

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT



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



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

ARTICULATION AGREEMENT *original*

College: <u>Santa Ana College / SCC</u> Contact: <u>Gwen Morgan Beazell/ Regina Lamourelle</u> 714 564 6158 John Kalko Phone & Fax #: <u>714 5646158</u> 714 564 6158 FAX	Secondary Partner: Saddleback HS HS/CCROP Address: 2801 S. Flower St., Santa Ana Contact: Charlotte Runyon Phone & Fax #: 714-513-2100 CCROP: 714-966-3528 Jean Gaudreau
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RSCCD Course

Human Development 107- Child Growth and Development

High School / ROP Course
216041-Child Development (UC)

Articulation Agreement Effective Dates

2010 - 2011	2011 - 2012	2012 - 2013
<i>Gwen Morgan Beazell</i> Signature, RSCCD Instructor Gwen Morgan Beazell Print Name 1/25/10 Date	<i>Gwen Morgan Beazell</i> Signature, RSCCD Instructor Gwen Morgan Beazell Print Name 10/10 Date	<i>Gwen Morgan Beazell</i> Signature, RSCCD Instructor Gwen Morgan Beazell Print Name 2/5/12 Date
<i>Simon B. Hoffmann</i> Signature, RSCCD Division Dean Simon B. Hoffmann Print Name 2/3/11 Date	<i>Simon B. Hoffmann</i> Signature, RSCCD Division Dean Corine Doughty Print Name Corine Doughty Date 4/12/12	<i>Simon B. Hoffmann</i> Signature, RSCCD Division Dean Simon B. Hoffmann Print Name 1/31/13 Date
<i>Charlotte A. Runyan</i> Signature, HS/ROP Instructor Charlotte A. Runyan Print Name 9/16/10 Date	<i>Charlotte A. Runyan</i> Signature, HS/ROP Instructor Charlotte A. Runyan Print Name 3/13/12 Date	<i>Charlotte A. Runyan</i> Signature, HS/ROP Instructor Charlotte A. Runyan Print Name 10/25/12 Date
<i>Jean Gaudreau</i> Signature, HS/ROP Administrator Jean GAUDREAU Print Name 10-21-10 Date	<i>Jean Gaudreau</i> Signature, HS/ROP Administrator Jean Gaudreau Print Name 4-3-12 Date	<i>Jean Gaudreau</i> Signature, HS/ROP Administrator Jean GAUDREAU Print Name 1/31/13 Date

NAME OF STATEWIDE ACADEMIC SENATE TEMPLATE FOLLOWS:

#172 TITLE: Child Development

College Course Title Child Growth and Development Course #: HD 107	HS/ROP Course Title Child Development (UC) Course #: 216041
General Course Description 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.	General Course Description This course introduces students to the history, philosophy and major theories of child growth and development. Students will study the physical, emotional and conception to early adolescence. Instruction includes the biological, hereditary and environmental influences on development together with methods of supporting and promoting optimum healthy growth.
College Units: 3 units	HS/ROP Hours: 180
College Prerequisite(s): None	HS/ROP Prerequisite(s): Co-requisites: Biology
College Advisories/Recommendations:	HS/ROP Advisories/Recommendations:

REQUIRED CONTENT FOR ARTICULATION

<p>(Include major topics of the course, time required, and what the student is expected to learn.)</p> <p>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)</p> <ul style="list-style-type: none"> • Introduction to developmental perspective • Major current and historical theoretical frameworks of child development • Nature vs. Nurture • Stages of Development <p>Demonstrate knowledge of current research findings as they apply to child development and explain how bias can influence the research process (3 hours)</p> <ul style="list-style-type: none"> • 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 <p>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)</p> <ul style="list-style-type: none"> • 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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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>Recommended readings and/or materials: Required texts and/or materials.(Include price and date of publication.)</p> <p>Recommended readings and/or materials:</p> <p>Recommended Reading and/or Materials:</p> <p>Access to Internet, Blackboard, and Email</p> <p>Straub (2008) <u>The Developing Person Through Childhood and Adolescence</u>, Worth Publishers, 8th Edition (Note: Classroom and On-line Delivery)</p>	<p>Main Texts: Children The Early Years, Dr. Celia A. Decker. Goodheart-Wilcox, Company Ince.</p> <p>The Developing Person Through Childhood and Adolescence, Kathleen Berger, Worth.</p> <p>Supplementary Texts:</p> <p>Comparing Theories of Child Development, 2004, R. Murray Thomas Wadsworth.</p> <p>Child Development Principles and Perspectives, 1st Edition, Cook, Academic Internet Publishers.</p>

Other Available Resources:

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

Psychological/Developmental journals and articles will be used

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.

Intelligence Reframes. Multiple Intelligence for the 21st Century. Howard Gardner.

COMMENTS:

College

High School / ROP

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