

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**



**Santiago Canyon College**  
8045 E. Chapman Ave.  
Orange, CA 92869



**Santa Ana College**  
1530 W. 17<sup>th</sup> Street  
Santa Ana, CA 92706

**ARTICULATION AGREEMENT**

College: <u>Santa Ana College</u>	Secondary Partner: <u>Rancho Alamitos H.S./CCROP</u>
Contact: <u>Gwen Morgan-Beazel</u>	Address: <u>11351 Dale St., Garden Grove, CA</u>
Phone: <u>(714) 564-6815</u>	Contact: <u>Josephine Jones-Lizama</u>
FAX #: _____	Phone: _____
	CCROP: Jean Gaudreau: (714) 966-3528 _____

RSCCD Course

High School / ROP Course

Human Development 107- Child Growth and Development

216041- Child Development

**2012 - 2013 Articulation Agreement Effective Dates**

<del>2013-2014</del>	2014 - 2015	2015 - 2016
<p><i>Gwen Morgan-Beazel</i> Signature, RSCCD Instructor <u>Gwen Morgan-Beazel</u> Print Name <u>8/3/13</u> Date</p>	<p>_____ Signature, RSCCD Instructor _____ Print Name _____ Date</p>	<p>_____ Signature, RSCCD Instructor _____ Print Name _____ Date</p>
<p><i>Simon B. Hoffman</i> Signature, RSCCD Division Dean <u>Simon B. Hoffman</u> Print Name <u>4/4/13</u> Date</p>	<p>_____ Signature, RSCCD Division Dean _____ Print Name _____ Date</p>	<p>_____ Signature, RSCCD Division Dean _____ Print Name _____ Date</p>
<p><i>Josephine Jones-Lizama</i> Signature, HS/ROP Instructor <u>Josephine Jones-Lizama</u> Print Name <u>4/03/13</u> Date</p>	<p>_____ Signature, HS/ROP Instructor _____ Print Name _____ Date</p>	<p>_____ Signature, HS/ROP Instructor _____ Print Name _____ Date</p>
<p><i>Jean Gaudreau</i> Signature, HS/ROP Administrator <u>Jean Gaudreau</u> Print Name <u>4-3-13</u> Date</p>	<p>_____ Signature, HS/ROP Administrator _____ Print Name _____ Date</p>	<p>_____ Signature, HS/ROP Administrator _____ Print Name _____ Date</p>

**NAME OF STATEWIDE ACADEMIC SENATE TEMPLATE FOLLOWS:**

#	TITLE:
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<b>College Course Title</b> Child Growth and Development  <b>Course #:</b> HD 107	<b>HS/ROP Course Title</b> Child Development (UC)  <b>Course #</b> 216041
<b>General Course Description</b> This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, from conception through adolescence. Using developmental theories and research methodologies, course emphasis will be on typical and atypical development, maturational processes and environmental factors. Students will also observe children, evaluate individual differences and analyze characteristics of development at various stages.	<b>General Course Description</b>  <b>This course introduces students to the history, philosophy and major theories of child growth and development. Students will study the physical, emotional and cognitive aspects of development from conception to early adolescence. Instruction includes the biological, hereditary and environmental influences on development together with methods of supporting and promoting optimum healthy growth.</b>
<b>College Units:</b> 3 units	<b>HS/ROP Hours:</b> 180
<b>College Prerequisite(s):</b>  None	<b>HS/ROP Prerequisite(s):</b> <b>Co-Requisites:</b> Biology
<b>College Advisories/Recommendations:</b>	<b>HS/ROP Advisories/Recommendations:</b>

### 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).**

INITIALS

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**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:

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- 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
<p><b>Recommended readings and/or materials:</b> Required texts and/or materials.(Include price and date of publication.)</p> <p><b>Recommended readings and/or materials:</b></p> <p><b>Recommended Reading and/or Materials:</b>  Access to Internet, Blackboard, and Email</p>	<p><b>Main Text</b> <i>Text- Dev. Person through Childhood and Adolescence – 7<sup>th</sup> Ed.</i> By Kathleen Berger 9780716770503</p> <p><b>Study Guide Dev. Person Through Childhood and Adolescence – 7<sup>th</sup> Ed.-</b> 9780716768067</p> <p><b>Supplementary Texts</b></p>

Straub (2008) The Developing Person Through Childhood and Adolescence, Worth Publishers, 8<sup>th</sup> 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, 1<sup>st</sup> 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.

**COMMENTS:**

**College**

**High School / ROP**

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