

**CDEV C1000 Course Outline as of Fall 2027****CATALOG INFORMATION**

Dept and Nbr: CDEV C1000 Title: CHILD GROWTH/DEVELOPMENT

Full Title: Child Growth and Development

Last Reviewed: 11/24/2025

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHLD 10

**Catalog Description:**

Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories.

Additionally, at SRJC, this introductory course examines the major developmental milestones in the areas of biosocial, psychosocial, and cognitive development for children, both typical and atypical, from conception through adolescence. There will be an emphasis on the interactions between maturational 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. Required for Child Development Permits issued by the California Commission on Teacher Credentialing.

**Prerequisites/Corequisites:**

**Recommended Preparation:**

Course Completion of ENGL C1000 ( or ENGL 1A) OR Course Completion of ENGL C1000 ( or ENGL 1A) OR Course Completion of ENGL C1000 ( or ENGL 1A) OR Course Completion of EMLS 10 ( or ESL 10)Course Completion of EMLS 10 ( or ESL 10)Course Completion of EMLS 10 ( or ESL 10)

**Limits on Enrollment:**

**Schedule of Classes Information:**

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Limits on Enrollment:

Transfer Credit: UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

**ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 2025
	L4	Social and Behavioral Sciences	
	L8	Student Success and Wellness	
	D	Social and Behavioral Sciences	Fall 1981
			Fall 2025
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
	D	Social Science	Fall 2005
	D7	Interdisc Social or Behavioral Science	
	D9	Psychology	
	E	Lifelong Learning and Self Development	
	D	Social Science	Fall 1990
	D1	Anthropology and Archeology	Fall 2005

D4 Gender Studies  
D7 Interdisc Social or Behavioral  
Science  
D9 Psychology

**IGETC:**      **Transfer Area**      Effective:      Inactive:  
4      Social and Behavioral Science      Fall 1992  
4I      Psychology

**CSU Transfer:**      Effective:      Inactive:

**UC Transfer:**      Transferable      Effective:      Fall 1981      Inactive:

**CID:**  
CID Descriptor: CDEV 100      Child Growth and Development  
SRJC Equivalent Course(s):      CDEVC1000

**Certificate/Major Applicable:**  
Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

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

1. Describe major developmental milestones for children from conception through adolescence in the areas of biosocial, psychosocial, and cognitive development.
2. Examine the multiple influences affecting children's development.
3. Compare and contrast various theoretical frameworks that relate to the study of child development.
4. Apply developmental theory to analyze child observations, surveys, and/or interviews.

### **Objectives:**

Statewide Required Objectives/Outcomes:

At the conclusion of this course, the student should be able to (Identical and Required):

1. Identify the typical progression of development across all domains.
2. Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture, and social interactions.
3. Summarize major theories of child development.
4. Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.
5. Differentiate characteristics of typical and atypical development.

### Expanded and Additional Local Objectives

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

1. Describe characteristics of the biosocial, psychosocial, and cognitive development of children, both typical and atypical, from conception through adolescence.
2. Explain various theories of development and methods of research relevant to understanding children's growth.
3. Describe the impact of genetic and environmental interaction on the developing child, including the significance to early brain development.
4. Describe brain structure, function, and development from the pre-natal period through

adolescence.

5. Describe and explain the role of play and its relationship to development at various stages.
6. Articulate, using current research, the importance of social-emotional development as the foundation for other domains of development, including factors that influence the development of self-esteem in children of all ages.
7. Discuss current research findings as they apply to child development.
8. Identify developmentally appropriate practices at different stages of childhood.
9. Examine and evaluate the role of societal influences including culture, family, gender, school, peers, community, and media on children's development.
10. Identify and describe influences that place children and youth at risk and may adversely influence development.

## **Topics and Scope:**

### Statewide Required Topics:

1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.
2. Influences on Development
  - a. Biological factors
    - i. Heredity and genetics
    - ii. Maturation
  - b. Environmental influences
  - c. Supporting optimal development in school and at home
  - d. Contexts of development
    - i. Cultural
    - ii. Socio-Economic
    - iii. Historical perspectives
    - iv. Societal
  - e. Other influences including, but not limited to:
    - i. Family and parenting
    - ii. Schools and teachers
    - iii. Community support and resources
    - iv. Socio-political climate
    - v. Multi-generational impacts
3. Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence
  - a. Conception, prenatal development, and birth
    - i. Influences on healthy conception, development, and birth
    - ii. Cultural variations
    - iii. Newborn care
  - b. Physical
    - i. Growth and health
    - ii. Brain development
    - iii. Fine and gross motor
    - iv. Gender and sexuality
  - c. Cognitive
    - i. Learning differences and neurodiversity
    - ii. Value of play
    - iii. Memory
    - iv. Processing skills
    - v. Moral development

- vi. Language
- vii. Mono and multilingual learners
- viii. Literacy development
- d. Socioemotional
  - i. Temperament
  - ii. Attachment
  - iii. Relationships
    - 1. Peers and Friendships
    - 2. Families
  - iv. Role of play
  - v. Self-Concept
  - vi. Self-Esteem
  - vii. Identity
  - viii. Self-Regulation
  - ix. Influence of guidance and discipline
- 4. Risk Factors Including, but not limited to:
  - a. Forms of abuse and neglect
  - b. Trauma
  - c. Housing and food insecurity
  - d. Substance abuse and addictions
  - e. Mental health
- 5. Observing Children: How and why
  - a. Methodology
  - b. Objective and subjective reporting
  - c. Ethical considerations

#### Expanded and Additional Local Topics Organized by Developmental Stages:

##### I. Fundamentals of Child Development

- A. Domains of development
- B. Theories/theorists of development
  - 1. Psychoanalytic (Freud and Erikson)
  - 2. Behaviorism
  - 3. Cognitive (Piaget)
  - 4. Sociocultural (Vygotsky)
  - 5. Epigenetic (Bronfenbrenner)
  - 6. Universal Perspective: Humanism and Evolutionary Theory (Maslow and Rogers)
- C. Controversial issues in the study of development
- D. Research methodology in child development including observational skills
- E. Holistic, integrated approach to the study of development
- F. Cultural influences on development, including the role of the family/caregivers
- G. Special needs that impact development

##### II. Prenatal Development and Birth

- A. Conception
- B. Heredity, genetics and environment
- C. Birthing practices

##### III. Infants and Toddlers

- A. Biosocial development
- B. Cognitive development
- C. Psychosocial development
- D. Brain development

- E. Language acquisition
  - F. Attachment
  - G. Temperament
  - H. Infant/toddler care giving practices
  - I. Safe and appropriate environments that support development
- IV. The Preschool Child
- A. Biosocial development
  - B. Cognitive development
  - C. Psychosocial development
  - D. Brain development
  - E. Language acquisition and development, including dual language learning
  - F. Emotional regulation
  - G. Prosocial and antisocial behavior including moral development
  - H. Parenting patterns
  - I. Early learning environments
  - J. The importance of play
- V. The School Age Child
- A. Biosocial development
  - B. Cognitive development
  - C. Psychosocial development
  - D. Peer group as a developmental influence
  - E. Moral development
  - F. Learning environments, including the role of adults
  - G. Obstacles to learning Attention Deficit Disorder (ADD), Autism, learning disabilities
- VI. The Adolescent
- A. Biosocial development
  - B. Cognitive development
  - C. Psychosocial development
  - D. Peer group as a developmental influence
  - E. Brain development
  - F. Decision making and risk taking
  - G. Schools, learning, and the adolescent mind
  - H. Quest for identity
  - I. Parent-adolescent relationship
  - J. Issues in adolescence: substance use abuse, sexuality, teen pregnancy, eating disorders, criminal activity, depression and self-harm
- VII. Child Maltreatment as a Developmental Influence

**Assignment:**

1. Reading and discussion of assigned text and handouts (30 pages per week)
2. Observation, recording and written analysis of children's skills and behaviors, both typical and atypical, using appropriate observational technique and developmental terminology (3 - 5 observation reports of to 2-5 pages)
3. Written essays for the purpose of utilizing research skills, and expanding knowledge of course content; may include interviews with children and parents (2-4 essays of 3 to 5 pages)
4. Exams on readings, terminology, presentations, and lectures (2-5 exams)
5. Additional assignments as determined by instructor may include:
  - a. Group research project and/or oral presentation of findings on selected topics in development
  - b. Term project (case study or other in-depth study using observation, research, and application of developmental theory and terminology)

## Statewide Required Methods of Evaluation:

Methods of evaluation are at the discretion of local faculty. Representative samples may include but are not limited to:

1. Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
2. Research papers, essays, and/or group projects that demonstrate students' ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive, and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development.
3. Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

Expanded and Additional Local Methods of Evaluation: See table below.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays; written reports of observations

Writing  
35 - 50%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Observations of children at various stages

Skill Demonstrations  
5 - 15%

**Exams:** All forms of formal testing, other than skill performance exams.

Exams

Exams  
30 - 50%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class attendance; participation; additional assignments (if assigned)

Other Category  
10 - 20%

## **Representative Textbooks and Materials:**

### Statewide Representative Textbooks:

Texts used by individual institutions and even individual sections will vary. Suggested representative textbooks:

Paris, J., Ricardo, A., Rymond, D., & Johnson, A. (2024). *Child Growth and Development*. OER: LibreTexts.

Berger, K. (2023). *The Developing Person Through Childhood and Adolescence*. 13th ed.: Worth Publishers.

Arnett, J., & Maynard, A. (2016). *Child Development: A Cultural Approach*. 2nd ed.: Pearson Education, Inc.

Fuligni, A. S., Fuligni, A. J., & Bayne, J. (2024). *Scientific American: Child and Adolescent Development*. 1st ed.: Macmillan.

Berk, L. (2022). *Infants, Children, and Adolescents*. 9th ed.: Sage Publications.

### Additional local representative textbooks:

Instructor prepared materials