

CDEV-C1000: CHILD GROWTH AND DEVELOPMENT

Effective Term

Fall 2026

CC Approval

12/05/2025

AS Approval

12/11/2025

BOT Approval

12/18/2025

COCI Approval

02/26/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Child Development/Early Childhood Education (Master's Degree)

And/Or

Subject Code

CDEV - Child Development

Course Number

C1000

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Child Growth and Development

Short Title

Child Growth and Development

CB03 TOP Code

1305.00 - *Child Development/Early Care and Education

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

D - Possibly Occupational

Rationale

Update course with CCN numbering system; completed Sections G & H.

SECTION B - Course Description

Catalog Course Description

Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3.00000

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

| DE Modalities | Permanent or Emergency Only? |
|-----------------|------------------------------|
| Entirely Online | Permanent |
| Hybrid | Permanent |

SECTION E - Course Content**Student Learning Outcomes**

| 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. Identify the typical progression of development across all domains.
2. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.
3. Summarize major theories of child development.
4. Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.
5. Differentiate characteristics of typical and atypical development.

Course Content

1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.
2. Influences on Development
 - a. Biological factors
 - i. Heredity and genetics
 - ii. Maturation
 - b. Environmental influences
 - c. Supporting optimal development in school and at home
 - d. Contexts of development
 - i. Cultural
 - ii. Socio-Economic
 - iii. Historical perspectives
 - iv. Societal
 - e. Other influences including, but not limited to:
 - i. Family and parenting
 - ii. Schools and teachers
 - iii. Community support and resources
 - iv. Socio-political climate
 - v. Multi-generational impacts
3. Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence
 - a. Conception, prenatal development, and birth
 - i. Influences on healthy conception, development, and birth
 - ii. Cultural variations
 - iii. Newborn care
 - b. Physical
 - i. Growth and health
 - ii. Brain development
 - iii. Fine and gross motor
 - iv. Gender and sexuality
 - c. Cognitive
 - i. Learning differences and neurodiversity
 - ii. Value of play
 - iii. Memory
 - iv. Processing skills
 - v. Moral development
 - vi. Language
 - vii. Mono and multilingual learners
 - viii. Literacy development
 - d. Socioemotional
 - i. Temperament
 - ii. Attachment
 - iii. Relationships
 1. Peers and Friendships
 2. Families
 - iv. Role of play
 - v. Self-Concept
 - vi. Self-Esteem
 - vii. Identity

- viii. Self-Regulation
- ix. Influence of guidance and discipline
- 4. Risk Factors Including, but not limited to:
 - a. Forms of abuse and neglect
 - b. Trauma
 - c. Housing and food insecurity
 - d. Substance abuse and addictions
 - e. Mental health
- 5. Observing Children: How and why
 - a. Methodology
 - b. Objective and subjective reporting
 - c. Ethical considerations

Methods of Instruction

Methods of Instruction

| Types | Examples of learning activities |
|------------|--|
| Lecture | Utilizing white board, video, and technological supplements. |
| Group Work | Small group and project work: Students working in groups on projects relevant to course content and joint problem solving. |

Online Adaptation

| Types | Examples of learning activities |
|----------------------------|---|
| Discussion | Students will engage in weekly discussion relevant to the topic. |
| Individualized Instruction | Listing student objectives and outcomes for each weekly module. |
| Lecture | Students will complete weekly modules which include reading, videos and power points. |

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

| Types | Examples of classroom assessments |
|---------------------|--|
| Exams/Tests | Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field. |
| Essays/Papers | Research papers, essays, and/or group projects that demonstrate students' ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive, and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development. |
| Class Participation | Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews. |

Methods of Evaluation Part II

| Types | Examples of classroom assessments |
|---------------------|--|
| Class Participation | Course participation and discussion. |
| Projects | Final Project or a series of mini projects. For example: Students will create a documentation of development from birth through adolescence utilizing information from text, lecture, and their own experience. Students may present their documentation using a variety of mediums including but not limited to video, written, PowerPoint, and art. |
| Other | Child Observations: Students will complete an observation on a young child aged 6 months to 6 years. The student will then compare their observation to the appropriate developmental milestones noted in the text and lecture. |

Assignments**Reading Assignments**

Reading assignments are based on textbook readings or instructor generated handouts.

Example: 1. Read "Andrea's Voice" and/or "Hunger of Memory" identify the developmental aspects and parenting issues illustrated in the story.

Example 2. Read Chapter 2 in "Understanding the Whole Child OER ." Apply Bronfenbrenner's systems approach to your life and experiences.

Writing Assignments

Example: 1. Child observation Complete a minimum of three (3) written observations on young children at sequential ages. Discuss their development using the key aspects of development discussed in the text.

Example 2. Experiential project Students will explore a variety of preschool activities. They will complete and explain what a child may learn by experimenting or 'playing' with the activities.

SECTION F - Textbooks and Instructional Materials**Material Type**

Open Educational Resource (OER)

Author

Paris, Jennifer; Ricardo, Antoinettel; Rymond, Dawn

Title

Understanding the Whole Child

Edition/Version

12Th

Publisher

OER Publications by College of the Canyons

Year

2019

Material Type

Textbook

Author

Smeltzer, Doris

Title

Andrea's Voice

Publisher

Turner Publishing

Year

2011

Rationale

Relevant to course topics

ISBN #

978-0-936077-01-7

Material Type

Textbook

Author

Rodriguez, Richard

Title

Hunger of Memory

Publisher

Dial Press Trade

Year

2004

ISBN #

978-0-553-27293-2

Material Type

Open Educational Resource (OER)

Author

Paris, J., Ricardo, A., Rymond, D., & Johnson, A.

Title

Child Growth and Development

Publisher

OER: LibreTexts

Year

2024

Material Type

Textbook

Author

Berger, K.

Title

The Developing Person Through Childhood and Adolescence

Edition/Version

13th ed.

Publisher

Worth Publishers

Year

2023

Rationale

Part of the CCN template

Material Type

Textbook

Author

Arnett, J., & Maynard, A.

Title

Child Development: A Cultural Approach

Edition/Version

2nd ed

Publisher

Pearson Education, Inc.

Year

2016

Rationale

Part of the CCN template

Material Type

Textbook

Author

Fuligni, A. S., Fuligni, A. J., & Bayne, J.

Title

Scientific American: Child and Adolescent Development

Edition/Version

1st ed.

Publisher

Macmillan

Year

2024

Rationale

Part of the CCN template

Material Type

Textbook

Author

Berk, L.

Title

Infants, Children, and Adolescents

Edition/Version

9th

Publisher

Sage Publications

Year

2022

Rationale

Recommendation from CCN template.

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

This course emphasizes culturally responsive teaching, multiple learning modalities, and inclusive curriculum materials to engage diverse student populations and ensure accessibility for all learners. By centering equity, critical examination of bias, and flexible assessments, the course advances equitable outcomes and prepares students to apply developmental frameworks in ways that honor children's cultural, economic, political, and historical contexts.

Course Codes (Admin Only)

CB00 State ID

CCC000193938

CB10 Cooperative Work Experience Status

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

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No