	<input type="text"/> I faced a hurdle of balancing work with school as a full time student and having to take many courses to satisfy the major and minor requirements when thinking about grad school.
1	1.43%	<input type="text"/> I faced the transition of moving out and living on my own
1	1.43%	<input type="text"/> I had a demanding job for the first two years of college. Transportation was a problem for the first year.
1	1.43%	<input type="text"/> I had difficulty finding classes in the evening that I needed for my minor in Mathematics
1	1.43%	<input type="text"/> I had to move out for the spring 2020 semester. I am from San Diego and would drive up at 6 am Monday morning to be in a class by 10 am. I would stay at a hotel in Brea 3 nights a week. After my Thursday evening class, I would get home by 9 PM. I only did that for 8 weeks because classes went online. I could not afford to live in housing and was not provided enough loans to live on campus for the spring.
1	1.43%	<input type="text"/> I moved, applied at another university CALPOLY was at first accepted, then denied. I had to reapply at CSUF. I missed the deadline a couple of times. My daughter and I were in a car

			accident, totaled my car with injuries. Then my daughter almost died of ongoing drug addiction that she finally overcame with family rehab intervention. I had a psychological meltdown of all that was happening from losing our home due to loss of my affordable housing voucher, psychological and physical health took a toll, a couple failed relationships, loss of a job, our belongings were stolen from our storage unit, a lost pregnancy, and I had to give up my dog because I became homeless and couldn't house her. But, I am okay now :) I live with my boyfriend and my daughter is sober and has a baby who we all love. This all happened between 2012 and 2014.
1	1.43%	<input type="checkbox"/>	I started CSUF as a Kinesiology major. For 2 years I worked towards that major and then realized I wanted to work with kids. The change in my career set me back a year, but the CHAD department had been great and made the transition smooth and pain free.
1	1.43%	<input type="checkbox"/>	I started out with a different major and did not switch to CHAD until later. I did not take as many classes I should have each semester.
1	1.43%	<input type="checkbox"/>	I switched majors Spring of my second year, but surprisingly I did not find it difficult to catch up. I had a bit of a heavier workload, but I was used to taking a lot of classes, so it was not too difficult.
1	1.43%	<input type="checkbox"/>	I took longer to finish my credential because I wanted to save money before I took a year off of not working. The teaching credential requires you to be a full time student, so I wanted to be financially stable.
1	1.43%	<input type="checkbox"/>	I was in a car accident on October 11 and was on mandatory bed rest for a week and a half so it hindered me and my studies a bit.
1	1.43%	<input type="checkbox"/>	I was set back approximately two semesters because the public bus I take to campus broke down on the first day two semesters in a row and the teachers dropped me from the class because of how packed the classes are.
1	1.43%	<input type="checkbox"/>	Just cost of money was the major one
1	1.43%	<input type="checkbox"/>	Marriage!!! It was and is a blessing, but it definitely held me back being obligated to work two jobs and having wife responsibilities after being used to only focusing on school and living with my parents.
1	1.43%	<input type="checkbox"/>	Mental health issues play a role on my motivation. There were days were I had no motivation so when I was in class I was not focused. I also worked two jobs to be able to save up for the credential program during my time at CSUF and held a position in an organization. But the biggest was dealing with imposter syndrome due to a lack of representation of professors of color in the the classes I took. Also not meeting a lot of students of color kind of discouraged me into thinking this major was probably not for me.
1	1.43%	<input type="checkbox"/>	My work schedule, finances, and familial state all deeply influenced my progress. Additionally, my health was a concern that I had to encounter during my education, which made going to school more difficult.
1	1.43%	<input type="checkbox"/>	N/a
4	5.71%	<input type="checkbox"/>	N/A
1	1.43%	<input type="checkbox"/>	Na
1	1.43%	<input type="checkbox"/>	NA
5	7.14%	<input type="checkbox"/>	None
1	1.43%	<input type="checkbox"/>	None other
1	1.43%	<input type="checkbox"/>	Not enough online class options.
1	1.43%	<input type="checkbox"/>	not having professors on the same page. one professor said their way was right, another said their way was right, and they blamed each other for teaching us incorrectly.
1	1.43%	<input type="checkbox"/>	Pandemic of COVID-19
1	1.43%	<input type="checkbox"/>	Planning on majoring in something else and completing a CHAD minor, but later discovered CHAD major would be best for anticipated career.
1	1.43%	<input type="checkbox"/>	Profesos not whiling you take the time to understand what was going on with me health wise, also not that many available classes with different instructors especially for online
1	1.43%	<input type="checkbox"/>	Rampant racism in CHAD department. Department Chair (Katherine E. Bono Sp. 2017), Catherine Reeves (Sp. 2017), Diana Robles (Fall 2017), Phung Nguyen (WAIV- Fall 2017), Francesca Chicas (WAIV- Fall 2017), Doug Liverpool (DSS- Fall 2017), Laura Luna (DSS- Fall 2017), Tom Thompson (DSS Director- Fall 2017), Faith Jennings (Fall 2016), Robert Pierce (CICE leadership- Fall 2017); as well as 2 or three members on the 6th floor (of EC building), whom I asked to help stop the verbal abuse I sustained from Catherine Reeves. They ignored my evidence and gave Reeves the permission to abuse me. They were in charge, (Fall 2017). Christa Greenfader as well as Greenfader's next door coworker, Asian teacher- Shu-Chen (Jenny) Yen, (Sp. 2020); Loretta Neill (DSS- Sp. 2020); Lori Palmerton (DSS Director- Sp. 2020). Sue Yasger (Sp. 2013). All these people were very abusive to me, with impunity. I was forced to retake EDEL 315. They delayed my stay at CSUF. The



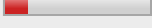
			collectively and purposely tried to hinder me succeeding and graduation. They have all worked against me and have been very violent in their actions and behaviors towards me.
1	1.43%	<input type="checkbox"/>	registering for classes
1	1.43%	<input type="checkbox"/>	Social anxiety
1	1.43%	<input type="checkbox"/>	Speaking different languages ,and need longer time to spend on each subject.
1	1.43%	<input type="checkbox"/>	Taking a 7 year break and having to come back and relearn it all within a year to graduate. Not much help with transition in this department because your either considered a freshman or a transfer student with the assumption that you have been in school. It would have been great to have a program for older returning students with resources to help with transition full time work, family and full time school.
1	1.43%	<input type="checkbox"/>	The classes I needed at the times that worked best with my work schedule were not always available.
1	1.43%	<input type="checkbox"/>	The order of sequence the classes had to be taken.
1	1.43%	<input type="checkbox"/>	Time management and prioritizing sooner to decrease stress!
1	1.43%	<input type="checkbox"/>	Unaware of the minimum amount of units per semester to graduate in 4 years
1	1.43%	<input type="checkbox"/>	Working and going to school full time. I couldn't take more than four classes without my grades suffering.
1	1.43%	<input type="checkbox"/>	Working full time was the most difficult, because many times I was unable to find classes I needed in the afternoon.
1	1.43%	<input type="checkbox"/>	Working full time, and trying to find a schedule that works with my day time 40 hour a week job it was difficult to find night classes. It took me longer because I couldn't always take a full load each semester
70 Respondents			

Q49. It took me _____ to graduate than I had originally planned.			
Count	Percent		
5	5.21%	<input type="checkbox"/>	Less time
44	45.83%	<input type="checkbox"/>	About the same amount of time
47	48.96%	<input type="checkbox"/>	More time
96 Respondents			

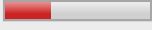
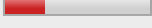

Q50. Why did you take longer to graduate than you had planned? - Cost of tuition and fees			
Count	Percent		
17	36.17%	<input type="checkbox"/>	Not a factor
14	29.79%	<input type="checkbox"/>	Somewhat of a factor
16	34.04%	<input type="checkbox"/>	Very much a factor
47 Respondents			

Q51. Why did you take longer to graduate than you had planned? - Cost of living expenses			
Count	Percent		
28	62.22%	<input type="checkbox"/>	Not a factor
10	22.22%	<input type="checkbox"/>	Somewhat of a factor
7	15.56%	<input type="checkbox"/>	Very much a factor
45 Respondents			


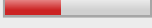
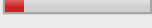
Q52. Why did you take longer to graduate than you had planned? - Cost of textbooks and/or other educational materials

Count	Percent		
19	42.22%		Not a factor
19	42.22%		Somewhat of a factor
7	15.56%		Very much a factor
45	Respondents		

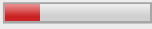
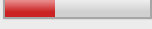

Q53. Why did you take longer to graduate than you had planned? - Cost of intersession and/or summer school

Count	Percent		
15	31.91%		Not a factor
13	27.66%		Somewhat of a factor
19	40.43%		Very much a factor
47	Respondents		

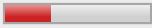
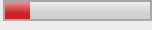

Q54. Why did you take longer to graduate than you had planned? - Parking and/or transportation

Count	Percent		
22	47.83%		Not a factor
18	39.13%		Somewhat of a factor
6	13.04%		Very much a factor
46	Respondents		


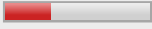
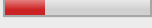
Q55. Why did you take longer to graduate than you had planned? - Work took up a lot of my time

Count	Percent		
11	23.91%		Not a factor
16	34.78%		Somewhat of a factor
19	41.30%		Very much a factor
46	Respondents		


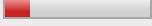
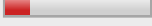
Q56. Why did you take longer to graduate than you had planned? - Family Obligations

Count	Percent		
15	31.91%		Not a factor
8	17.02%		Somewhat of a factor
24	51.06%		Very much a factor
47	Respondents		

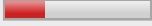
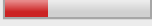

Q57. Why did you take longer to graduate than you had planned? - There were not enough open sections of CAS classes

Count	Percent		
19	40.43%		Not a factor
15	31.91%		Somewhat of a factor
13	27.66%		Very much a factor
47	Respondents		


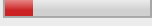
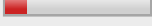
Q58. Why did you take longer to graduate than you had planned? - There were not enough open sections of non-CAS classes that I needed to graduate

Count	Percent		
30	65.22%		Not a factor
8	17.39%		Somewhat of a factor
8	17.39%		Very much a factor
46	Respondents		


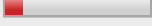
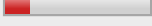
Q59. Why did you take longer to graduate than you had planned? - The open sections of classes that I needed to graduate did not work for my schedule

Count	Percent		
13	27.66%		Not a factor
14	29.79%		Somewhat of a factor
20	42.55%		Very much a factor
47	Respondents		


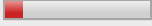
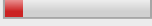
Q60. Why did you take longer to graduate than you had planned? - I had to re-take CAS classes

Count	Percent		
31	65.96%		Not a factor
9	19.15%		Somewhat of a factor
7	14.89%		Very much a factor
47	Respondents		


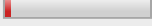
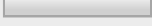
Q61. Why did you take longer to graduate than you had planned? - I had to re-take non-CAS classes that I needed to graduate

Count	Percent		
33	70.21%		Not a factor
6	12.77%		Somewhat of a factor
8	17.02%		Very much a factor
47	Respondents		


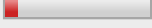
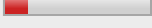
Q62. Why did you take longer to graduate than you had planned? - I did not take CAS classes in the recommended order

Count	Percent		
35	74.47%		Not a factor
6	12.77%		Somewhat of a factor
6	12.77%		Very much a factor
47	Respondents		


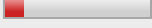
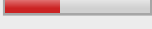
Q63. Why did you take longer to graduate than you had planned? - I decided to double-major

Count	Percent		
45	95.74%		Not a factor
2	4.26%		Somewhat of a factor
0	0.00%		Very much a factor
47	Respondents		


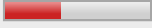
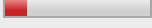
Q64. Why did you take longer to graduate than you had planned? - I decided to add a minor

Count	Percent		
33	75.00%		Not a factor
4	9.09%		Somewhat of a factor
7	15.91%		Very much a factor
44	Respondents		

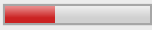
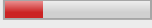
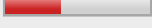
Q65. Why did you take longer to graduate than you had planned? - I changed my major

Count	Percent		
22	48.89%		Not a factor
6	13.33%		Somewhat of a factor
17	37.78%		Very much a factor
45	Respondents		


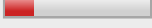
Q66. Why did you take longer to graduate than you had planned? - I had to take additional classes to prepare for graduate school or a credential program

Count	Percent		
21	45.65%		Not a factor
18	39.13%		Somewhat of a factor
7	15.22%		Very much a factor
46	Respondents		

Q67. Why did you take longer to graduate than you had planned? - I decided not to take 15 units per semester

Count	Percent		
16	34.78%		Not a factor
12	26.09%		Somewhat of a factor
18	39.13%		Very much a factor
46	Respondents		




Q68. Were you employed while you were a student at CSUF?

Count	Percent		
77	80.21%		Yes
19	19.79%		No
96	Respondents		



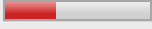
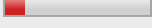
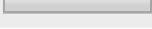
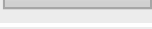
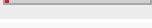
Q69. On average, how many hours per week did you work at your place of employment while you were a student at CSUF?

Count	Percent		
2	2.60%		1-5
4	5.19%		5-10
18	23.38%		10-20
27	35.06%		20-30
17	22.08%		30-40
9	11.69%		More than 40
77	Respondents		



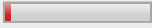
Q70. Not counting internship or practicum experiences, did you volunteer in the community while you were a student at CSUF?

Count	Percent		
37	38.54%		Yes
59	61.46%		No
96 Respondents			

Q71. On average, how many hours per week did you volunteer while you were a student at CSUF?

Count	Percent		
18	48.65%		1-5
13	35.14%		5-10
5	13.51%		10-20
0	0.00%		20-30
0	0.00%		30-40
1	2.70%		More than 40
37 Respondents			

Q72. During your time as a student at CSUF, did you ever meet with a CAS advisor?

Count	Percent		
92	95.83%		Yes
4	4.17%		No
96 Respondents			

APPENDIX K. STUDENT PARTICIPATION IN DEPARTMENT ACTIVITIES

Jumpstart Student Team Leaders and Corps Members and Faculty Advisors 2013-2021

Academic Year	Student Team Leaders	Corps Members	Faculty Advisors
2013-2014	Mindy Caballero, Angelica Carlsen, Ashley Gain, Samantha Lopez, Eric Mar, Candy Penaloza, Jaquely Yniguez	Jennifer Aguila, Jessica Aguilar, Esther Barajas, Jeanette Bravo, Ka Cheung, Cortni Clark, Katrina Cosby, Savannah Cruz, Mariajose Flores, Sky Gomez, Amanda Guerrero, Sabrina Guerrero, Melisa Hampton, Brittney Howard, Danielle Jansen, Kerilee Lacy, Mikayla Lambeth, Amy Loera, Jose Lopez, Laura Martinez, Debby Moc, Doina Mocanu, Julie Park, Mante Petersen, Reuben Ponce De Leon, Javier Ramirez, Janet Resendiz, Lizeth Rojas, Monique Ruiz, Estefania Sanchez, Luz Sanchez, Cindy Truong, Stephanie Weinfeld, Jennifer Yasuda	Jo'ie Taylor
2014-2015	Amy Loera, Laura Martinez, Joo Hee Park, Mante Peterson, Maria Santana, Alysia Vazquez, Casondra Ybarra	Adriana Bravo, Kimloan Nancy Bui, Ka Cheung, Chelsea Cordoba, Viana Gallegos, Elsa Liliana Gonzalez, Angelica Green, Jaime Hawthorne, Yadicza Hernandez, Jessie Holston, Amanda Humber, Saira Jaffry, Christina Lama, Angela Lee, Anayely Loaiza, Natasha Lowe, Phuong Mai Ly, Cindy Ma, Ruby Mejia, Vidalia Mena, Edward Molina, Laura Nguyen, Cindy Nguyen, Connor Nolta, Hailey Oswald, Hyun Suh Elena Park, Lizeth Perez, Hend Qazza, Javier Ramirez, Clara Ramirez-Pacheco, Jamie Ray, Guadalupe Rivas, Lizeth Rojas, Christine Shin, Judy Trinh, Michelle Wells, Emily Wong	Kathleen Herbst & Dr. Jenny Yen
2015-2016	Chelsea Cordoba, Amanda Humber, Saira Jaffry, Vidalia Mena, Edward Molina, Lizeth Perez, Lizeth Rojas	Leslie Aguilar Robles, Carla Alvarez, Connie Alvarez, Jessica Alvarez, Taylor Brandt, Lizbeth Castaneda, Gladys De La Cruz, Gerardo Esparza, Alana Feliciano, Sarah French, Angelica Green, Yadhira Gutierrez, Natasha Lowe, Anna Ly, Jarely Melchor, Laura Moreno, Laura Nguyen, Jennifer Ostergaard, Yosselin Ovalle, Jessica Palacios, Karla Palma, Jensine Ponciano Cruz, Hyun Suh Elena Park, Monique Prashad, Hend Qazza, Javier Ramirez, Clara Ramirez-Pacheco, Valeria Ruiz, Sarahi Ruiz, Hailey Shenk, Judy Trinh, Jacquelyn Vargas, Ariana Vargas, Leah Vargas, Katherine Zertuche	Kathleen Herbst & Sarah Shawesh

2016-2017	Lizbeth Castañeda-Vasquez, Alana Feliciano, Brianah Hererra, Natasha Lowe, Jensine Ponciano, Lizeth Rojas, Hailey Shenk	Tselza Mae Almendra, Connie Alvarez, Claudia Ambrocio, Kathryn Anderson, Jessica Apusen, Blancarosa Arreola, Alejandra Barron, Breena Becerra, Alyssa Mae Caalim, Kim Carrillo, Victoria Cervantes, Savannah Cole, Sheila De Guzman, Andrea De Lira, Anabel Dominguez-Chio, Sarah French Erin Githens, Noemi Gonzalez, Lizbeth Guzman, Sayeh Kemp, Nam Le, Maritza Leiva, Yvette Lopez-Arias, Phoebe Lu, Michelle Manzano, Genesis Matute, Carolina Medina, Jarely Melchor, Vicente Ocampo Jessica Palacios, Hend Qazza, Monique Ramos, Ryan Receno, Edith Rodriguez, Jacqueline Rubio-Laurel, Victoria Santana, Aveena Savongsy, Miriam Sosa, Theresa Tran, Jennifer Varas	Kathleen Herbst & Dr. Jenny Yen
2017-2018	Yasmine Bahena, Aylssa Mae Caalim, Yvette Lopez-Arias, Carolina Medina, Guadalupe Rivas, Jacqueline Rubio Laurel, Theresa Tran	Claudia Ambrocio, Blancarosa Arreola-Martinez, Alfonso Bravo, Jeimy Carmona, Jordan Carter, Sheila Lauren De Guzman, Andrea De Lira, Viridiana Diaz, Megan Gutierrez, Catiana Huante, Andrea Iniguez-Rodelo, Kimberly Juarez, Dena Kanchao, Gladys Liberato, Lauren Liu, Phoebe Lu, Genesis Matute Murillo, Jessica Merlos, Elisabed Miranda Cardozo, Veronica Monsisvais, Michelle Nguyen, Nicole Osborn, Daisy Pastrana, Maricruz Quezada, Rebecca Ramirez, Ashley Ratanasim, Belen Raya, Ryan Matthew Receno, Andres Rubio, Sofhia Mae Sevandra, Cindy Tran, Jennifer Varas Jimenez, Ayumi Wong, Christina Yuen, Joanna Zada	Kathleen Herbst & Dr. Jenny Yen
2018-2019	Monica Attardo, Claudia Hurtado Cartagena, Andrea Iniguez-Rodelo, Joselyn Macias, Carolina Medina, Daisy Ramirez	Emily-Jane Allen, Lourdilind Almendras, Ashley Alvarez, Stephanie Ceballos, Joanna Chavez, Karina Cuevas, Cerina De La Rosa, Karen De Lira, Devanhi Dominguez, Erin Evans, Janely Garcia, Daisy Gomez, Nicholas Guerrero, Stacey Hernandez, Carolina Herrera, Shirley Huynh, Sarah Johnson, Huiling Lu, Brittany McNair, Michelle Mendez, Veronica Monsisvais, Stephany Najera, Yasmine Nesicolaci Vanna Nguyen, Kristine Runnherg, Asusena Sanchez, Nathaly Sanchez, Ngoc Tran, Bayron Valentine, Britney Wangko	Kathleen Herbst & Dr. Jenny Yen

2019 -2020	<p>Lourdilind Almendras, Daisy Gomez, Claudia Hurtado, Ashlyn Kawano, Joselyn Macias, Brittany McNair, Alejandra Solares Bautista</p>	<p>Samantha Alvarado, Nathaly Blanco, Samantha Bowen, Jessica Briceno, Rebekah Caldon, Karina Camacho, Isabel Cruz, Emily Da Silva, Devanhi Dominguez, Patricia Espinoza, Erin Evans, Vanessa Flores, Julie Gakere, Janelly Garcia, Gillian Gilman, Estefany Jimenez, Maria del Pilar Lorenzo, Huiling Lu, Melissa Isabel Manzanares, Naylea Mercado, Colleen Najiba Mirza, Dyland Nguyen, Kemdi Nwosu, Sonia Ocampo, Teresa Rico, Dawn Ritter, Kristine Runnberg, Nathaly Sanchez, Rose Sanchez, Melissa Tapia, Tony Tran, Jenny Ngoc Vuu, Rebecca Zamora, Britney Wangko</p>	<p>Kathleen Herbst & Sarah Shawesh</p>
2020-2021	<p>Jessica Briceño, Yesenia Castro, Daisy Gomez, Sophia Gunzon, Patricia Espinoza, Vanessa Flores, Sonia Ocampo, Qaitlyn Romero, Brianna Vazquez</p>	<p>Carlos Aceves, Angie Beltran, Brenda Castillo, Ivon De Luna, Emily Echevoyen, Yolanda Flores, Rebeca Garcia, Alessandra Gonzalez, Alina Gonzalez, Savannah Hopson, Catherine House, Renata Huang, Neil Josen, Kayla Mccusker, Lesley Morales, Steven Nguyen, Kemdi Nwosu, Elizabeth Ortiz, Teresa Pham, Kassidy Purcell, Jason Reyes, Alicia Rodriguez, Janet Roman, Alexis Ruiz, Andrea Soto, Genesis Vasquez, Erin Yee</p>	<p>Kathleen Herbst & Sarah Shawesh</p>

Child and Adolescent Studies Student Association (CASSA) Board Members and Faculty Advisors 2014-2021

Academic Year	Board Members	Faculty Advisors
2014-2015	<p>Executive President: Chelsea Krueger Vice-President: Celeste Cardenas Information Manager: Marisol Calderon Awards & Activities Manager: JudelMay Enriquez Membership Manager: Ashley Allen Community Projects Managers: Danielle Eden & Heidy Correa Finance Manager: Mallory Ross Professional/Career Development Manager: Stephanie Nguyen I.C.C. Representative: Karina Montes</p>	<p>Drs. Nathalie Carrick & Guadalupe Espinoza</p>
2015-2016	<p>Executive President: Danielle Eden Vice-President: Ashley Allen Information Manager: Destiny Martinez Awards & Activities Manager: Stephanie Zelaya Membership Manager: Melissa Levy Community Projects Managers: Chelsea Noble & Lizette Chavez Finance Manager: Briana Fair Professional/Career Development Manager: Stephanie Sawaya I.C.C. Representative: Jennifer Palacios</p>	<p>Drs. Kate Bono & Guadalupe Espinoza</p>
2016-2017	<p>Executive President: Ashley Allen Vice-President: Destiny Martinez Information Manager: Emily Gelvezon Awards & Activities Manager: Jenna Henson Membership Manager: Whitney Sasao Community Projects Managers: Mia Salazar & Natalie Azurdia Finance Manager: Erin Githens Professional/Career Development Manager: Emily Flynn I.C.C. Representative: Cristy Martinez</p>	<p>Drs. Claudia Pineda & Jenny Yen</p>
2017-2018	<p>Executive President: Whitney Sasao Vice-President: Natalie Azurdia Information Manager: Jessica Inzunza Awards & Activities Manager: Christian Garcia Membership Manager: Nicole Gongora Community Projects Managers: Janet Hernandez & Cynthia Zendejas Finance Manager: Luis Cordoba Professional/Career Development Manager: Manda Morrissey I.C.C. Representative: Melissa Viana</p>	<p>Drs. Jenny Yen and Sasha Zeedyk</p>

2018-2019

Executive President: Melissa Viana
Vice-President: Ashton Faragalli
Information Manager: Claudia Villaseñor
Events & Activities Manager: Christian Garcia
Membership Manager: Melanie Ascencio
Community Projects Managers: Tiana Simons & Jennifer Garcia
Finance Manager: Juan Cuevas
Professional/Career Development Manager: Susan Geiger
I.C.C. Representative: Vivian Lu

Drs. Jenny Yen &
Sasha Zeedyk

2019-2020

Executive President: Melissa Viana
Vice-President: Ashton Faragalli
Information Manager: Claudia Villaseñor
Events & Activities Manager: Christian Garcia
Membership Manager: Melanie Ascencio
Community Projects Managers: Tiana Simons & Jennifer Garcia
Finance Manager: Juan Cuevas
Professional/Career Development Manager: Susan Geiger
I.C.C. Representative: Vivian Lu

Drs. Claudia Pineda
& Michelle Ramos

2020-2021

Executive President: Edward Reyna
Vice-President: Briana Gonzalez
Information Manager: Bryan Ortiz
Events & Activities Manager: Clara Dao
Membership Manager: Presley Moffett
Community Projects Managers: Madeline Espinoza & Janine Morales
Finance Manager: Mychal Gabb
Professional/Career Development Manager: Alyssa Ruiz
I.C.C. Representative: Kevin Linsangan

Drs. Sasha Zeedyk &
Michelle Ramos

Course Assistants by Course Number 2014-2021

Academic Year	Course Assistants	
	Fall	Spring
2014-2015	<p>CAS 101: Ashley Allen CAS 301: Jessica Coburn, Kayla Fowler, Emily Maeda CAS 321: Rosa Martinez, Jawariyah Mustafa CAS 325A: Kathy Dao, Christine Dzou, JudelMay Enriquez, Stephanie Fox, Katherine Kelly, Jane Lee CAS International Internships: Diana Flores, Abigail Segura</p>	<p>CAS 300: Taylor Ingardia CAS 301: KJ Gutierrez, Sara Kong, Melissa Levy, Tara Mazeika CAS 321: Rosa Martinez, Jawariyah Mustafa CAS 325A: Kathy Dao, Christine Dzou, JudelMay Enriquez, Stephanie Fox, Katherine Kelly, Jane Lee CAS International Internships: Karen Lee, Roni Reasons, Joana Rivera, Holly Victor, Hollie Wenner</p>
2015-2016	<p>CAS 301: Muhita Ahmad, Arsinoe Braganini, Angel Lap, Brianna Macinka, Chelsea Noble, Kylie Santanello CAS 321: Rosa Martinez, Jawariyah Mustafa CAS 340: Austin Alvaraz CAS 496: Abigail Freeman CAS 499: Ana Serna</p>	<p>CAS 300: Taylor Ingardia, Derek Lee, Michelle List, Jacqueline Liberto, Samantha Steele CAS 301: Krysten Bernardo, Arsinoe Braganini, Selena Cartznes, Stephanie Mejia, Mallorie Small, Cassidy Worley, Kylie Santanello CAS 464: Vidalia Mena, Lizeth Rojas CAS 496: Sarah Lazaro CAS 499: Mayra Gradilla</p>
2016-2017	<p>CAS 101: Katie Kennedy CAS 300: Sandra Chavez, Lisette De La Torre, Jessica Espinoza, Erin Fischer, Jesslyn Giese, Jenna Henson, Sylvana Mesko, Danny Pantaleon, Cierra Snow, Kochie Tokhi CAS 301: Cassandra Claahsen, Emily Gelvezon CAS 340: Mia Salazar</p>	<p>CAS 101: Gricelda Perez CAS 300: Courtney Cabotaje, Lukas Garcia, Jesslyn Giese, Nicole Gongora, Haley Groover, Sylvana Mesko, Holly Poole, Cierra Snow CAS 301: Imelda Benitez, Sonia Hasjjim, Jessica Palacios 325A: Alyssa Gonzales, Daniel Pena, Jenny Pham, Kimberly Virrueta CAS 340: Jessica Idoine, Cassidy Nafzgar CAS 360: Nicole Gongora, Katherine Muniz</p>
2017-2018	<p>CAS 201: Daisy Estrada CAS 300: Michael Haroun, Rebecca Miller, Shelby Morrill, Holly Poole, Cosette Rollins, Hayley Romero, Katelynne Ways CAS 301: Hyunji Kim, Jessica Olson CAS 321: Danielle Virgin CAS 325A: Danielle Virgin</p>	<p>CAS 300: Christopher Berglund, Courtney Costello, Mackenzie Miron, Emily Villegas CAS 301: Joseph Kim, Sarah Raish, Vianey Marquez, Megan Miller, Cindy Sandoval CAS 312: Chanelle Natividad, Candace Lui CAS 325A: Saedee Grajeda, Megan Gutierrez CAS 340: Jessica Idoine, Vivian Lu, Andrew Luong, Sabrina Wagner CAS 394/L: Alejandra Gutierrez</p>

2018-2019	<p>CAS 300: Jenna Chapton, Courtney Costello, Jacqueline Estremera, Katherine Lantow, Mackenzie Miron, Brooke Schooler, Daniel Watson, Rachel Watts</p> <p>CAS 301: Johannah Choi, Fardusa Ismail, Alex Muraoka, Jacquelyne Saldana</p> <p>CAS 321: Yuina Kalawi</p> <p>CAS 325A: Jessica Guerrero</p> <p>CAS 360: Rebecca No</p> <p>CAS 394/L: Joyce Yang, Jessica Guerrero</p> <p>CAS International Practicum: Joselyn Macias</p> <p>CAS 305 – 464/L: Amanda Sams</p> <p>UNIV 100: Taylor Coppa</p>	<p>CAS 300: Katelyn Ascencio, Jenna Chapton, Courtney Costello, Yvette Galicia, Katherine Lantow, Isaac Menefee-Libey, Brittany O’Boyle, Shelby Russell, Emily Villegas, Rachel Watts</p> <p>CAS 301: Rebekah King, Vianey Marquez, Raneem Melhem, Megan Miller, Sofia Selerino Eulogio, Colleen Valdez</p> <p>CAS 312: Joanna Zada</p> <p>CAS 321: Briana Pockett</p> <p>CAS 325A: Jessica Guerrero, Nicole Richcreek</p> <p>CAS 325B: Melissa Gonzalez, Genesis Guevara, Dahlia Hamdi, Sasha Llamas</p> <p>CAS 360: Nikki Campagna, Isabela Flores, Susan Rosenthal</p> <p>CCAS 305 – 464/L: Rebekah Ankeny</p> <p>CAS 394/L: Andrea Barrientos, Genesis Flores, Karina Nava</p>
2019-2020	<p>CAS 300: Erica Barajas</p> <p>CAS 301: Bronte Brewer, Madai Gil Valle, Ji Eun Kim, Jorge Sanchez, Vianey Marquez</p> <p>CAS 325B: Andrea Barrientos, Dahlia Hamdi, Sabrina Reyes</p> <p>CAS 360: Maribel Saucedo, Monica Saucedo-Guerra</p> <p>CAS 394: Irma Bautista, Alli Gilden, Diana Reyes</p> <p>CAS International Practicum: Melanie Ascencio, Jennifer Garcia, Claudia Hurtado</p> <p>UNIV 100: Vianey Marquez</p>	<p>CAS 201: Irene Kim, Alisa Petalver</p> <p>CAS 300: Ashley Yang</p> <p>CAS 301: Danielle Diflorio, Mee kyoung Kim, Martalinda Leiva, Cheryl Loyd, Vianey Marquez, Maria Ramos, Olivia Taitano</p> <p>CAS 312: Vianey Marquez</p> <p>CAS 325B: Rachel Blocker</p> <p>CAS 327: Alberto Gaona Vazquez, Kaylean Thompson</p> <p>CAS 360: Elizabeth Magdaleno, Lissette Munguia</p> <p>CAS 490T: Rachel Blocker, Kimberly Garcia</p> <p>CAS International Practicum: Melanie Ascencio, Parker Kalmen</p>
2020-2021	<p>CAS 201: Natalie Rodriguez</p> <p>CAS 300: Emily Gorney</p> <p>CAS 301: Donovan Alanes, Kallie Appleyard, Haley Brown, Bronte Brewer, Jaylene Canales, Amanda Dawson, Alicia Escalante, Christina Nguyen, Talia Soto</p> <p>CAS 321: Presley Moffett</p> <p>CAS 325A: Alexandria Martello, Ford Nguyen, Ria Chow</p> <p>CAS 325B: Natalia Castro, Kim Nguyen, Faith Tesch</p> <p>CAS 327: Kelly Avalos, Alexis Cordova, Joceline Gomez, Christina Nguyen</p> <p>CAS 360: Savannah Batac</p> <p>CAS 394: Cheryl Loyd</p>	<p>CAS 101: Jane Bacon, Meghan Schroh</p> <p>CAS 201: Sarah Vanderplate</p> <p>CAS 300: Shanna Chung, Emily Gorney, Desirae Langarica</p> <p>CAS 301: Bronte Brewer, Diana Dinh, Alicia Escalante, Nowell Ha, Esther Najera, Carrie Renteria, Paulina Tran</p> <p>CAS 310: Sonia Ocampo</p> <p>CAS 321: Presley Moffett</p> <p>CAS 325A: Alma Arana Garcia, Ria Chow, Jessica Cobb, Monica Mercado, Alexandria Martello, Ford Nguyen, Rachelle Jenkins, Kimberly Thibodeaux, Christine Vo</p> <p>CAS 327: Jesus Ayala, Jannet Hernandez, Jessica Morales</p> <p>CAS 360: Jessica Avalos</p> <p>CAS 490T: Hanna Kalantar, Jennifer Taylor</p> <p>CAS 494: Ali Parandi</p>

College of Health and Human Development (CHHD) Peer Mentors (PM) and Faculty Advisors 2014-2021

Academic Year	Peer Mentors	Faculty Advisor
2014-2015	<p>Fall 2014 Aidee Aguilar, Cesar Balderas, Bailey Beasley, Anabel Dominguez-Chio, Jennifer Garcia, Maria Cristina Munoz, Sandra Patino, Jasmyn Starke, Stephanie Zelaya</p>	Dr. Guadalupe Espinoza
2015-2016	<p>Fall 2015 Tania Aguilar, Lucia Cortez, Grisell Garcia, Jennifer Garcia, Catarina Hernandez, Ashley Jimenez, Melissa Levy, Emily Salveson, Jocelyn Sarazua, Emily Yraceburu, Rachel Zimmer</p>	Dr. Guadalupe Espinoza
2016-2017	<p>Fall 2016 Ashley Allen, Imelda Benitez, Chelsea Cordoba, Emily Gelvezon, Jenna Henson, Tiffany Lin, Hai Shenk, Stephanie de Leon</p> <p>Spring 2016 Briana Branch, Nicole Gongora, Arianna Haft</p>	Dr. Guadalupe Espinoza
2017-2018	<p>Fall 2017 Emilie Coleman, Sophia D'Angelo, Nathalie Franco, Danielle Garcia, Allison Gilden, Alyssa Gonzales, Daniel Pena, Graciela Ramirez, Anissa Rivera, Cosette Rollins, Kimberly Virrueta</p> <p>Spring 2018 Emily Duarte, Menjivar, Janet Hernandez, Emily Ortiz</p> <p>Advanced Mentors Nicole Gongora, Jessica Inzunza, Andrew Ramirez, Whitney Sasao</p>	Dr. Guadalupe Espinoza

2018-2019

Fall 2018

Diana Charco, Juanita Lopez, Gloria Martinez, McKinna Myers, Jackeline Orendain, Sarah Raish, Mutahira Rana, Chanelle Romero, Sofia Selerino Eulogio, Madison Smith, Samuel Sousa, Bree Ann Stringham

JudelMay Enriquez

Spring 2019

Katelyn Ascencio, Kristi Clark, Yajaira Cruz, Chelsea Michaliszyn, Tracy Nguyen, Samena Premjee, Brooke Schooler, Melissa Viana

Advanced Mentors

Johannah Choi, Zitlaly Cruz-Roman, Vianey Marquez, Amy Oshima, Claudia Villaseñor Arellano, Joanna Zada

2019-2020

Fall 2020

Leslie Almanza, Elianna Gomez, Lily Huerta, Irene Kim, Malia Miller, Karyssa Pedroza, Maranda Samaan, Zhi Yin

Dr. Guadalupe Espinoza

Spring 2021

Alexandra Garibay, Diana Monroy

Advanced Mentors

Jazmin Bugarin, Cheryl Loyd, Emily Patino-Marquez, Alexandra Ornelas, Nancy Rojas

2020-2021

Fall 2020

Leslie Almanza, Elianna Gomez, Lily Huerta, Irene Kim, Malia Miller, Karyssa Pedroza, Maranda Samaan, Zhi Yin

JudelMay Enriquez

Spring 2021

Alexandra Garibay, Diana Monroy

Advanced Mentors

Jazmin Bugarin, Cheryl Loyd, Emily Patino-Marquez, Alexandra Ornelas, Nancy Rojas

CAS 210/100 Enrollments and Instructors 2019-2021

Academic Year	#	Instructor(s)
2019-2020	121	Fall 2019: Boutakidis, Carrick, Seidman Spring 2020: Carrick, Boutakidis
2020-2021	104	Fall 2020: Boutakidis, Carrick, Enriquez Spring 2021: Carrick

CAS 394 Enrollments and Instructors 2014-2021

Academic Year	#	Instructor(s)
2014-2015	443	Fall 2014: Gompert, Willmer, Debra Stout, Taylor, Knutsun Miller Spring 2015: Gompert, Shawesh, Debra Stout, Essman, Dallas Stout, Knutson Miller, Espinoza, McCarrell
2015-2016	435	Fall 2015: Dallas Stout, Willmer, Ballon, Shawesh, Robles Spring 2016: Gompert, Robles, Willmer, Ballon, Dallas Stout, Vasquez, Shoar
2016-2017	477	Fall 2016: Gompert, Essman, Ballon, Dallas Stout, Yen, Shoar Spring 2017: Gompert, Pineda, Willmer, Ballon, Shoar, Essman
2017-2018	522	Fall 2017: Gompert, Shawesh, Robles, Yen, Burrell, Yen, Pineda, Shoar Spring 2018: Gompert, Pineda, Essman, Debra Stout, Shoar
2018-2019	451	Fall 2018: Gompert, Yan, Dallas Stout, Essman, Yen, Pineda, Shoar Spring 2019: Gompert, Pineda, Wanzer, Shawesh, Dallas and Debra Stout, Shoar, Essman
2019-2020	450	Fall 2019: Shawesh, Knutson Miller, Essman, Dallas Stout, Pineda Spring 2020: Warner, Pineda, Knutson Miller, Robles, Taberski
2020-2021	551	Fall 2020: Robles, Knutson Miller, Pineda, Shawesh Spring 2021: Gompert, Pineda, Jafari, Robles, Taberski, Essman

Advanced Practicums, Enrollments, and Instructors 2014-2021

Academic Year	454		464		474		494	
	#	Instructor(s)	#	Instructor(s)	#	Instructor(s)	#	Instructor(s)
2014-2015			85	Fall 2014: Shoar Spring 2015: Shoar, Yen	275	Fall 2014: Benavides, Knutson Miller, Wietstock, Mayhew Spring 2015: Mayhew, Shoar, Knutson Miller, Grier, Wietstock	112	Fall 2014: Fenning, Knutson Miller Spring 2015: McCarrell, Rachel Baker, Knutson Miller
2015-2016	8	Spring 2016: Wietstock	75	Fall 2015: Shoar Spring 2016: Shoar, Shawesh	248	Fall 2015: Mayhew, Robles, Shoar, Grier, Mayhew Spring 2016: Palmer, Shoar, Mayhew, Robles, Grier	126	Fall 2015: Fenning, Robles Spring 2016: Willmer, Robles, Fenning, Zottarelli
2016-2017	10	Spring 2017: Wietstock	73	Fall 2016: Shoar Spring 2017: Shawesh, Yen	258	Fall 2016: Mayhew, Palmer, Shoar, Grier Spring 2017: Palmer, Rodriguez, Mayhew, Pineda, Grier	115	Fall 2016: Fenning, Shoar Spring 2017: Willmer, Pineda, Fenning, Masters
2017-2018	10	Spring 2018: Wietstock	82	Fall 2017: Shawesh Spring 2018: Shawesh, Yen	300	Fall 2017: Palmer, Mayhew, Pineda, Grier Spring 2018: Palmer, Gumaer, Pineda, Grier, Mayhew	125	Fall 2017: Fenning, Pineda Spring 2018: Pineda, Fenning, Parga
2018-2019	16	Sping 2019: Wietstock	74	Fall 2018: Shawesh Spring 2019: Shawesh, Yen	289	Fall 2018: Palmer, Pineda, Grier, Mayhew Spring 2019: Rodriguez, Wietstock, Mayhew,	134	Fall 2018: Fenning, Pineda Spring 2019: Pineda, Fenning, Parga

						Pineda, Grier, Palmer		
2019- 2020	16	Spring 2020: Wietstock	79	Fall 2019: Shawesh Spring 2020: Shawesh	295	Fall 2019: Rodriguez, Palmer, Pineda, Grier Spring 2020: Rodriguez, Wietstock, Pineda, Grier, Mayhew	107	Fall 2019: Stout, Pineda Spring 2020: Pineda, Fenning, Oviatt
2020- 2021	39	Spring 2021: Yan	68	Fall 2020: Shawesh Spring 2021: Shawesh	289	Fall 2020: Palmer, Mayhew, Grier Spring 2021: Palmer, Mayhew, Grier, Shoar	134	Fall 2019: Yan Spring 2021: Rachel Fenning, Dallas and Debra Stout

APPENDIX L: STUDENT CO-AUTHORS ON PUBLICATIONS AND PRESENTATIONS

Student authors identified with *

ATAGI, N.

PRESENTATIONS

Kim, C.*, & Atagi, N. (2021, August). *Bilingual toddlers: What do they hear?* Poster presented at the CSUF Summer Undergraduate Research Academy Conference, Fullerton, CA (virtual meeting).

BAKER, J.

PEER-REVIEWED PUBLICATIONS

Alostaz, J.*, Baker, J.K., Fenning, R.M., Neece, C.L., & Zeedyk, S.M. (2021). Parental coping as a buffer between child factors and emotion-related parenting in families of children with autism spectrum disorder. *Journal of Family Psychology*. Online ahead of print.

<https://doi.org/10.1037/fam0000757>

Moffitt, J.M.*, Baker, J.K., Fenning, R.M., Erath, S.A., Messinger, D.S., Zeedyk, S.M., Paez, S.A.*, & Seel, S.* (2021). Parent emotion socialization and psychophysiological arousal patterns in children with autism spectrum disorder. *Research in Child & Adolescent Psychopathology; Special Issue on Transdiagnostic Implications of Parent Socialization of Child and Adolescent Emotional Development*. Online ahead of print.

<https://doi.org/10.1007/s10802-020-00745-1>

Baker, J.K., Fenning, R.M., Erath, S.A., Baucom, B., Messinger, D.S., Moffitt, J.M.*, Kaeppler, A.*, & Bailey, A.* (2020). Respiratory sinus arrhythmia, parenting, and externalizing behavior in children with autism spectrum disorder. *Autism*, 24, 109-120. doi: 10.1177/1362361319848525

Fenning, R.M., Erath, S.A., Baker, J.K., Messinger, D.S., Baucom, B., Moffitt, J.*, & Kaeppler, A.* (2019). Sympathetic-parasympathetic interaction and externalizing problems in children with autism spectrum disorder. *Autism Research*, 12, 1805-1816. doi: 10.1002/aur.2187

Baker, J.K., Fenning, R.M., & Moffitt, J.* (2019). Brief report: A cross-sectional examination of the internalization of emotion co-regulatory support in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49, 4332-4338. doi 10.1007/s10803-019-04091-0

Baker, J.K., Fenning, R.M., Howland, M.A.*, & Huynh, D.* (2019). Parental criticism and behavior problems in children with autism spectrum disorder. *Autism*, 23, 1249-1261. doi: 10.1177/1362361318804190

Fenning, R.M., Baker, J.K., & Moffitt, J.* (2018). Intrinsic and extrinsic predictors of emotion regulation in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48, 3858-3870. doi: 10.1007/s10803-018-3647-1

Baker, J.K., Fenning, R.M., Erath, S.A., Baucom, B.R., Moffitt, J. M.*, & Howland, M.A.* (2018). Sympathetic under-arousal and externalizing behavior problems in children with autism spectrum disorder. *Journal of Abnormal Child Psychology*, 46, 895-906. doi: 10.1007/s10802-017-0332-3

Fenning, R.M., Baker, J.K., Baucom, B.R., Erath, S.A., Howland, M.A.,* & Moffitt, J.M.* (2017). Electrodermal variability and symptom severity in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47, 1062-1072. doi: 10.1007/s10803-016-30210

Baker, J.K., Fenning, R.M., Howland, M.A.,* Baucom, B., Moffitt, J.,* & Erath, S.A. (2015). Brief Report: A pilot study of parent-child biobehavioral synchrony in autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45, 4140-4146.

BOOK CHAPTERS

Baker, J. K., Fenning, R.M., & Moffitt, J.* (2019). Internalization of emotion co-regulatory support in children with autism spectrum disorder. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorder*. NY: Springer. Online ISBN: 978-1-4614-6435-8

Fenning, R.M., Baker, J.K., & Moffitt, J.* (2019). Predictors of emotion regulation in children with autism spectrum disorder. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorder*. NY: Springer. Online ISBN: 978-1-4614-6435-8

SELECTED PRESENTATIONS

Preston, A.*, Baker, J.K., Fenning, R.M., McGregor, H., Sanner, C., Chan, N., & Neece, C. *Parental distress and parenting quality in families of children with ASD: Evidence for potential compartmentalization*. Poster presented at the 2021 Meeting for the International Society for Autism Research (INSAR).

Moffitt, J.M.,* Seel, S.,* Paez, S.A.,* Zeedyk, S.M., Erath, S.A., Messinger, D.S., Fenning, R.M., & Baker, J.K. (2020, August). Emotion socialization and psychophysiological arousal patterns in children with ASD. In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the 2020 Convention of the American Psychological Association, virtual format.

Alostaz, J.,* Zeedyk, S., Fenning, R., & Baker, J.K. (2020, August). *Positive coping buffers the association between child externalizing problems and poorer parenting in families of children with ASD*. Poster presented at the 2020 Convention of the American Psychological Association, virtual format.

Fenning, R.M., Baker, J.K., Erath, S.A., Moffitt, J.,* Kaeppler, A.,* Bailey, A.,* Garcia, A.,* Lee, S. M.,* & Patel, S.* (2019, August). Interactions between sympathetic and parasympathetic activity in the prediction of behavior problems in children with ASD. In R. Fenning (Chair), *Emotional arousal and comorbid behavior problems in children with autism*. Symposium presented at the 2019 Convention of the American Psychological Association (APA). Chicago, IL.

Baker, J.K., Fenning, R.M., Erath, S.A., Baucom, B., Messinger, D.S., Moffitt, J.M.,* Kaeppler, A.,* & Bailey, A.* (2019, May). *Respiratory sinus arrhythmia, parenting, and externalizing behavior problems in children with ASD*. Poster presented at the 2019 Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.

Fenning, R.M., Baker, J.K., Da Silva Colaco, K.,* Gonzalez, J.,* Orr, M.,* Moffitt, J.,* & Patel, S.* (2018, August). *Sleep problems, emotion dysregulation, and symptomatology in children with ASD*. Poster presented at the 2018 Convention of the American Psychological Association (APA). San Francisco, CA.

- Baker, J.K., Fenning, R.M., Howland, M.A.,* Frith, C.*, Huynh, D.*, & Moffitt, J.* (2018, August). Parental criticism, electrodermal activity, and behavior problems in children with autism spectrum disorder. In R. Fenning (Chair), *Biomarkers in clinical contexts for children with ASD*. Symposium presented at the 2018 Convention of the American Psychological Association (APA). San Francisco, CA.
- Baker, J.K., Fenning, R.M., Howland, M.A.,* Frith, C.*, & Huynh, D.* (2018, April). *Expressed emotion and behavior problems in children with autism spectrum disorder*. Poster presented at the 2018 Gatlinburg Conference on Intellectual and Developmental Disabilities. San Diego, CA.
- Moffitt, J.*, Baker, J.K., & Fenning, R.M. (2017, August). *A cross-sectional investigation of emergent emotion regulation in children with autism spectrum disorder*. Poster presented at the 2017 Convention of the American Psychological Association (APA). Washington D.C.
- Bailey, A.N.,* Baker, J.K., Moffitt, J.,* Fenning, R.M., & Orr, M.* (2017, August). *Child correlates of parental functioning in families of children with autism spectrum disorder*. Poster presented at the 2017 Convention of the American Psychological Association (APA). Washington D.C.
- Fenning, R.M., Moffitt, J.M.,* Baker, J.K., & Partida, A.* (2017, August). *Psychophysiological reactivity and social information processing in children with ASD*. Poster presented at the 2017 Convention of the American Psychological Association (APA). Washington D.C.
- Orr, M.*, Bailey, A.,* Moffitt, J.,* Zeedyk, S., Fenning, R., & Baker, J.K. (2017, May). *The role of parent satisfaction with parenting efficacy in links between depressive symptoms and observed parenting in families of children with ASD*. Poster presented at the 2017 International Meeting for Autism Research (IMFAR), San Francisco, CA.
- Fenning, R., Moffitt, J.,* Baker, J.K., Partida, Y.* (2017, May). *Hostile attributions of intent and comorbid behavior problems in children with ASD*. Poster presented at the 2017 International Meeting for Autism Research (IMFAR), San Francisco, CA.
- Lee, S.M.,* Garcia, A.,* Baker, J.K., & Fenning, R.M. (2016, November). *Correlation analysis of electrodermal activity of children with ASD across time*. Talk presented at the 2016 Southern California Conference on Undergraduate Research (SCCUR). Riverside, CA.
- Baker, J.K., Fenning, R.M., Moffitt, J.M.,* & Bailey, A.* (2016, August). Arousal reactivity, regulation, and behavior problems in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the 2016 Convention for the American Psychological Association (APA). Denver, CO.
- Fenning, R.M., Baker, J.K., Baucom, B., & Moffitt, J.* (2016, August). Electrodermal variability and symptom severity in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the 2016 Convention for the American Psychological Association (APA). Denver, CO.
- Fenning, R. M., Moffitt, J.,* & Baker, J. K. (2016, August). *Theory of mind, executive functioning, and aggressive behavior in children with ASD*. Poster presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Bailey, A.,* Moffitt, J.,* Baker, J.K., & Fenning, R.M. (2016, April). *Exposure to interparental conflict and behavior problems in children with ASD*. Poster presented at the 2016 meeting for the Western Psychological Association (WPA). Long Beach, CA.

- Moffitt, J.,* Baker, J.K., & Fenning, R.M. (2016, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the 2016 meeting of the Western Psychological Association (WPA). Long Beach, CA.
- Baker, J.K., Fenning, R.M., & Moffitt, J.* (2016, March). *Parent support buffers psychophysiological risk for Externalizing problems in children with ASD*. Poster presented at the 2016 Gatlinburg Conference on Intellectual and Developmental Disabilities. San Diego, CA.
- Bailey, A.,* Moffitt, J.,* Baker, J.K., & Fenning, R.M. (2015, November). *Exposure to interparental conflict and behavior problems in children with ASD*. Talk presented at the 2015 Southern California Conference on Undergraduate Research (SCCUR). Claremont, CA.
- Benedicto, S.,* Fenning, R.M., & Baker, J.K. (2015, August). *Observational measure of restricted and repetitive behaviors in children with autism spectrum disorder*. Poster presented at the 2015 Convention of the American Psychological Association (APA). Toronto, CAN.
- Moffitt, J.,* Rodriguez, A.,* Baker, J.K., & Fenning, R.M. (2015, August). *Emotion regulation in children with autism and children with fetal alcohol spectrum disorder*. Poster presented at the 2015 Convention of the American Psychological Association (APA). Toronto, CAN.
- Fenning, R.M., Baker, J.K., Erath, S.A., Howland, M.,* & Moffitt, J.* (2015, April). Electrodermal activity, autism symptoms, and emotion regulation in children with ASD. In J. Baker (Chair), *Innovative Frameworks for the Study of Children with ASD*. Symposium presented at the 2015 Gatlinburg Conference on Intellectual and Developmental Disabilities. New Orleans, LA.
- Moffitt, J.,* Baker, J.K., & Fenning, R.M. (2015, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the 9th Annual California State University, Fullerton Conference on Autism Spectrum Disorders. Fullerton, CA.
- Frierson, J.D.,* Baker, J.K., & Fenning, R.M. (2015, April). *Social experiences of children with ASD*. Poster presented at the 9th Annual California State University, Fullerton Conference on Autism Spectrum Disorders. Fullerton, CA.

BONO, K.,

PUBLICATIONS

- Burkhart*, M. L., Horn Mallery, M., & Bono, K. E. (2017). Daily reports of stress, mood, and physical health in middle childhood. *Journal of Child and Family Studies*, 26, 1345-1355. doi: 10.1007/s10826-017-0665-0

PRESENTATIONS

- Bono, K., Horn Mallery, M., Shih, E.Y.H., Enriquez, J., & Lu, V. (April, 2019). *Resilient families program: Changes in parental well-being and parent-child relationship*. Paper session presented at the Western Psychological Association, Pasadena, CA.
- Shih, E.Y.H., Bono, K., Lu, V., Horn Mallery, M., Enriquez, J., Yiu, T.K., & Zada, J. (April, 2019). *Resilient families program. Changes in children's social, behavioral, and executive function outcomes*. Poster session presented at the Western Psychological Association, Pasadena, CA.

Bono, K.E., Horn Mallery, M., Burkhart, M. (2017, July). *A daily diary exploration of the associations between parents' and children's daily stress and mood: Moderating effects of parent-child relationship quality*. Poster presented at International Positive Psychology Association World Congress. Montreal, Canada.

Horn Mallery, M., Bono, K.E., Burkhart, M. (2017, April). *How was your day? An examination of daily stress, health, and mood in typically developing children*. Poster presented at Society for Research in Child Development, Austin, TX.

Bono, K.E., Horn Mallery, M., Burkhart, M. (2017, April). *"What a day!" A daily diary exploration of the associations between parents' and children's daily stress*. Poster presented at Society for Research in Child Development, Austin, TX.

Kong, S.*, Enriquez, J.*, Sierra, J.*, Bono, K., Horn Mallery, M., & Burkhart, M.* (2016, April). *How Was Your Day? Daily Reports of Stress, Mood, and Physical Health Symptoms in Middle Childhood*. Poster presented at the Annual Meeting of the Western Psychological Association, Long Beach, CA.

Arabpour, A.*, Howard, Q.*, Bono, K., & Horn Mallery, M. (2014, April). *Father child relationship quality and child health outcomes*. Poster presented at the Annual Meeting of the Western Psychological Association, Portland, OR.

CARRICK, N.

PUBLICATIONS

Carrick, N., & Richmond, R.* (2019). What storytelling tells us about fantasy: Parent-child stories about emotionally-charged real and fantastic events. *Early Child Development and Care*. <https://doi-org.lib-proxy.fullerton.edu/10.1080/03004430.2019.1703113>

Carrick, N., Sawaya, S*., & Palisoc, J.* (2018). Witches, fire, and fairies: Parent-child conversations during fantastic and real emotionally charged stories. *Infant and Child Development*. doi-org.lib-proxy.fullerton.edu/10.1002/icd.2111

PRESENTATIONS

Carrick, N. & Richmond, R.* (2020, October). *The use of fantasy in children's storytelling*. [Poster presentation]. Western Psychological Association Annual Meeting, Virtual.

Richmond, R.* & Carrick, N. (2019, April). *Parental storytelling based on fantastic versus real information*. [Poster presentation]. Western Psychological Association Annual Meeting, Pasadena, CA, United States.

Richmond, R.* & Carrick, N. (2018, November). *Parent-child storytelling of real and fantastic emotional events*. [Poster presentation]. Southern California Council for Undergraduate Research, Pasadena, CA, United States.

Sawaya, S.,* & Carrick, N. (2016, April). *Parent-child conversations while reading fantastic and real emotional stories*. [Poster presentation]. Western Psychological Association, Long Beach, CA, United States.

ESPINOZA, G.

PUBLICATIONS

Espinoza, G., & Hernandez, H. L. (in press). Adolescent loneliness, stress and depressive symptoms during the COVID-19 pandemic: The protective role of friends. *Infant and Child Development*.

Espinoza, G., & Ismail, F. I.* (2020). Cyberbullying perpetration and victimization among ethnic minority youth in the U.S.: Similarities or differences across groups? In M. Wright, & L. B. Schiamberg (Eds.), *Child and adolescent online risk exposure: An ecological perspective*. Elsevier.

PRESENTATIONS

Espinoza, G., & Hernandez, H. L.*. (May, 2021). *Adolescent Stress during the COVID-19 Pandemic: The Protective Role of Friends*. Poster presentation at the Association for Psychological Sciences.

Hannah, H. L*., & Espinoza, G. (April, 2021). *How can friends protect against adolescent COVID-19 related stress? An examination among ethnically diverse U.S. adolescents*. Poster presentation at the Virtual HHD Student Research Showcase. Fullerton, CA.

Ismail, F*., Idoine, J*., Hernandez, B*., & Espinoza, G. (May, 2018). *Connected online and at risk: Personal cyberbullying experiences and school adjustment among Latino youth*. Poster presentation at the Association for Psychological Sciences. San Francisco, CA.

Ismail, F*., Cartznes, S*., & Espinoza, G. (May, 2017). *Personal and witnessed cyber victimization experiences among Latino middle school students*. Paper at the California State University Research Competition. San Luis Obispo, CA.

Lopez, M*., Duenas, A*., Cartznes, S*., Ismail, F*., & Espinoza, G. (April, 2017). *Do personal and witnessed bullying experiences matter for Latino Students' School Climate Perceptions?* Poster at the Student Creative Activities and Research Day. Fullerton, CA.

Cortez, L*., Mabin, A*., Krueger, C*., & Espinoza, G. (April, 2016). *Family identity and Latino adolescent school adjustment: Differences among boys and girls?* Poster presentation at the Western Psychological Association. Long Beach, CA.

Krueger, C*., Mabin, A*., Cortez, L*., & Espinoza, G. (November, 2015). *Are girls more sensitive to friendships? Friendship quality in relation to school climate perceptions among Latino adolescents*. Poster at the Southern California Conference for Undergraduate Research. Whittier, CA.

FENNING, R.

PUBLICATIONS

Schiltz, H. K.*, Fenning, R. M., Erath, S. A. & Baker, J. K. (In press). *Electrodermal activity moderates sleep-behavior associations in children with autism spectrum disorder*. *Research on Child and Adolescent Psychopathology*.

Fenning, R. M., Butter, E. M., Macklin, E. A., Norris, M., Hammersmith, K. J., McKinnon-Bermingham, K., Chan, J., Stephenson, K. G.*, Albright, C., Scherr, J., Moffitt, J.*, Lu, F., Spaulding, R., Guijon, J., Hess, A., Coury, D. L., Kuhlthau, K. A., & Steinberg-Epstein, R. (In press). Parent training for dental care in underserved children with ASD: A randomized controlled trial. *Pediatrics*.

- Alostaz, J.,* Baker, J. K., Fenning, R. M., Neece, C. L., & Zeedyk, S. M. (2021). Parental coping as a buffer between child factors and emotion-related parenting in families of children with autism spectrum disorder. *Journal of Family Psychology*. Advance online publication. <https://doi.org/10.1037/fam0000757>
- Hammersmith, K. J., Harlan, T. A.,* Fenning, R. M., Chan, J., Stephenson, K. G.,* Macklin, E. A., Casamassimo, P. S., Townsend, J. A., Butter, E. M., & Steinberg-Epstein, R. (2021). *Correlates of oral health fatalism in caregivers of children with autism spectrum disorder*. *Special Care in Dentistry*, 41(2). 145-153. <https://doi.org/10.1111/scd.12564>
- Moffitt, J. M.,* Baker, J. K., Fenning, R. M., Erath, S. A., Zeedyk, S. M., Messinger, D. S., Paez, S. A.,* & Seel, S.* (2021). Parental emotion socialization and psychophysiological arousal patterns in children with autism spectrum disorder. *Research in Child and Adolescent Psychopathology*, 49. 401-412. <https://doi.org/10.1007/s10802-020-00745-1>
- Lindly, O.* , Chan, J., Fenning, R. M., Farmer, J., Neumeyer, A., Wang, P., Swanson, M., Parker, R., Kuhlthau, K. (2020). Vision care among school aged children with autism spectrum disorder in North America: Findings from the Autism Treatment Network Registry Call-Back Study. *Autism*, 25(3). 840-853. <https://doi.org/10.1177/1362361320942091>
- Fenning, R. M., Steinberg-Epstein, R., Butter, E. M., Chan, J., McKinnon-Bermingham, K., Hammersmith, K. J., Moffitt, J.,* Shui, A. M., Parker, R. A., Coury, D. L., Wang, P. P., & Kuhlthau, K. A. (2020). Access to dental visits and correlates of preventive dental care in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 50, 3739–3747. <https://doi.org/10.1007/s10803-020-04420-8>
- Fenning, R. M., Baker, J. K., & Moffitt, J.* (2020). Predictors of emotion regulation in children with autism spectrum disorder (ASD). In F. Volkmar (Eds.), *The Encyclopedia of Autism Spectrum Disorders, Second Edition*. New York, NY: Springer-Verlag. <https://doi.org/10.1007/978-1-4614-6435-8>
- Baker, J. K., Fenning, R. M., & Moffitt, J.* (2020). Internalization of emotion co-regulation in children with autism spectrum disorder (ASD). In F. Volkmar (Eds.), *The Encyclopedia of Autism Spectrum Disorders, Second Edition*. New York, NY: Springer-Verlag. https://doi.org/10.1007/978-1-4614-6435-8_102445-1
- Baker, J. K., Fenning, R. M., Erath, S. A., Baucom, B.R., Messinger, D. S., Moffitt, J.,* Kaeppler, A.,* & Bailey, A.* (2020). Respiratory sinus arrhythmia, parenting, and externalizing behavior in children with autism spectrum disorder. *Autism*, 24(1), 109-120. <https://doi.org/10.1177/1362361319848525>
- Fenning, R. M., Erath, S. A., Baker, J. K., Messinger, D. S., Moffitt, J.,* Baucom, B. R., & Kaeppler, A. K.* (2019). Sympathetic-parasympathetic interaction and externalizing problems in children with autism spectrum disorder. *Autism Research*, 12(12). 1805-1816. <https://doi.org/10.1002/aur.2187>
- Baker, J. K., Fenning, R. M., & Moffitt, J.* (2019). Brief Report: A cross-sectional examination of the internalization of emotion co-regulatory support in children with ASD. *Journal of Autism and Developmental Disorders*, 49(10), 4332-4338. <https://doi.org/10.1007/s10803-019-04091-0>

- Neece, C. L., Chan, N.,* Klein, K.,* Roberts, L., & Fenning, R. M. (2019). Mindfulness-Based Stress Reduction for parents of children with developmental delays: Understanding the experiences of Latino families. *Mindfulness*, *10*, 1017-1030. <https://doi.org/10.1007/s12671-018-1011-3>
- Baker, J. K., Fenning, R. M., Howland, M. A.,* & Huynh, D.* (2018). Parental criticism and behavior problems in children with autism spectrum disorder. *Autism*, *23*(5), 1249-1261. <https://doi.org/10.1177/1362361318804190>
- Fenning, R. M., Baker, J. K., & Moffitt, J. M.* (2018). Intrinsic and extrinsic predictors of emotion regulation in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*(11), 3858–3870. <https://doi.org/10.1007/s10803-018-3647-1>
- Dennis, M. L.,* Neece, C. L., & Fenning, R. M. (2018). Investigating the influence of parenting stress on child behavior outcomes in children with developmental delay: The role of parent-child relational factors. *Advances in Neurodevelopmental Disorders*, *2*, 129-141. <https://doi.org/10.1007/s41252-017-0044-2>
- Baker, J. K., Fenning, R. M., Erath, S. A., Baucom, B. R., Moffitt, J. M.*, & Howland, M.A.* (2018). Sympathetic under-arousal and externalizing behavior problems in children with autism spectrum disorder. *Journal of Abnormal Child Psychology*, *46*, 895-906. <https://doi.org/10.1007/s10802-017-0332-3>
- Fenning, R. M., Baker, J. K., Baucom, B., Erath, S. A., Howland, M. A.,* & Moffitt, J.* (2017). Electrodermal variability and symptom severity in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *47*, 1062-1072. <https://doi.org/10.1007/s10803-016-3021-0>
- Baker, J. K., Fenning, R. M., Howland, M. A.,* Baucom, B. R., Moffitt, J.,* & Erath, S. A. (2015). Brief report: A pilot study of parent-child biobehavioral synchrony in autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *45*, 4140-4146. <https://doi.org/10.1007/s10803-015-2528-0>

PRESENTATIONS

- Iwamoto, B. K.,* Krantz, M. L.,* Neece, C. L., Nair, A., Rockwood, N. J., Gutierrez, H., Fenning, R. M., Van Dyk, T. R. (April 2022). *Exploring the bidirectional relationships between child sleep, child behavior, and parenting stress in families of children with ASD*. Poster accepted to the 2022 Society of Pediatric Psychology Annual Conference, Phoenix, Arizona.
- Rubin, D. A., Hyde, A. M.,* Fenning, R. M., & Rose, D. J. (September 2021). Characterization of sensory-motor integration and motor proficiency in young children with Prader-Willi syndrome. Poster accepted to the 2021 Virtual Scientific Conference of the Foundation for Prader-Willi Research. (Conference online).
- Schiltz, H. K.,* Fenning, R. M., Erath, S. A. & Baker, J. K. (August, 2021). Electrodermal activity moderates sleep-behavior problem associations in children with ASD. In R. M. Fenning (Chair), *Restless pillows and ruffled minds: Sleep as a transdiagnostic predictor of youth functioning*. Collaborative Program presented at the annual convention of the American Psychological Association. (Conference online).
- Krantz, M.,* Sanner, C.,* Preston, A.,* Fenning, R. M., Neece, C. (August, 2021). Empowerment among parents of young children with ASD. In G. Rodriguez (Chair), *Predictors of parenting outcomes in families of children with DD and ASD: A strengths-based approach*. Symposium presented at the annual convention of the American Psychological Association. (Conference online).

- Schiltz, H. K.,* Fenning, R. M., Erath, S. A. & Baker, J. K. (May, 2021). *Respiratory sinus arrhythmia and sleep problems among children on the autism spectrum*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Boston, MA. (Conference online).
- Preston, A.,* Baker, J. K., Fenning, R. M., McGregor, H. A.,* Sanner, C. M.,* Chan, N.,* & Neece, C. L. (May, 2021). *Parental distress and parenting quality in families of children with ASD: Evidence for potential compartmentalization*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Boston, MA. (Conference online).
- Krantz, M.,* Chan, N.,* Feghali, P.,* Sanner, C.,* Neece, C., Fenning, R. M., & Van Dyk, T. (April, 2021). *Understanding sleep difficulties among children with autism spectrum disorder from underserved populations: Practical considerations for clinicians*. Poster presented at the annual meeting of the Society of Pediatric Psychology. (Conference online).
- Fenning, R. M., Butter, E. M., McKinnon-Bermingham, K., Macklin, E. A., Norris, M., Chan, J., Albright, C., Stephenson, K. G.,* Scherr, J. F., Steinberg-Epstein, R., & Kuhlthau, K. A. (August, 2020). Parent training to improve dental care in underserved children with autism spectrum disorder. In E. Butter (Chair), *Parent-training as an evidence-based model in autism spectrum disorder*. Symposium presented at the annual Convention of the American Psychological Association, Washington D.C. (Conference online).
- Moffitt, J. M.,* Seel, S.,* Paez, S. A.,* Zeedyk, S. M., Erath, S. A., Messinger, D. S., Fenning, R. M., & Baker, J. K. (August, 2020). Emotion socialization and psychophysiological arousal patterns in children with ASD. (August, 2020). In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Symposium presented at the annual Convention of the American Psychological Association, Washington D.C. (Conference online).
- Alostaz, J.,* Zeedyk, S., Fenning, R. M., & Baker, J. K. (August, 2020). *Positive coping buffers the association between child externalizing problems and poorer parenting in families of children with ASD*. Poster presented at the annual Convention of the American Psychological Association. (Conference online).
- Fenning, R. M., Butter, E. M., Macklin, E. A., Norris, M., Hammersmith, K. J., McKinnon-Bermingham, K., Chan, J., Stephenson, K.,* Albright, C., Scherr, J., Moffitt, J.,* Lu, F., Spaulding, R., Guignon, J., Hess, A., Coury, D. L., Kuhlthau, K. A., & Steinberg-Epstein, R. (June, 2020). *Parent training to improve dental care in underserved children with autism spectrum disorder: A randomized controlled trial*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Seattle, WA. (Conference online).
- Stephenson, K.,* Fenning, R. M., Macklin, E. A., Lu, F., Norris, M., Steinberg-Epstein, R., & Butter, E. M. (March, 2020). Child behavior problems and parenting stress in underserved families of children with ASD: Impact of family resources and parenting self-efficacy. In L. Baczewski and K. Sterrett (Chairs), *Family stress and well-being: Caring for individuals with ASD across the lifespan*. Symposium accepted to the annual Gatlinburg Conference on IDD. San Diego, CA. (Conference cancelled).
- Fenning, R. M., Baker, J. K., Erath, S. A., Moffitt, J.,* Kaeppler, A.,* Bailey, A.,* Garcia, A.,* Lee, M. S.,* & Patel, S.* (August, 2019). Sympathetic-parasympathetic interaction and behavior problems in children with ASD. D. In R. Fenning (Chair), *Emotional arousal and comorbid behavior problems in children with autism*. Paper presented at the annual convention of the American Psychological Association (APA). Chicago, IL.

- Lindly, O.,* Farmer, J., Chan, J., Fenning, R. M., Neumeyer, A., Wang, P., Parker, R., & Kuhlthau, K., (June, 2019). *Vision services use among North American children with autism spectrum disorder*. Poster presented at the annual research meeting of AcademyHealth. Washington, DC.
- Fenning, R. M., Steinberg-Epstein, R., Butter, E. M., Hammersmith, K., McKinnon-Berminham, K., Norris, M., Moffitt, J.,* Coury, D. L., Lu, F., Macklin, E. A., & Kuhlthau, K. A. (May, 2019). *Daily dental care, dental office experiences, and oral health in underserved children with ASD*. Poster presented at the annual meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Stephenson, K.,* Fenning, R. M., Macklin, E. A., Lu, F., Crow, K.,* Pifher, T., Norris, M., Steinberg-Epstein, R., Butter, E. (May, 2019). *Mechanisms of parental stress associated with emotional and behavioral problems in children with autism spectrum disorder*. Poster presented at the annual Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Baker, J. K., Fenning, R. M., Erath, S. A., Baucom, B., Messinger, D. S., Moffitt, J. M.,* Kaeppler, A.,* & Bailey, A.* (May, 2019). *Respiratory sinus arrhythmia, parenting, and externalizing behavior problems in children with ASD*. Poster presented at the annual Meeting of the International Society for Autism Research (INSAR), Montreal, CAN.
- Fenning, R. M., Baker, J. K., Da Silva Colaco, K.,* Gonzalez, J.,*, Orr, M.,* Moffitt, J.,* & Patel, S.* (August, 2018). *Sleep problems, emotion dysregulation, and symptomatology in children with ASD*. Poster presented at the annual convention of the American Psychological Association (APA). San Francisco, CA.
- Baker, J. K., Fenning, R. M., Howland, M. A.,* Frith, C.*, Huynh, D.*, & Moffitt, J.* (August, 2018). Parental criticism, electrodermal activity, and behavior problems in children with autism spectrum disorder. In R. Fenning (Chair), *Biomarkers in clinical contexts for children with ASD*. Symposium presented at the annual convention of the American Psychological Association (APA). San Francisco, CA.
- Baker, J. K., Fenning, R. M., Frith, C.,* Howland, M.,* & Huynh, D.* (2018, April). *Expressed emotion and behavior problems in children with ASD*. Poster presented at the annual Gatlinburg Conference on Intellectual and Developmental Disabilities (IDD). San Diego, CA.
- Fenning, R. M., Moffitt, J. M.,* Baker, J. K., & Partida, Y. A.* (2017, August). *Psychophysiological reactivity and social information processing in children with ASD*. Poster presented at the annual convention of the American Psychological Association. Washington, D.C.
- Moffitt, J.,* Baker, J. K., & Fenning, R. M. (2017, August). *A cross-sectional investigation of emergent emotion regulation in children with autism spectrum disorder*. Poster presented at the annual convention of the American Psychological Association (APA). Washington D.C.
- Bailey, A.,* Moffitt, J.,* Baker, J. K., Fenning, R. M., & Orr, M.* (2017, August). *Child correlates of parental functioning in families of children with autism spectrum disorder*. Poster presented at the annual convention of the American Psychological Association (APA). Washington D.C.
- Sanner, C. M.,* Neece, C. L., & Fenning, R. M. (2017, August). *Parent stress, psychological flexibility, and parenting practices in parents of children with DD*. Paper presented at the annual convention of the American Psychological Association. Washington, D.C.

- Edwards, L.,* Palermo, A., Chan, A., Levy, D., Nguyen, H.,* Sanjiv, M.,* Reyes, K.,* Fenning, R. M., Aizik, S. & Lakes, K. (2017, June). *Creatively Able: An innovative dance intervention for children with autism spectrum disorder*. Poster presented at the annual meeting of the International Society of Behavioral Nutrition and Physical Activity. Victoria, Canada.
- Fenning, R. M., Moffitt, J. M.* , Baker, J. K., & Partida, A.* (2017, May). *Hostile attributions of intent and comorbid behavior problems in children with ASD*. Poster presented at the annual International Meeting for Autism Research (IMFAR). San Francisco, CA.
- Orr, M.,* Bailey, A.,* Moffitt, J.,* Zeedyk, S., Fenning, R. M., & Baker, J. K. (2017, May). *The role of parent satisfaction with parenting efficacy in links between depressive symptoms and observed parenting in families of children with ASD*. Poster presented at the annual International Meeting for Autism Research (IMFAR). San Francisco, CA.
- Chan, N.,* Neece, C., Fenning, R. M., & Moffitt, J.* (2017, April). *Mindfulness-Based Stress Reduction among parents of children with developmental delays: The role of parent emotion regulation*. Paper presented at the biennial meeting of the Society of Research in Child Development (SRCD). Austin, Texas.
- Fenning, R. M., Baker, J. K., Baucom, B., & Moffitt, J.* (2016, August). Electrodermal variability and symptom severity in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Baker, J. K., Fenning, R. M., Moffitt, J.,* & Bailey, A.* (2016, August). Arousal reactivity, regulation, and behavior problems in children with ASD. In J. Baker (Chair), *Physiological reactivity and individual differences in autism spectrum disorder*. Symposium presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Fenning, R. M., Moffitt, J.,* & Baker, J. K. (2016, August). *Theory of mind, executive functioning, and aggressive behavior in children with ASD*. Poster presented at the annual convention of the American Psychological Association (APA). Denver, CO.
- Bailey, A.,* Moffitt, J.,* Baker, J. K., & Fenning, R. M. (2016, April). *Exposure to interparental conflict and behavior problems in children with ASD*. Poster presented at the annual meeting of the Western Psychological Association (WPA). Long Beach, CA.
- Moffitt, J.,* Baker, J. K., & Fenning, R. M. (2016, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the annual meeting of the Western Psychological Association (WPA). Long Beach, CA.
- Baker, J. K., Fenning, R. M., & Moffitt, J.* (2016, March). *Parent support buffers psychophysiological risk for externalizing problems in children with ASD*. Poster presented at the annual Gatlinburg Conference on IDD. San Diego, CA
- Benedicto, S.,* Fenning, R. M., & Baker, J. K. (2015, August). *Observational measure of restrictive and repetitive behaviors in children with autism spectrum disorder*. Poster presented at the annual convention of the American Psychological Association.
- Moffitt, J.,* Rodriguez, A.,* Baker, J. K., & Fenning, R. M. (2015, August). *Emotion regulation in children with autism and children with fetal alcohol spectrum disorder*. Poster presented at the annual convention of the American Psychological Association.'

- Fenning, R. M., Baker, J. K., Erath, S. A., Howland, M.,* & Moffitt, J.* (2015, April). Electrodermal activity, autism symptoms, and emotion regulation in children with ASD. In J. Baker (Chair), *Innovative frameworks for the study of children with ASD*. Symposium presented at the annual Gatlinburg Conference on IDD. New Orleans, LA.
- Baker, J. K., Benedicto, S.,* Fenning, R. M., & Howland, M.* (2014, November). *Repetitive behaviors and parent-child biobehavioral synchrony in families of children with autism spectrum disorder*. Poster presented at the biennial SRCD Special Topic Meeting on Parenting At-Risk. San Diego, CA.
- Baker, J. K., Fenning, R. M., Howland, M.,* Murakami, C.,* Moffitt, J.,* & Rodriguez, A.* (2014, August). *Electrodermal activity and behavioral functioning in children with ASD*. Poster presented at the annual convention of the American Psychological Association. Washington, D.C.
- Howland, M.,* Baker, J. K., & Fenning, R. M. (2014, August). *Child correlates of parentification in families of mothers with depression*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.

MENTORED STUDENT CONFERENCE PRESENTATIONS

- Lee, S. M.,* Garcia, A.,* Baker, J. K., & Fenning, R. M. (2016, November). *Correlation analysis of electrodermal activity of children with ASD across time*. Paper presented at the 2016 Southern California Conference on Undergraduate Research (SCCUR). Riverside, CA.
- Bailey, A.,* Moffitt, J.,* Baker, J.K., & Fenning, R. M. (2015, November). *Exposure to interparental conflict and behavior problems in children with ASD*. Paper presented at the Southern California Conference on Undergraduate Research (SCCUR). Claremont, CA.
- Moffitt, J.,* Baker, J. K., & Fenning, R. M. (2015, April). *Emotion regulation and child factors in ASD: Considering contextual variation*. Poster presented at the CSUF Conference on Autism Spectrum Disorder. Fullerton, CA.
- Frierson, J. D.,* Baker, J. K., & Fenning, R. M. (2015, April). *Social experiences of children with ASD*. Poster presented at the CSUF Conference on Autism Spectrum Disorder. Fullerton, CA.
- Moffitt, J.,* Baker, J. K., & Fenning, R. M. (2014, November). Electrodermal activity, emotion regulation and social context in children with ASD. Paper presented at the Southern California Conference on Undergraduate Research (SCCUR). Fullerton, CA.

GREENFADER, C.

PUBLICATIONS

- Greenfader, C. M., & Gutekunst, J.* (2021, April). *Do immigrant children display an advantage in executive function?: Evidence from a national dataset*” Poster presented at the Biennial Meeting of the Society for Research in Child Development, Virtual due to COVID-19.
- Greenfader, C. M., & Gutekunst, J.* (2020, October). *Exploring the executive function skills of young immigrant students: Is there evidence of an “Immigrant Paradox?”* Paper presented at the 2020 Western Psychological Association Convention, Virtual due to COVID-19.

KIM, J.

PUBLICATIONS

Kim, J. L., Schooler, D., *Lazaro, S. K., & Weiss, J. (2018). Brief report: Watching reality TV programs with concurrent sexual and alcohol themes is associated with risky drinking and sexual experiences. *Emerging Adulthood, 1-7*. doi:10.1177/21676968754920.

PRESENTATIONS

Kim, J. L., Gin, H. G., *No, R., & Bay-Cheng, L. (2020, March). This is what a sexual agent looks like. Paper accepted for presentation at the biennial conference for the Society for Research on Adolescence. San Diego, CA. (Conference cancelled)

Kim, J. L., *Tran-Dubongco, M., & *Muniz, K. (2018). "Not like me or my family": Exploring the media habits and perceptions of young women of color. Poster presented at the annual conference for the Western Psychological Association. Portland, OR.

*Tran-Dubongco, M., Kim, J. L., & Nguyen, A. (2018). Sexual content on reality TV and sexy social media use: Exploring the roles of ethnic-racial identity and acculturation. Paper presented at the biannual conference for the Society for Research on Adolescence. Minneapolis, MN.

*Hernandez, Y., & Kim, J. L. (2016). Getting smashed and smushing: The risky sexual and drinking attitudes and behaviors of female college students exposed to reality TV. Poster presented.

PINEDA, C. G.

PRESENTATIONS

Pineda, C. G. & Serna, A. *(2016, April) *Script writing as evidence of identity work among Latino immigrant youth*. Paper presentation. 96th Convention of the Western Psychological Association. Long Beach, CA.

Serna, A. *(2016) *Writing What Matters to Me: Latino Adolescent's Engagement in Theater of Translation*. Talk presented at the 2016 Southern California Conference on Undergraduate Research (SCCUR). Riverside, CA (Mentor: Pineda, C.G.)

Ascencio, M. *(2020, Cancelled) *Teen Moms' Success Stories*. Student and Creative Activities Research (SCAR), Fullerton, CA (Mentor: Pineda C.G.)

INSTRUCTIONAL MATERIALS

Pineda, C. G., Robles Nichols, D., & Ascencio, M. *(2020). *Young & Brave: Stories of successful teen moms*. Booklet. Fullerton, CA

RAMOS, M.

PUBLICATIONS

Bennett, D.C.* & Ramos, M.C. (2019). Cyberbullying in romantic relationships: Developmental perspectives. In G. Giumetti & R. Kowalski (Eds). *Cyberbullying in schools, workplaces, and romantic relationships: The many lenses and perspectives of electronic mistreatment*. Routledge/Taylor and Francis.

- Preston, K. S. J., Pizano, N. K. *, Garner, K., M. *, Gottfried, A. W., Gottfried, A. E., Guerin, D. W., Ramos, M. C., Cheng, C. E., & Oliver, P. H. (in press). Identifying family personality profiles using latent profile analysis: Relations to happiness and health. *Personality and Individual Differences*.
- Ramos, M.C., Arbel, R. Timmons, A.C.*., Rodriguez, A.J.*., & Margolin, G. (2021). Observed parent-adolescent coalitions and family hostilities during family discussions: Associations with marital aggression. *Family Process*, 00, 1-19 <https://doi.org/10.1111/famp.12719>
- Ramos, M.C., Miller, K.F.*., Moss, I. K.*., & Margolin, G. (2017). Perspective-taking and empathy mitigate family-of-origin risk for electronic aggression perpetration toward dating partners: A brief report. *Journal of Interpersonal Violence*, 36(3-4), 1155-1164. <https://doi.org/10.1177/0886260517747605>
- Rasmussen, H.F.*., Ramos, M.C., Han, S.C.*., Pettit, C.*., & Margolin, G. (2017). How discrimination and perspective taking influence adolescents' attitudes about justice. *Journal of Adolescence*, 62, 70-81. <https://doi.org/10.1016/j.adolescence.2017.11.005>

PRESENTATIONS

- Pizano, N.K.*., Gardner, K.*., Pulido, J.*., Preston, K.S.J., Cheng, E., Gottfried, A.W., Gottfried, A.E., Guerin, D.W., Oliver, P., Ramos, M.C., & Riggo, R.E. (2020, October). *Contributions of the Fullerton Longitudinal Study to psychology*. Presented at the virtual annual meeting of the Western Psychological Association. (Rescheduled from April 2020, San Francisco, CA.)
- Chapton, J. J.*., Pizano, N.K.*., & Ramos, M.C. (2019, November). *The relation between childhood family environment and internalizing symptoms in adolescence*. Presented at the annual meeting of Southern California Conferences for Undergraduate Research in San Marcos, CA.
- Ramos, M.C., Preston, K.S.J., Pizano, N. K.*., Rodgers, D.M.*., & Naji, D.A. (2019, January). Discussion: Longitudinal pathways to success and resilience. K.S.J. Preston (Chair), *Longitudinal pathways to success and resilience: A 38-year study*. Presented at the annual meeting of the Western Positive Psychology Association Development in Claremont, CA.
- Moss, I.K.*., Iturralde, E.*., Pettit, C.*., Ramos, M.C., & Margolin, G. (2018, August). *The roles of co-rumination and problem solving in the continuity of adolescent depressive symptoms*. Poster presented at the annual meeting of the American Psychological Association in San Francisco, CA.
- Pizano, N. K.*., Ramos, M.C., Guerin, D.W., Preston, K.S., & Oliver, P.H. (2017, May). *Difficult infant temperament related to positive family relationships longitudinally from childhood to adolescence: Parental emotional and verbal responsivity as a mediator*. Presented at the annual meeting of Association for Psychological Science, Boston, MA.
- Santana, A.*., Ramos, M.C., & Wilbourn, M.P. (2017, May). *A developmental perspective of children's family drawings as a function of age, gender, and language development*. Presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Han, S. C.*., Ramos, M. C., Rasmussen, H. F.*., & Margolin, G. (2017, April). *Adverse life experiences and youths' development of justice attitudes: Impact of Teen Court participation*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

- Rasmussen, H. F.*, Margolin, G., Ramos, M. C., & Han, S. C.* (2017, April). *Adolescent development of punitive and restorative justice attitudes and the influence of perspective taking and discrimination*. Presented at the biennial meeting of Society for Research in Child Development, Austin, TX.
- Park, J.*, Preston, K.S., Tessler, J., & Ramos, M.C. (2017, April). *A novel method for assessing dynamic systems: A cross-informant, longitudinal test-linking approach*. Presented at the biennial meeting of Society for Research in Child Development, Austin, TX.
- Pettit, C. *, Kellerman, I.*, Moyers, S.*, Ramos, M.C., & Margolin, G. (2017, April). *Observed irritability in dyadic peer discussions as predicted by depressive symptoms and negative life events*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Pettit, C. *, Moyers, S. *, Kellerman, I.*, Rodriguez, A., Ramos, M.C., Corley, F., Itturalde, E., & Margolin, G., (2017, April). *Co-rumination as a moderator between victimization and depressive symptoms*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Moyers, S.*, Pettit, C.*, Kellerman, I.*, Ramos, M.C., Itturalde, E., Corley, F.*, & Margolin, G. (2017, April). *The role of gender in adolescent depression and put down behaviors*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Ramos, M. C., Banna, S.J.*, Rasmussen, H. F.*, & Margolin, G. (2019, April). *Adolescent development of punitive and restorative justice perspectives: Impact of Teen Court participation*. Presented at the annual meeting of Western Psychological Association, Pasadena, CA.
- Ramos, M.C & Pizano, N.K.* (2019, April). Childhood predictors of health in adulthood: An investigation of individual & family factors. In K.S.J. Preston (Chair), *Early predictors of development in middle adulthood: The Fullerton Longitudinal Study*. Invited symposium to be presented at the annual meeting of Western Psychological Association, Pasadena, CA.
- Guerin, D. W., Oliver, P. H., Preston, K.S., Pizano, N.K.*, Gottfried, A.W., Gottfried, A.E., & Ramos, M.C. (2017, April). *Infant temperament predicts maternal and child reports of positive family relationships throughout childhood and adolescence*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

ZEEDYK, S.

PUBLICATIONS

- Alostaz, J.*, Baker, J. K., Fenning, R. M., Neece, C. L., & Zeedyk, S. M. (2021). Parental coping as a buffer between child factors and emotion-related parenting in families of children with autism spectrum disorder. *Journal of Family Psychology*. <https://doi.org/10.1037/fam0000757>
- Moffitt, J. M.*, Baker, J. K., Fenning, R. M., Erath, S. A., Messinger, D. S., Zeedyk, S. M., Paez, S. A.*, & Seel, S.* (2021). Parent emotion socialization and psychophysiological arousal patterns in children with autism spectrum disorder. *Research on Child and Adolescent Psychopathology*, 49, 401-412. <https://doi.org/10.1007/s10802-020-00745-1>
- Brown, H.*, Zeedyk, S. M., & Bolourian, Y. (2021, August). NeuroPREP: A training program to enhance professors' knowledge of neurodiverse students. Poster presented at the 2021 Virtual Convention of the American Psychological Association.

Alostaz, J.,* Zeedyk, S. M., Fenning, R., & Baker, J. K. (2020, August). Positive coping buffers the association between child externalizing problems and poorer parenting in families of children with ASD. Poster presented at the 2020 Virtual Convention of the American Psychological Association.

Moffitt, J. M.* , Seel, S.* , Paez, S. A.* , Zeedyk, S. M., Erath, S. A., Messinger, D. S., Fenning, R. M., & Baker, J. K. (August, 2021). Emotion socialization and psychophysiological arousal patterns in children with ASD. In J. Baker (Chair), *Parenting individuals with ASD: Developmental, measurement, and clinical investigations*. Paper presented at the 2020 Virtual Convention of the American Psychological Association.

Orr, M.* , Bailey, A.* , Moffitt, J. M.* , Zeedyk, S. M., Fenning, R. M., & Baker, J. K. (2017, May). The role of parent satisfaction with parenting efficacy in links between depressive symptoms and observed parenting in families of children with ASD. Poster presented at the 2017 International Meeting for Autism Research. San Francisco, CA.

APPENDIX M. PRACTICUM COURSE DESCRIPTIONS

CAS 394 Introductory Practicum in Child and Adolescent Studies

Student will work directly with children, adolescents, and/or their families. Student will receive consistent supervision by an agency representative with a minimum of a Bachelor's Degree in a related discipline or an approved alternate.

CAS 454 Early Childhood/TK/K settings

Student will work directly with young children (infants through age five) in a licensed early childhood education setting or TK/K setting. Student will receive consistent supervision by an agency representative with a minimum of a Bachelor's Degree in a related discipline or an approved alternate.

CAS 464 Practicum Seminar in Early Care and Education

Students will work directly with young children (infants through age five) in a licensed early childhood education setting. Student will receive consistent supervision by an agency representative with a minimum of a Bachelor's Degree in a related discipline or an approved alternate.

CAS 474 Practicum in Development in School Settings

Students will work directly with students in a school setting where learning goals are based on the CA Academic Content Standards (TK – 6th Grade) or in private or non-public TK-6th grade classrooms. Student will receive consistent supervision by a professional who holds a license/credential in the area in which s/he is employed.

CAS 484 Practicum Seminar in Adolescent and Youth Services

Classroom analysis of field experience focusing on linkages between theory and practice, and skills and techniques of adolescent development/youth services professionals.

CAS 494 Practicum in Youth and Families in Community Settings

Students will work in a community, private, or public service setting with or on behalf of children and/or adolescents, and their families. Placement in a school setting may be appropriate if the intern's activities are focused on behavioral or counseling services (not classroom instruction). Student will receive consistent supervision by a professional with a minimum of a Bachelor's Degree in a related discipline or an approved alternate.

CAS 494 Practicum in Youth and Families in Community Settings – Special Section Focused on Behavioral Intervention for Children with Autism Spectrum Disorder (ASD)

This special section of CAS 494 focuses on evidence-based interventions for individuals with autism spectrum disorder (ASD). As students actively engage in direct intervention work with children and adolescents with ASD, classroom content will introduce students to the development and core characteristics of ASD, assessment and diagnostic practices, and intervention approaches. An emphasis will be placed upon developmental and behavioral theories, and techniques associated with applied behavior analysis (ABA), the most widely supported, evidence-based intervention for ASD. Students will also consider the general ethical principles introduced in CAS 394 (competency, informed consent, confidentiality, avoidance of dual relationships) in the context of working with individuals with ASD and their families. In addition, students will be asked to consider advocacy, laws, and policies in the context of their professional role and responsibilities.

APPENDIX N. CAS STUDY ABROAD PROGRAM SUMMARY, 2014-2020

Academic Year	Locations	Participants	IRA Funding
2014-15	New Zealand	15	24,000
	<i>Subtotal</i>	<i>15</i>	<i>24,000</i>
2015-16	Thailand	24	28,500
	Germany	10	22,800
	<i>Subtotal</i>	<i>34</i>	<i>51,300</i>
2016-17	Thailand	25	24,000
	Costa Rica	21	20,000
	Germany	14	14,000
	<i>Subtotal</i>	<i>60</i>	<i>58,000</i>
2017-18	Thailand	26	30,000
	Costa Rica	17	20,000
	<i>Subtotal</i>	<i>43</i>	<i>50,000</i>
2018-19	Thailand	27	26,000
	Costa Rica	20	20,000
	<i>Subtotal</i>	<i>47</i>	<i>46,000</i>
2019-20	Thailand	22	27,300
	Costa Rica (cancelled)	20	21,600
	<i>Subtotal</i>	<i>22</i>	<i>48,900</i>
	<i>TOTALS</i>	<i>221</i>	<i>278,200</i>

Study Abroad Student Participants 2014-2020

2014-15		2015-16			
New Zealand		Thailand		Germany	
No.	Student	No.	Student	No.	Student
1	Maria Barrientos De Panteleon	1	Alanna Erspamer	1	Alissa Schaefer
2	Trisha Bermudez	2	Amanda Nichols	2	Jaime Ray
3	Graceann Cadiz	3	Amanda Salmon	3	Jessica Segura
4	Valery Gaspar	4	Ashley Jimenez	4	Kristiana De Vera
5	Janelle Guzman	5	Breanna Flores	5	Lesly Abanto Crain
6	Elizabeth Licea	6	Colleen Durham	6	Maria Nayeli Medina
7	Ellen Maloney	7	Cynthia Carmen	7	Natalie Olivio
8	Ashley Mitchell	8	Cynthia Zambrano	8	Nicole Kirshner
9	Jamie Ray	9	Danielle Eden	9	Shannon Rene Garcia
10	Melissa Rios	10	Elisabeth Bruce	10	Vanessa Morena
11	Janel Rodriguez	11	Gissela Rodriguez		
12	Molly Sabet	12	Hayley Martin		
13	Abigail Segura	13	Heidy Correa		
14	Pilar Silva	14	Janelle Dryer		
15	Sara Taylor	15	Karina Montes		
		16	Kaylee R Leffingwell		
		17	Kinsey Aherne		
		18	Leticia Mendizabal		
		19	Lizeth Perez		
		20	Maria Angel		
		21	Molly Mccord		
		22	Savanah Cole		
		23	Veronica Rodriguez		
		24	Vidalia M Mena		

2016-17					
Thailand		Costa Rica		Germany	
No.	Student	No.	Student	No.	Student
1	Amanda Avila	1	Ashley Allen	1	Alison Shrank
2	Arlin Antunez	2	Natalie Azurdia	2	Ana Serna
3	Breanne Veintimilla	3	Katherine Cortes	3	Angelica Estrada
4	Brenda Ramirez	4	Angelica Estrada	4	Colleen Durham
5	Briana Branch	5	Alejandra Gutierrez	5	Esther Soleimani
6	Brianna Powell	6	Arianna Haft	6	Jenna Henson
7	Camille Wright	7	Jenna Henson	7	Jocelyn Sarazua
8	Chelsea Anderson	8	Morgan Negele	8	Kacee Iasparro
9	Daisy Pastrana	9	Kathleen Pekarcik	9	Kazrynn Doherty
10	Emmy Shih	10	Lizbeth Espinoza	10	Morgan Scrimpsheer
11	Genevieve Clark	11	Wendy Carranza	11	Sandra Patino
12	Jessica Cerise	12	Dana Davis	12	Sarah Morgigno
13	Jessie Ferguson	13	Jennifer Garcia	13	Shivani Bhakta
14	Justine Smith	14	Erin Githens	14	Ysabella Pitochelli
15	Lizbeth Espinoza	15	Elizabeth Lopez		
16	Megan Fitzgerald	16	Manda Morrissey		
17	Megan Stammen	17	Ana Serna Laris		
18	Nicole Bustos	18	Laura Tello		
19	Olyiviya Esparza	19	Kristen Taylor Topacio		
20	Sarai Navarrete	20	Jennifer Urrutia		
21	Savanah Cole	21	Sarai Navarrete		
22	Stephanie Cobian				
23	Taylor Copland				
24	Taylor Vedova				
25	Whitney Sasao				

2017-2018				2018-2019			
Thailand		Costa Rica		Thailand		Costa Rica	
No.	Student	No.	Student	No.	Student	No.	Student
1	Brooklynn Allen	1	Berenice Chavarria	1	Emily Carrillo	1	Sydney McLamb
2	Melanie Ascencio	2	Claudia Chavez	2	Lisa Davila	2	Rocio Moreno
3	Monica Attardo	3	Mariella Fajardo	3	Kaitlyn Ferreira	3	Lia Oleden
4	Natalie Azurdia	4	Leticia Garcia	4	Eileen Lee	4	Emily Orona
5	Lilyan Benavides	5	Alejandra Gutierrez	5	Joselyn Macias	5	Mia Rodriguez
6	Alyssa Mae Caalim	6	Jasmin Hernandez	6	Samantha Madrid	6	Bianca Sanchez
7	Lizbeth Castaneda	7	Maria Hernandez	7	Norma Mancha	7	Tiana Simons
8	Nicole Gonzalez	8	Janet Hernandez	8	Gloria Martinez	8	Amber Tauman-Miller
9	Alejandra Gutierrez	9	Nicole Hopp	9	Kayla Medrano	9	Andrea Barrientos
10	Mary Hipp	10	Ciara Olson	10	Holly Monte	10	Delaney Eaton
11	Jessica Inzunza	11	Lizett Paez	11	Jackeline Orendain	11	Marianne Escalante
12	Hayley Kennedy	12	Brittany Ramirez	12	Jocelyn Reynoso	12	Norma Mancha
13	Megan Kuster	13	Whitney Sasao	13	Daniel Watson	13	Jocelyn Reynoso
14	Lauren Liebelt	14	Emmy Shih	14	Marilena Cristea	14	Audrey Vasquez
15	Morgan Negele	15	Leslie Valdivia	15	Rebecca Cunningham	15	Melanie Ascencio
16	Yasmine Nesicolaci	16	Melissa Viana	16	Madison Hansen	16	Tiffany Gomez
17	Jessica Nguyen	17	Tsz King Yiu	17	Kylie Knalson	17	Claudia Hurtado
18	Jessica Olson			18	Nicole Lonski	18	Briana Mendoza
19	Geena Pak			19	Allison Spinney	19	Daniel Watson
20	Diana Sandoval Monarrez			20	Claudia Villasenor Arellano	20	Nancy Yanez
21	Nicole Sisanachandeng			21	Julia Wilken		
22	Evelyn Sosa			22	Sydney Caamano		
23	Laura Tello			23	Ivee de Anda		
24	Kristen Taylor Topacio			24	Kaitlin Han		
25	Karen Vargas			25	Ashley Maldonado		
26	Jessica Vivar			26	Hannah Maloney		
				27	Letty Suon		

2019-2020			
Thailand		Costa Rica Cancelled Due to Covid-19	
No.	Student	No.	Student
1	Sidney Alvarez	1	Destiny Ceballos
2	Alivia Batta	2	Alicia Escalante
3	Jesse Benigno	3	Vanessa Garcia
4	Diamond Byrd	4	Andrea Gudino
5	Josephine Chau	5	christa isela Guzman
6	Fatima Elias	6	Alexis Hansbury
7	Danielle Feehan	7	Melissa Lopez
8	Kayleigh Fisher	8	Lizbeth Manzo
9	Rebekah Francisco	9	Sarah McQuater
10	Jennifer Garcia	10	Cherie Nguyen
11	Elizabeth Hernandez	11	Brittany Paepke
12	Claudia Hurtado	12	Kelsey Robbins
13	Brytani Jones	13	Sydney Taylor
14	Parker Kalmen	14	Faith Tesch
15	Eunice Kim	15	Ashley Vargas
16	Elizabeth Molina	16	Jacqueline Avila
17	Ruby Olivares	17	Eileen Lee
18	Sarah Preston	18	Marilyn Melchor
19	Katelyn Rivera	19	Melanie Ascencio
20	Geanna Rodriguez	20	Claudia Ramos
21	Mia Rodriguez		
22	Maria Vazquez-Hernandez		