

Glendale College
Course Outline of Record Report
 Revision - May 2023

CHLDV135 : Child Growth And Development

General Information

Author:	<ul style="list-style-type: none"> Mary Jane Biancheri
Course Code (CB01) :	CHLDV135
Course Title (CB02) :	Child Growth And Development
Department:	CHLDV
Proposal Start:	Fall 2023
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000222104
Curriculum Committee Approval Date:	05/24/2023
Board of Trustees Approval Date:	
Last Cyclical Review Date:	09/01/2020
Course Description and Course Note:	CHLDV 135 examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children evaluate individual differences and analyze characteristics of development at various stages. Note: Verification of tuberculosis (TB) clearance required
Justification:	Coding/Category Change
Academic Career:	<ul style="list-style-type: none"> Credit

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Child Development/Early Childhood Education
---------------------	---

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU GE-Breadth Area

E-Lifelong Learning and Self-Development

Area

Lifelong Learning and Self-Development

Status

Approved

Approval Date

02/22/2006

Comparable Course

No Comparable Course defined.

C-ID

CDEV

Area

Child Development

Status

Approved

Approval Date

08/25/2014

Comparable Course

CDEV 100 - Child Growth And Development

Units and Hours**Summary**

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options**Course Type (CB04)**

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

 Cooperative Work Experience Education Status (CB10)

 Variable Credit Course
Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

ESL151 - Reading And Composition V

Objectives

- Summarize readings;
- compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;

OR**Advisory**

ENGL100 - *Writing Workshop

Entry Standards

Entry Standards	Description
-----------------	-------------

Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone.	ENGL 100
--	----------

Read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence.	ENGL 100
---	----------

Read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form.	ENGL 100
--	----------

Write a summary of a contemporary article or story with correct citation techniques.	ENGL 100
Write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization.	ENGL 100
Write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations.	ENGL 100
Write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques.	ENGL 100
Write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings.	ENGL 100
Write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist.	ENGL 100
Proofread and edit essays for content, language, citation, and formatting problems.	ENGL 100

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction	Demonstrations			
Methods of Instruction	Presentations			
Out of Class Assignments				
<ul style="list-style-type: none"> • Observations and analyses of children during each developmental stage (e.g., students will use appropriate observation methods to observe each developmental stage and then analyze the observations by making direct connections to developmental theories and developmental domains) • Research paper demonstrating use of course and critical thinking skills (e.g., paper using peer-reviewed journals comparing and contrasting different developmental theorists/theories) • Group projects (e.g., collaborate and present piece on the stages of psychological development) • Research project - scholarly research on a topic related to development (development domains, developmental theory, application of theory). Project includes annotated bibliography for students to learn American Psychological Association annotated format and how to analyze and discuss scholarly research and presentation (e.g., research project using scholarly research to examine pre-operational development in academic vs child-centered early education) • Writing in preparation for class discussion and quizzes (e.g., reflective essay demonstrating understanding of prenatal development) 				
Methods of Evaluation	Rationale			
Exam/Quiz/Test	Final examination - this requires students to demonstrate the course exit standards			
Exam/Quiz/Test	Quizzes - four short quizzes for students over the semester to assess student's understanding of exit standards			
Presentation (group or individual)	Instructor evaluation and peer review of group projects demonstrating application of concepts and critical thinking skills;			
Writing Assignment	Instructor evaluation of written observations and analyses of each developmental stage demonstrating critical thinking skills and application of theories;			
Project/Portfolio	Instructor evaluation of research project or papers demonstrating use of sources and critical thinking skills			
Textbooks				
Author	Title	Publisher	Date	ISBN
Kathleen Stassen Berger	Developing Person Through Childhood and Adolescence	Worth Publishers	2020	1319191746
Other Instructional Materials (i.e. OER, handouts)				
Description	Child Growth and Development			
Author	Jennifer Paris			
Citation	https://open.umn.edu/opentextbooks/textbooks/child-growth-and-development			
Online Resource(s)	No value			

Learning Outcomes and Objectives

Course Objectives

Compare and Contrast developmental theories and milestones from conception through adolescence using standard research methodologies.

Analyze how cultural, economic, political, historical contexts affect children’s development.

Identify and describe classic and contemporary theories and research in child development.

Compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate development from the perspective of cognitive, psychosocial, and physical domains and the relationship to developmental theory.

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Differentiate characteristics of typical and atypical development at various stages.

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Explore contemporary social issues that impact children’s development.

SLOs

Describe and analyze development from conception through adolescence in the physical, social, emotional, and cognitive domains.

Expected Outcome Performance: 70.0

Identify cultural, economic, political, and historical contexts that impact children’s development.

Expected Outcome Performance: 70.0

SOC S
Social Sciences

Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

SOC
Social Work and Human
Services AA-T

Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

CHLDV
School-Age Care

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

CHLDV
Infant/Toddler

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

understand and value the importance and complex characteristics of children’s families and communities

understand and value the importance and complex characteristics of children’s families and communities

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children’s learning and development

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children’s learning and development

CHLDV
Site Supervisor

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

understand and value the importance and complex characteristics of children’s families and communities

CHLDV
Master Teacher

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

understand and value the importance and complex characteristics of children’s families and communities

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children’s learning and development

CHLDV
Teacher (Preschool)

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

CHLDV
Transitional Kindergarten
Certificate

plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

Compare and contrast, using research methodologies, theoretical frameworks that relate to the study of human development.

Expected Outcome Performance: 70.0

Analyze and apply knowledge of developmental theories and major theoretical frameworks.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No Value

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content**Lecture Content****Child Development: Concepts and Principles (7)**

- Principles of child growth and development
- Periods of development
- Methods of studying child development
- Theories of child development

Genetic Factors and Prenatal Development (6)

- The human heritage: genes and environment
- Prenatal development and birth

Infancy and Toddlerhood (11)

- Initial capacities and the process of change
- Physical development and locomotion
- Sensory and perceptual development
- Cognitive development
- Social and personality development
- Language acquisition and enhancement
- Early experience and later life
- Special needs and risk factors

Early Childhood: the Preschool Years (11)

- Early childhood thought: "Islands of Competence"
- Physical development and locomotion
- Sensory and perceptual development
- Cognitive development
- Social and personality development
- Language acquisition and enhancement
- Early experience and later life
- Special needs and risk factors

Middle Childhood: Contexts (11)

- The home, school, community
- Cognitive and biological attainments
- Language development: vocabulary and grammar
- Schooling and development
- Social development and the peer group gender roles;
- Childhood sexuality
- The "Special Child", special needs and risk factors
- Moral and spiritual development

Adolescence: Contexts (8)

- Characteristics of early and later adolescence
- Special needs and risk factors
- The home, school, community

- Biological and social foundations
- Gender roles, adolescent sexuality
- Changes in primary and secondary sex characteristics
- Cognitive development
- Psychological achievements and identity development

Total hours 54