CHLDV135 : Child Growth And Development

General Information

Author:	• Michelle Stonis • Biancheri, Mary Jane • Owens, Deborah
Course Code (CB01) :	CHLDV135
Course Title (CB02) :	Child Growth And Development
Department:	CHLDV
Proposal Start:	Spring 2025
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:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 135 examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from birth 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:	Mandatory Revision
Academic Career:	• Credit
Mode of Delivery:	
Author:	• Owens, Deborah
Course Family:	

Academic Senate Discipline

Primary Discipline:	• Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
E-Lifelong Learning and Self-Development	Lifelong Learning and Self-Development	Approved	02/22/2006	No Comparable Course defined.
D-Social Sciences	Social Sciences	Approved	09/03/2024	

C-ID	Area	Status	Approval Date	Comparable Course
CDEV	Child Development	Approved	08/25/2014	CDEV 100 - Child Growth And Development

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	09/03/2024	No Comparable Course defined.

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)

Noncredit Course Category (CB22)

Noncredit Special Characteristics

Credit - Degree Applicable	Credit Course.	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

Reading, Writing, Preparing assignments and/or participating in activities.

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	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

ENGL101 - Introduction to College Reading and Composition

Objectives
- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction	Lecture

Methods of Instruction	Discussion

Methods of Instruction	Collaborative Learning

Methods of Instruction	Multimedia

Methods of Instruction	Presentations

Out of Class Assignments

- Observations and analyses of children's behavior 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)

- 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)
- Group projects (e.g., collaborate on developing and presenting information on the stages of psychological development during a specific developmental period.)
- Writing in preparation for class discussions, quizzes and for understanding (e.g., reflective essay demonstrating understanding of prenatal development)

Methods of Evaluation	Rationale
Exam/Quiz/Test	Final examination
Exam/Quiz/Test	Quizzes (e.g., four short quizzes for students over the semester to assess student's understanding of course content and demonstrate meeting 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, including an instructor evaluation of critical thinking skills, the application of theory into practice, and understanding of development concepts and principles.
Project/Portfolio	Instructor evaluation of research projects or papers demonstrating the use of American Psychological Association publication guidelines, scholarly sources, and critical thinking skills

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Kathleen Stassen Berger	Developing Person Through Childhood and Adolescence	Worth Publishers	2024	9781319541224

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)	

Materials Fee

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

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
SOC Social Work and Human Services AA-T Degree	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

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 Degree	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
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.
ILOs Core ILOs	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
SOC Social Work and Human Services AA-T Degree	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	

Analyze and apply knowledge of developmental theories and major theoretical frameworks.   Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
SOC Social Work and Human Services AA-T Degree	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	

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

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 hours)
- Principles of child growth and development
- Periods of development
- Cultural, racial, and ethnic factors that impact development
- Methods of studying child development
- Theories of child development

Genetic Factors and Prenatal Development (6 hours)
- The human heritage: genes and environment
- Prenatal development and birth

Infancy and Toddlerhood (11 hours)
- 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 hours)
- Early childhood thought, language development
- 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 hours)
- Physical development
- 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 hours)
- Characteristics of early and later adolescence

- Special needs and risk factors
- 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

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value