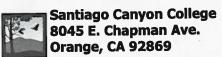
RANCHO SANTIAGO COMMUNITY CULLEGE DISTRICT





Santa Ana College 1530 W. 17th Street Santa Ana, CA 92706

Signature, Assect Instructor Cover Morgan Beazell Print Name 4/3/13 Date Date	Print Name		
Address: 9401 Westminster. Contact: Debra Lowry Phone: (714) 564-6815 FAX #: CCROP: Jean Gaudreau: (714) RSCCD Course High School / Human Development 107- Child Growth and Development 2012-2013 Articulation Agreement Effective Dates 2014-2015 Signature, RSCCD Instructor Gwen Morgan Beazell Print Name 1	2015 - 2016 nature, RSCCD Instructor Print Name		
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Simon B. Hoffman ————————————————————————————————————	ture, RSCCD Division Dean		
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Debra Lowry Print Name	Print Name		
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Gean Faudreau	ture US/DOD Administrator		
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Jean Gaudreau Print Name			
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Date Date	Print Name Date		

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216041 I Course Description
l Course Description
ourse introduces students to the philosophy and major theories of rowth and development. Students dy the physical, emotional and we aspects of development from philosophy adolescence. Stion includes the biological, eary and environmental influences on pment together with methods of the sting and promoting optimum healthy includes the students.
P Hours: 180
P Prerequisite(s): quisites: Biology
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REQUIRED CONTENT FOR ARTICULATION

(Include major topics of the course, time required, and what the student is expected to learn.)

Discuss and write about theories of child development, describe ways in which developmental domains are continuous and inter-related, demonstrate knowledge of major developmental stages and explain sources of developmental change and reasons for disturbances in the developmental process (6 hours)

- · Introduction to developmental perspective
- · Major current and historical theoretical frameworks of child development
- · Nature vs. Nurture
- · Stages of Development

Demonstrate knowledge of current research findings as they apply to child development and explain how bias can influence the research process (3 hours)

- · Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
- · Heredity and genetics
- · Conception and prenatal development
- · Birth: physiology, psychology, social and cultural influences

Describe objective techniques and skills when observing behavior in children of different ages of different cultures and backgrounds, describe the importance of the early years and the effects of interaction between the individual and her/his environment and understand

the role of family in facilitating children's development (12 hrs)

- · Environmental Influences
- · Contemporary social issues that impact children's development
- · The role and influence of family and caregivers
- · The role and influence cultural and societal impacts

Outline the role of teachers and other professionals in facilitating children's development, recognize the role of play and its relationship to development at various stages and identify and describe risk factors that impact families and child at each major developmental stage (15 hrs)

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
- o Infant and toddler development
- o Play-years development
- o Middle childhood development
- o Adolescent development

Understands that there is a process of bilingual development in children at various stages and describe biological and environmental factors influencing the development of identity and self-esteem in children of all ages (9 hours).

- · Bilingual development and theories of language learning and bilingualism
- · Gender roles; childhood and adolescent sexuality

Understand how to use the library and internet for journal and book reviews (3 hours).

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	2 of 3

COMPETENCIES AND SKILL REQUIREMENTS REQUIRED FOR ARTICULATION

(Use additional pages as necessary) Where appropriate, please incorporate standards being used (e.g. CTE standards). At the conclusion of this course, the student should be able to:

At the conclusion of this course, the student should be able to:

 Compare and contrast major theories, principles & research methods of human development as they relate to children.

Analyze ways in which prenatal development influences later growth & development.

Define the stages of development including social-emotional, cognitive, physical, & language.

Evaluate the influence of diversity, family, culture & abilities on development.

Research & evaluate current local and global issues in child development.

MEASUREMENT METHODS

(Includes any industry certification or licensure):

Class Discussions
Electronic Delivery
Group Study & Exercises
Lecture
Reading Assignments
Visual Aids
Writing Projects & Reports

Other (Specify):
Introduction/orientation to blackboard
Assigned reading of textbook and additional web references
E-mail
Guest speakers
Films and filmstrips
Video tapes

Assigned outside reading Individual or group projects

TEXTBOOKS OR OTHER SUPPORT MATERIALS (Including Software):

College High School / ROP

Recommended readings and/or materials: Required texts and/or materials.(Include price

and date of publication.)

Recommended readings and/or materials:

Recommended Reading and/or Materials:

Access to Internet, Blackboard, and Email

Main Text

Text- Dev. Person through Childhood and Adolescence – 7th Ed. By Kathleen Berger 9780716770503

Study Guide Dev. Person Through Childhood and Adolescence – 7th Ed.-9780716768067

Supplementary Texts

Straub (2008) The Developing Person Through Childhood and Adolescence, Worth Publishers, 8th Edition (Note: Classroom and On-line Delivery)

Other Available Resources:

Films and other special projects to be made available for student participation

Psychological/Developmental journals and articles will be used

Comparing Theories of Child Development, 2004, R. Murray Thomas, Wadsworth.

Child Development Principles and Perspectives, 1st Edition, Cook, Academic Internet Publishers.

Frames of Mind: the Theory of Multiple Intelligences. Howard Gardner, Basic Books, New York

Brain Matters: Translating Research into Classroom Practice. Patricia Wolfe, ASCD, 2001.

3 of 3

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