

CD M02: HUMAN DEVELOPMENT: INFANCY THROUGH ADOLESCENCE

Originator

scoulter

College

Moorpark College

Attach Support Documentation (as needed)

child-growth-and-development-worksheet-8-2021.docx

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M02

Course Title (CB02)

Human Development: Infancy through Adolescence

Banner/Short Title

Human Dev: Infancy/Adolescence

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasizes interactions between biological processes and environmental factors. Introduces developmental theory and reinforces investigative research methodologies by observing children, evaluating individual differences, and analyzing characteristics of development at various stages. Prepares those working with students in early care and education programs including transitional kindergarten, kindergarten, and early education classrooms.

Additional Catalog Notes

UC Credit Limitations: CD M02 and PSY M07 combined: maximum credit, one course.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

D - Possibly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains. |
| 2 | identify cultural, economic, political, and historical contexts that impact children's development. |
| 3 | apply knowledge of development and major theoretical frameworks to child observations. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | summarize major theories of child development. |
| 2 | describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions. |
| 3 | identify the typical progression of development across all domains. |
| 4 | differentiate between characteristics of typical and atypical development. |

- 5 apply objective and ethical techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

Course Content

Lecture/Course Content

- **20% - Current and historical theories of child development and learning**
- **20% - Influences on development**
 - Biological factors
 - Heredity and genetics
 - Maturation
 - Environmental influences
 - Supporting optimal development in school and at home
 - Contexts of development
 - Cultural
 - Socio-Economic
 - Historical perspectives
 - Societal
 - Other influences including but not limited to
 - Family and parenting styles
 - Schools and teachers
 - Community support and resources
 - Socio-political climate
- **20% - Typical and atypical development in infancy, toddlerhood, early childhood, middle childhood, and adolescence in the domains of:**
 - Conception, prenatal development, and birth
 - Influences on healthy development and birth
 - Cultural variations
 - Parenting a newborn
 - Physical
 - Growth and health
 - Brain development
 - Fine and gross motor
 - Gender and sexuality
 - Cognitive
 - Learning
 - Memory
 - Processing skills
 - Moral development
 - Learning disabilities
 - Language
 - First and dual language development
 - Literacy development
 - Socioemotional
 - Temperament
 - Attachment
 - Relationships
 - Peers and Friendships
 - Families
 - Self-Concept
 - Self-Esteem
 - Self-Regulation
 - Impact of guidance and discipline
- **20% - Risk factors including but not limited to:**
 - Forms of abuse and neglect
 - Trauma
 - Housing and food insecurity

- Substance abuse and addictions
- Mental health
- **20% - Observing children**
 - Methodology
 - Objective and subjective reporting
 - Ethical considerations

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Problem solving exercises

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Simulations
Skills tests or practical examinations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Child observations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field experience/internship
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Role-playing
Small group activities
Other (specify)

Specify other method of instruction

Child and teacher observations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short YouTube videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments**Writing Assignments**

- Written observations of children focused on specific domains of development.
- Written reflection and research papers that incorporate application of developmental theory and theoretical vocabulary.
- Written reports on a developmental theorist.
- Written reflection on readings from the newspaper, research and professional journal articles, and/or Internet sources pertaining to human growth and development.

Critical Thinking Assignments

- Analysis of traditional developmental theory from a cultural or feminist perspective.
- Analysis of the value of an infant toy in supporting social, emotional, and cognitive development.
- Analysis of child or adolescent behavior based upon developmental theory.
- Comparison and contrast of theoretical perspectives on human development.
- Oral presentation demonstrating analysis of Early Childhood Education Competency area, Child Development and Learning, via video recording

Reading Assignments

- Read a current Child Development journal article pertaining to development in ages prenatal to age 18.
- Read a current news article pertaining to development in ages prenatal to age 18.

Outside Assignments**Representative Outside Assignments**

- Assigned reading material from textbook, web sites, journals and news articles.
- Interviews with parents of children about issues related to human development and parenting.
- Developmental observations of children of various ages.

Articulation**C-ID Descriptor Number**

CDEV 100

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Los Angeles	CHDV 1400	Development Across the Lifespan (Conception to Adolescence)	3
CSU Dominguez Hills	CDV 150	Introduction to Child Development	3
CSU Channel Islands	ECS/PSY 150	Foundations of Child and Adolescent Development	3
CSU Northridge	CADV 150	Foundations of Child and Adolescent Development	3

Comparable Courses within the VCCCD

CD R102 - Human Development

CD V02 - Child Growth and Development

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	ECE 120	Child Growth & Development for Educators	3
College of the Canyons	ECE 101	Child Growth and Development	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****B2 Life Science**

Approved

Area C: Arts and Humanities**Area D: Social Sciences****D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development**E Lifelong Learning and Self-Development**

Approved

Area F: Ethnic Studies**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Feldman, Robert. *Child Development*. 8th ed., Pearson, 2018.

Resource Type

Textbook

Description

Paris, Jennifer, et al. *Child Growth and Development*. College of the Canyons. E-book, Libretxt (College of the Canyons), 2020, [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_\(Paris_Ricardo_Rymond_and_Johnson\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson)) ([https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_\(Paris_Ricardo_Rymond_and_Johnson\)/](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson)/)). Accessed 29 Sept 2022.

Resource Type

Textbook

Description

Berger, Kathleen. *The Developing Person through Childhood and Adolescence*. 11th ed., Worth, 2018.

Resource Type

Other Resource Type

Description

California Department of Education. DRDP-K; Desired Results Developmental Profile – K. 2015, http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf. Accessed 29 Sept. 2022.

Library Resources

Assignments requiring library resources

Research, using the Library's print and online resources, on developmental theorists and child development issues.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research paper, using the Library's print and online resources, on child development taking place within an ecological context that includes individual, family, community, and cultural influences.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Play as a means by which children develop and learn".
E-mail	Email to students with a current news event about research on human growth and development.
Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss child development taking place within an ecological context that includes individual, family, community, and cultural influences.
Other DE (e.g., recorded lectures)	Recorded lecture of instructor explaining the importance of physical and emotional security to support children's optimal development and learning.
Synchronous Dialog (e.g., online chat)	Online chat rooms where the instructor and students discuss how children develop and learn through interactions in relationships and with the environment.
Telephone	Phone call with student to clarify assignments.
Video Conferencing	Video conferencing with students to discuss how the practice of early care and education is informed and guided by child development theories.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Play as a means by which children develop and learn".
E-mail	Email to students with a current news event about research on human growth and development.
Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss child development taking place within an ecological context that includes individual, family, community, and cultural influences.

Other DE (e.g., recorded lectures)	Recorded lecture of instructor explaining the importance of physical and emotional security to support children’s optimal development and learning.
Synchronous Dialog (e.g., online chat)	Online chat rooms where the instructor and students discuss how children develop and learn through interactions in relationships and with the environment.
Telephone	Phone call with student to clarify assignments.
Video Conferencing	Video conferencing with students to discuss how the practice of early care and education is informed and guided by child development theories.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Play as a means by which children develop and learn".
E-mail	Email to students with a current news event about research on human growth and development.
Other DE (e.g., recorded lectures)	Recorded lecture of instructor explaining the importance of physical and emotional security to support children’s optimal development and learning.
Synchronous Dialog (e.g., online chat)	Online chat rooms where the instructor and students discuss how children develop and learn through interactions in relationships and with the environment.
Telephone	Phone call with student to clarify assignments.
Video Conferencing	Video conferencing with students to discuss how the practice of early care and education is informed and guided by child development theories.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/29/2022

Curriculum Committee

10/04/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000430927

DOE/accreditation approval date

MM/DD/YYYY