

CFS-120: CHILD DEVELOPMENT

CFS Courses_120 &122

Course

- CFS-120: Child Development
- CFS-122: Principles & Practices of Teaching Young Children

Effective Term

Fall 2024

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

120

Department

Child and Family Studies & Education (CFS)

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Child Development

Short Title

Child 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

To align with CAP

SECTION B - Course Description

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. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development 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. 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 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

1. **Current and Historical Theories of Child Development and Learning**
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 styles
 - ii. Schools and teachers
 - iii. Community support and resources
 - iv. Socio-political climate
3. **Typical and Atypical Development in Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence in the Domains of:**
 - a. Conception, prenatal development, and birth
 - i. Influences on healthy development and birth
 - ii. Cultural variations
 - iii. Parenting a newborn
 - b. Physical
 - i. Growth and health
 - ii. Brain development
 - iii. Fine and gross motor
 - iv. Gender and sexuality
 - c. Cognitive
 - i. Learning
 - ii. Memory
 - iii. Processing skills
 - iv. Moral development
 - v. Learning disabilities
 - vi. Language
 - vii. First and dual language development
 - viii. Literacy development
 - d. Socioemotional
 - i. Temperament
 - ii. Attachment
 - iii. Relationships
 1. Peers and Friendships
 2. Families
 - iv. Self-Concept
 - v. Self-Esteem
 - vi. Self-Regulation
 - vii. Impact 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**

- 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. Small group and project work: Students working in groups on projects relevant to course content and joint problem solving.

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 (objective and essay) that demonstrate the students' ability to define principal theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
Essays/Papers	Child Observations For example: 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.
Projects	Other possible assessments could include, but are not limited to: A. Course participation and discussion B. 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. C. In-Class assignments
Class Participation	Instructor assessment of participation in classroom discussions, presentation of group projects, observational study, and direct classroom experience with children.
Homework	

Assignments

Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts. For example: 1. Read "Andrea's Voice" and/or "Hunger of Memory" identify the developmental aspects and parenting issues illustrated in the story. 2. Read Chapter 2 in "Understanding the Whole Child OER ." Apply Bronfenbrenner's systems approach to your life and experiences.

Writing Assignments

For 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. 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.

Other Assignments

-

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

Open Educational Resource (OER)

Author

Paris, Jennifer; Ricardo, Antoinette; 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 for Memory

Publisher

Dial Press Trade

Year

2004

ISBN #

978-0-553-27293-2

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)

ASSIST Update

No

CSU GE Approval Dates

CSU GE Area	Approval Date
CSU GE Area D: Social Sciences	F2008

IGETC Approval Dates

IGETC Area	Approval Date
IGETC Area 4: Social Sciences	F2008

C-ID Approval Dates

C-ID Descriptor	Approval Date
Approved for C-ID CDEV 100	4/11/12

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

Reviewer Comments

Stacey Howard (showard) (Thu, 29 Feb 2024 03:25:37 GMT): Re-review of UC transferability and transfer GE (Cal-GETC for FA 25) is not required as course content is not considered substantial.