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(760) 921-5500

Course Control Number: CCC000416706		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.	5/23/19	6/11/19
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Dr. Bruce Wallace			
CB01 - Subject and Course #: CHD 101			
CB02 - Course Title: Child Growth and Development			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		1305.00 - Child Development/Early Care and Education	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		A - Transferable to both UC and CSU	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		C - Clearly Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- ☒ Face-to-Face – Section B
- ☒ Correspondence Education – Section C
- ☒ Distance Education – Section D

JUSTIFICATION OF NEED:

This course is required for the A.S. Degree in Child Development

This course is a State of California Commission On Teacher Credentialing licensing requirement.

This course is transferable to UC, CSU and is IGETC approved

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 maturational processes and environmental factors. While studying developmental theory and investigate research methodologies, students will observe children, evaluate individual differences and analyze characteristics of developmental at various stages. (formerly CHD 201)

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Analyze how cultural, economic, political, historical contexts affect children's development.
2. Compare and contrast various theoretical frameworks that relate to the study of human development.
3. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
4. 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.

STUDENT LEARNING OUTCOMES:

1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
2. Differentiate characteristics of typical and atypical development at various stages.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Introduction to developmental perspective.
2. Major current and historical theoretical frameworks of child development.
3. Investigate research methods: interviews, surveys, observation, documentation, analysis, presentation of findings. Including questions of ethics bias, and validity of research.
4. Heredity and genetics.
5. Conception and prenatal development.
6. Birth: physiology, psychology, social and cultural influences.
7. Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk cognitive, and care and education at each level:
 - a. Infant and toddler development;
 - b. Play-Years development;
 - c. Middle childhood development;
 - d. Adolescent development.
8. Bilingual development and theories of language learning and bilingualism.
9. Gender roles; childhood and adolescent sexuality.
10. Contemporary social issues that impact children's development.
11. The role and influence of family and caregivers.
12. The role and influence cultural and societal impacts.

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

1. The assigned and optional textbooks.
2. Professional journals (young children and child development).
3. Daily newspapers and weekly news magazines.
4. Internet sites:
 - a. www.ffcd.org
 - b. www.naccp.org

4. Examples of writing assignments:

1. Short essays related to the theories and philosophies of human development and/or the interrelationship between the physical, cognitive and psychosocial growth and development of individuals from conception through adolescence.
2. A research plan and summary of recorded observations.
3. Reviews of articles found in professional journals and/or current periodicals.
4. Semester project report evaluating a given case study of child development within a given educational program.

5. Appropriate assignments to be completed outside of class:

1. Reading and writing assignments as specified in the course syllabus.
2. Library and/or internet research.
3. Field trips to educational programs.
4. Observations of individuals and groups as assigned.

6. Appropriate assignments that demonstrate critical thinking:

1. Set up research study to observe children from the first two years through adolescence in given educational settings, record observations and categorize norms and variations.
2. Evaluate given case studies of child development within a given educational program.
3. Assess the current state of child development theories, philosophies and research studies.

7. Other assignments (if applicable):

As directed by instructor.

☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Lecture and visual aids.
2. Discussion and problem-solving activities in class.
3. Films and other audio-visual materials.
4. Collaborative projects.
5. Homework and extended projects.
6. Field trips and projects at various school and educational programs.
7. Guest speakers.

2. Describe the methods of evaluating of student performance.

1. Performance on in class written assignments that test the students' ability to analyze as well as to synthesize child development theory and data.
2. Performance on out of class writing assignments that test the ability of the student to assess and evaluate child development principles.
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include:
 - a. Objective and essay examinations.
 - b. Critiques of specific reading assignments.
 - c. Oral analysis of textbook and supplemental reading assignments.
4. Performance on field research projects.
5. Performance on in-class group projects.
6. Class attendance and participation.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Reasonable efforts will be made to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

Instructional materials, including readings, assignments, background materials, tests and quizzes may be delivered in traditional written form or posted to Palo Verde College's Bridge website for review by students. Instructors may also conduct discussion sessions with students in writing or via the Internet.

2. Describe the methods of evaluating student performance.

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
 - a. Objective and essay examinations

- b. Critiques of specific reading assignments
- c. Oral analysis of textbook and supplemental reading assignments
- 4. Performance on field research projects
- 5. Performance on group projects
- 6. Class participation in written form

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Reasonable efforts will be made to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students may use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests or manually write assignments and tests on paper and return them to the instructor through the mail.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Online education: Instructional materials, including readings, assignments, background materials, tests and quizzes are posted to Palo Verde College's Bridge website for review by students. Instructors may also conduct discussion sessions with students via the Internet.

Hybrid: Combines online instruction with face-to-face instruction and may consist of a combination of Internet-based instruction and face-to-face instruction in a traditional classroom. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

ITV: Instruction is conducted synchronously on closed-circuit television. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

2. Describe the methods of evaluating of student performance.

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
 - a. Objective and essay examinations
 - b. Critiques of specific reading assignments
 - c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on group projects
6. Class participation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Online education: Regular, effective contact shall include exams; quizzes; essays; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

Hybrid: Contact is maintained via online modes and through face-to-face contact in the form of study and discussion sessions between instructor and students at the same place at the same time.

ITV: Contact is maintained through discussions between students and instructor via ITV, as well as email, letters, notes, phone calls, and other communication methods.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Reasonable efforts will be made to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students are required to use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests. They will need to use word processing and may need access to an ITV station.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Early Childhood Development: A Multicultural Perspective, Jeffery Trawick-Smith, 7th Ed., 2018, Pearson

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____