



Phase IIB CCN TEMPLATE

Background

- This CCN Course Template was developed by Child Development discipline faculty representatives from the California Community Colleges, California State University, University of California and independent colleges and universities during October-December 2024, using C-ID CDEV 100 as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor's Office: June 2025

Subject: Child Development	Subject Code: CDEV
Proposed Course Number (Identical): C1000H	
Course Title (Identical): Child Growth and Development - Honors	
Catalog/Course Description Part 1 (Identical and Required): 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. This is an honors course. Part 2 (Optional Expanded Description, Local College Discretion):	



Minimum Unit Threshold | 3.0 Semester Units

Unit amounts must adhere to the established minimum.

Prerequisites (Identical): None

Co-Requisites (Identical): None

Other Limitations on Enrollment (determined locally)

Advisories/Recommended Preparation (determined locally)



Course Content

Part 1: Required Topics (Identical):

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

Part 2: Optional Expanded or Additional Topics (optional):



Laboratory Content (if applicable) N/A

Course Objectives/Outcomes

Part 1 (Identical and Required):

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.

Part 2 Optional objectives/outcomes (optional):

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



Methods of Evaluation

Part 1 (Identical and Required):

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.

Part 2 List Additional Methods of Evaluation (Optional):

Representative Texts, Manuals, OER, and Other Support Materials

Part 1 (Identical and Required):

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.



California
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Developed by CCN Workgroup,
based on CCN Task Force recommendations
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- Berk, L. (2022). Infants, Children, and Adolescents. 9th ed.: Sage Publications.

Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):

Date Approved:

June 16, 2025, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, California State University, University of California, and independent colleges and universities and advisory input from segment articulation officers and transfer experts.