

# CDE 101: CHILD GROWTH & DEVELOPMENT

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**Formerly known as:**

ECE 010 (or if cross-listed - inactivated courses associated with this course)

**Originator**

maavalos

**Justification / Rationale**

We piloting Open Educational Resources

**Effective Term**

Spring 2021

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

101

**Full Course Title**

Child Growth & Development

**Short Title**

CHILD GROWTH&DEVELOPMENT

**Discipline****Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

100% Online

**Catalog Description**

This course 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 maturation 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.

**Schedule Description**

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence.

Advisory: ENG 001A

**Lecture Units**

3

**Lecture Semester Hours**

54

**Lab Units**

0

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

Advisory: ENG 001A

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

Yes

**Formatting Style**

APA

**Author**

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

**Title**

Understanding the Whole Child: Prenatal Development through Adolescence

**Publisher**Libre Text, OER publication [https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Child\\_Growth\\_and\\_Development\\_\(Paris%2C\\_Ricardo%2C\\_Rymond\\_and\\_Johnson\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris%2C_Ricardo%2C_Rymond_and_Johnson))**Year**

2019

**College Level**

Yes

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**Resource Type**

Web/Other

**Open Educational Resource**

Yes

**Year**

2018

**Description**OER textbook  
<https://drive.google.com/file/d/1B4e6oKPTFeUE9tXsJMcjsczb6Kj7EfEb/view>

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**Resource Type**

Web/Other

**Description**<https://www.earlyedualliance.org/>  
Early Edu Alliance videos and course supplements.

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**Class Size Maximum**

35

**Entrance Skills**

Students are required to read and analyze the text and other relevant course materials. Students compose essays and create presentations with properly cited references in APA format.

**Requisite Course Objectives**

ENG 001A-Write essays with arguable theses and evidence from different types of sources.

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

ENG 001A-Correctly use MLA and/or APA documentation.

**Course Content**

1. Current and historical theoretical framework of child development
2. The developmental process
3. Development
  - a. Conception and prenatal development
  - b. Birth
  - c. Development in infancy and toddlerhood, early childhood, middle childhood, and adolescence
    1. Physical
    2. Cognitive
    3. Social
    4. Emotional
    5. Language
  1. Additional developmental topics
    - a. Hereditary and genetics
    - b. Special needs
    - c. Gender role and identity
    - d. Sexuality
    - e. Bilingual development
    - f. Risk factors and warning signs
      1. Additional developmental topics
        - a. Hereditary and genetics
        - b. Special needs
        - c. Gender role and identity
        - d. Sexuality
        - e. Bilingual development
        - f. Risk factors and warning signs for developmental delays

**Course Objectives**

<b>Objectives</b>	
Objective 1	Discuss major theories of child development.
Objective 2	Summarize developmental stages and milestones.
Objective 3	Differentiate characteristics of typical and atypical development.
Objective 4	Evaluate the influence of multiple contexts on children's development.
Objective 5	Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

**Student Learning Outcomes**

<b>Upon satisfactory completion of this course, students will be able to:</b>	
Outcome 1	Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domain.
Outcome 2	Identify cultural, economic, political, and historical contexts that impact children's development.
Outcome 3	Apply knowledge of development and major theoretical framework to child observations

**Methods of Instruction**

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Class discussion and presentations about all domains of development in alignment with California Community Colleges EC/CD Curriculum Alignment Project(CAP).
Observation	Conduct a field observation at the McCarthy Center observing children in their natural settings in all developmental domains.
Lecture	Introduce course content through literature review, discussions and videos supporting specific topics.
Experiential	Analyze theories in child development.
Technology-based instruction	Utilize LMS Canvas for fully online course and as a supportive platform for the face to face format.
Individualized Study	Evaluate, understand and apply theories in child development while compiling a self-analysis of ages and stages.

**Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Student participation/contribution	Active participation of students will be required to during in class presentations. (weekly)	In Class Only
Mid-term and final evaluations	Students will complete a final evaluation depending upon the instructors preference. A comprehensive examination or a comprehensive project will be assigned. (mid-semester and end of semester)	In Class Only
Tests/Quizzes/Examinations	Students will be evaluated in course content by taking chapter quizzes/tests. (weekly)	In and Out of Class
Group activity participation/observation	Students will evaluate and reflect on videos and observations of children ages 0-18. (weekly)	Out of Class Only
Term or research papers	Students are required to find peer-reviewed research regarding current and relevant topics in the course, such as the importance of attachment, or the science behind vaccines.	Out of Class Only
Guided/unguided journals	Student will reflect on and analyze new material while formulating a better understanding of it. (weekly)	In Class Only
Reading reports	Students will complete reading of the text and other assigned materials. (weekly)	Out of Class Only

**Assignments**
**Other In-class Assignments**

1. Learning community activities
2. Observations
3. Article reviews

**Other Out-of-class Assignments**

Reading the text and completing quizzes and journal reflections ( approximately 25 hours)

Observations and summaries ( approximately 25 hours)

Team Projects related to each age range, 0-2, 3-6, 7-11, 12-18 in the areas of psychosocial, cognitive and biosocial development- ( approximately 30 hours)

Research current topics related to development and provide written summaries of the research ( approximately 15 hours)

**Grade Methods**

Letter Grade Only

## Distance Education Checklist

### Instructional Materials and Resources

**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

Utilize Coaching Companion platform provided by EarlyEdU Alliance at Cultivating Learning Center at University of Washington. This is a sharing video platform.

### Effective Student/Faculty Contact

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

#### Within Course Management System:

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
Weekly announcements

#### External to Course Management System:

Direct e-mail  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Teleconferencing

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

By maintaining consistent faculty-student engagement throughout emails, LMS discussions Weekly contact hours via zoom video conferencing meetings.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Interactions outside LMS will be through Coaching Companion platform, if used to augment course materials. These interactions will enhance learning by aligning assignments and activities with student learning outcomes.

## Other Information

### Comparable Transfer Course Information

#### University System

CSU

#### Campus

CSU San Bernardino

#### Course Number

HD 240 or PSYCH 240

#### Course Title

Child Development

#### Catalog Year

2019-20

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#### COD GE

C5 - Personal Growth and Development

#### CSU GE

D7 - Interdisciplinary Social and Behavioral Science  
E - Lifelong Understanding and Self-Development

**MIS Course Data****CIP Code**

19.0706 - Child Development.

**TOP Code**

130510 - Child and Adolescent Development

**SAM Code**

D - Possibly Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to both UC and CSU

**General Education Status**

Not applicable

**Support Course Status**

Course is not a support course

**C-ID**

CDEV 100

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

## Approvals

**Curriculum Committee Approval Date**

5/05/2020

**Academic Senate Approval Date**

5/14/2020

**Board of Trustees Approval Date**

6/18/2020

**Course Control Number**

CCC000609650

**Programs referencing this course**

Early Childhood Education Associate Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=128/>)

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)

Early Childhood Education Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)

Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)

Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)

Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)

Child and Adolescent Development AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=194/>)

Liberal Arts: Social and Behavioral Sciences AA Degree (<http://catalog.collegeofthedesert.eduundefined?key=30/>)

Community Health Worker: Children and Families Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=326/>)

Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)

Elementary Teacher Education AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=5/>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)

Family Child Care Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=78/>)