



CDEV-C1000: CHILD GROWTH AND DEVELOPMENT

Also listed as: CDEV-C1000H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CDEV - Child Development

Course Number

C1000

Course Title

Child Growth and Development

Short Title

Child Growth & Develop

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

CDEV-C1000H

C-ID (Admin Only)

C-ID CDEV 100

CB 00

CCC000067167

Course Title

Child Growth and Development - Honors

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area**Approved Third Cal-GETC Area****C-ID (Admin Only)**

C-ID CDEV 100

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.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000

Other Enrollment Criteria

Other Enrollment Criteria

Students will be required to observe children or environments within licensed settings. Some settings may require students to have evidence of a negative TB clearance (within the last 12 months), required immunizations, and meet Health requirements as required by Title 22. Students may need a Criminal Record clearance.

Codes

TOP Code (CB 03)

1305.00* - *Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

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.
6. Examine developmentally appropriate childrearing and educational practices.
7. Analyze cultural, economic, political, historical, and environmental variables that affect a child's development from conception to adolescence.

Honors Objectives

1. Analyze published works related to current theories while identifying the possible personal, professional, and societal implications of their findings.
2. Evaluate published works (peer-reviewed journals, scholarly texts, and research-based online sources)
3. Critique the impact of multiple factors on development and well-being, including those related to biology, environment, and culture, race, and social and political interactions.
4. Apply an understanding of developmental theorists and/or researchers and create an oral and visual presentation comparing and contrasting their theories and their implications in all domains of development

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will articulate physical, cognitive, and social/emotional developmental norms from conception through adolescence.
2. Students will apply developmental theory to analyze real-life behaviors.
3. Students will analyze information using investigative research methods to conclude development.

Content

Course Lecture Content

1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.
2. Influences on Child 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 and reasoning
 - 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 and 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

CCN Expanded Lecture Content

- 1. Contemporary and Historical Theories
- 2. Influences on Child Development
 - a. Implications of poverty
 - b. environmental stress
 - c. eating practices/habits
- 3. Typical and atypical development
 - a. Risks of healthy development and birth
 - i. Teratogens
 - ii. Low socioeconomic status
 - iii. Lack of Health insurance
 - iv. Mortality rates
 - b. Healthy Nutrition
 - c. Nutritional risks (e.g., eating fast foods and processed food)
 - d. Physical activity
 - e. Sleeping practices
 - f. Hate and discrimination
 - g. Bullying
 - h. Cultural biases
 - i. Immigrant students and bilingualism
 - j. Discipline versus punishment
 - k. Cultural practices

4. Risk factors including, but not limited to:
 - a. Implicit biases
 - b. Lack of health insurance
5. Observing Children: How and Why
6. Professionalism and Personal Ethical Practice
 - a. Professional Portfolio
 - b. Teacher Performance Expectations
 - c. Values of Mind
 - d. Personal and Mental Health

Honors Content

The topics to be covered in the honors component are the same as those in the CDEV-C1000 course but will include a greater emphasis on appropriate personal and professional ethics within the field and more in-depth scientific processes, for example:

- Confidentiality
- Professional competence
- Objectivity
- Accountability
- Responsibility to the public
- Taking initiative
- Equity-focused theorists (e.g., John Dewey, Maria Montessori)
- Developmental researchers (e.g. Aisha Yousafzai, Eleanor Maccoby)

Methods of Instruction

Method

Lecture

Integration

Course lectures may include PowerPoint presentations, audio-visual presentations, and demonstrations of concepts related to child growth and development. Topics may include, but are not limited to, developmental theorists, evaluations of historical contexts, sequential stages human development (prenatal through adolescence) and various developmental domains.

DE Adaptations for MOI

Lecture will be accomplished via a Course Management System (CMS) using instructor prepared accessible web based lectures, links to appropriate accessible audio-video materials, and links to accessible reference sites common to the field of Child Development. Lecture topics will focus on cultural, economic, theoretical, political, environmental, and historical aspects of human development from conception to adolescence.

Method

Discussion

Integration

Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

DE Adaptations for MOI

Large and small group discussions (via threaded discussions, group blogs, wikis, etc.) via the CMS to allow students to analyze real-life scenarios obtained through individual student observation projects. The analysis will be based on typical and atypical human development, human developmental milestones, and theory.

Method

Homework

Integration

Homework assignments will be evaluated based on the student's critical analysis of developmental domains in association with typical and atypical developmental growth patterns.

DE Adaptations for MOI

Homework will be accomplished via a Course Management System (CMS) using instructor prepared accessible web based activities, links to appropriate accessible materials, and links to accessible sites common to the field of Child Development. Homework topics will focus on developmental domains and stages of development from conception to adolescence.

Method

Reading

Integration

Course readings will include concepts related to child growth and development. Topics may include, but are not limited to, developmental theorists, sequential stages human development (prenatal through adolescence) and various developmental domains.

DE Adaptations for MOI

Readings will be accomplished via a Course Management System (CMS) using online educational resources and zero cost textbook articles. Reading topics will focus on cultural, economic, theoretical, political, environmental, and historical aspects of human development from conception to adolescence.

Additional Methods of Instruction for Honors

Meet with the instructor at least three times throughout the semester to discuss possible research topics, the status of research findings, to ascertain the attainment of project goals and how the student will present research findings during an oral presentation. These meetings may be one on one or in small groups.

Methods of Evaluation**Method**

Exams/Tests

Integration

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.

DE Adaptations for MOE

Students will be given access to accessible online materials and instructor created exams to assess their continued understanding of course materials. Exams will be available to complete and submit via the CMS. Exams will cover various aspects of human development, typical and atypical developmental milestones, perspectives of developmental theorists, and economic, political, social, and cultural effects on human development. Students will receive feedback on exam responses within the exam area after the exam has closed. Feedback will also be provided in the CMS grading area with additional comments posted to clarify any incorrect or missing concepts connected to the objectives of the exam.

Method

Projects

Integration

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.

DE Adaptations for MOE

Individual projects will be completed and submitted via the CMS between student and instructor and evaluated based on overall child development theory, textbook information, extended course materials, and/or handouts and lecture information. Projects will be assessed to determine the student's correct understanding of course objectives including being able to describe the development of children from conception through adolescence in the physical, social, emotional, and cognitive domains. Discussing major theories of child development. Summarizing developmental stages and milestones and differentiating the characteristics of typical and atypical major developmental milestones from conception through adolescence in the areas of physical, cognitive, language, and social/emotional development. Interviews and Observations will be used to assess if the student is able to apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children. The students will also analyze cultural, economic,

political, historical, and environmental contexts that affect a child's development from conception to adolescence. Students will receive feedback on all assignments in the CMS grading area through the use of rubrics and with additional comments posted to clarify any incorrect or missing concepts connected to the objectives of the project.

Method

Class Participation

Integration

Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

DE Adaptations for MOE

Students will participate asynchronously via a Course Management System, in weekly discussions, in small group activities on discussion boards, blogs, or wikis. Evaluation will be based on students' understanding of typical and atypical human development, theories of human development, and how outside domains affect one's development. Students will receive instructor feedback during the discussions and in the grading area on the CMS.

CCN 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.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete the regular course assignments and the honors supplemental assignments. The supplemental assignments will be assessed according to standards for CDEV-C1000 students in terms of topic selection, scholarly research standards, and presentation of written work according to APA writing standards. Oral presentations will require clarity of presentation materials, the use of visual aids (PowerPoint, charts/graphs/pictorials or mutually agreed upon method), oral speaking skills, and the ability to answer questions about the topic from peers.

For service-learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service-learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course

Students will also be evaluated on the clarity and strength of their descriptions of the theories, including strengths, weaknesses, and personal preferences, as well as their understanding and description of organization goals, accomplishments, and value to the field of early childhood education.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Capstone Assessment Project: Using human developmental theory in the domains of physical, cognitive, and psychosocial development, students will create a sequential detailed developmental lifeline assignment requiring critical analysis of their development, or that of another adult from birth through adulthood. This assignment will include an extensive written paper

explaining their analysis of developmental theories and each key domain within their own human development and requires a creative component. The evaluation will be based on an overall human developmental theory analysis.

How assignment will be adapted in online format

Capstone Assessment Project: Using human developmental theory in the domains of physical, cognitive, and psychosocial development, students will create a sequential detailed developmental lifeline assignment requiring critical analysis of their development, or that of another adult from birth through adulthood. This assignment will include an extensive written paper explaining their analysis of developmental theories and each key domain within their own human development and requires a creative component. The evaluation will be based on an overall human developmental theory analysis. Students will receive feedback on all assignments in the CMS grading area through rubrics and with additional comments posted to clarify any incorrect or missing concepts connected to the project's objectives.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Capstone Assessment Project: Students will conduct a Piagetian Conservation Study by observing and interviewing a preschool child using created conservation items. Students will document their findings and write up a reflection and analysis.

How assignment will be adapted in online format

Capstone Assessment Project: Students will conduct a Piagetian Conservation Study by observing and interviewing a preschool child using created conservation items. Students will document their findings and write up a reflection and analysis. Students will receive feedback on all assignments in the CMS grading area through the use of rubrics and with additional comments posted to clarify any incorrect or missing concepts connected to the objectives of the project.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Capstone Assessment Project: Students will have the opportunity to interview two individuals about their experience during adolescence. They will interview someone over 60 years and someone who is currently an adolescent. Students will compare and contrast their interviews, referencing theory and research.

How assignment will be adapted in online format

Capstone Assessment Project: Students will have the opportunity to interview two individuals about their experience during adolescence. They will interview someone over 60 years and someone who is currently an adolescent. Students will compare and contrast their interviews, referencing theory and research. Students will receive feedback on all assignments in the CMS grading area through the use of rubrics and with additional comments posted to clarify any incorrect or missing concepts connected to the objectives of the project.

Assignment Type

Reading



In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read scenarios and determine the child's age, developmental domain, and theoretical alignment. Submit reflections using the CMS. To help with this project, read and annotate Reupert, A., Straussner, S. L., Weimand, B., & Maybery, D. (2022). It Takes a Village to Raise a Child: Understanding and Expanding the Concept of the "Village" from Frontiers in Public Health.

How assignment will be adapted in online format

Students will read scenarios and determine the child's age, developmental domain, and theoretical alignment. Students will submit reflections using the CMS.

Honors Assignments**Assignment**

Students will complete all regular course requirements for CDEV-C1000 and be graded according to the standards used for the rest of the class. Beyond that, all honors students will complete the requirements of A). They are also required to complete either Assignment B) or Assignment C).

Assignment

A. Complete in-depth research project on at least 3 developmental theorists and/or researchers and design a 15 - 20 minute oral and visual presentation to be presented to students of the CDEV-C1000 class documenting their findings comparing and contrasting their theories and their implications in all domains of development. A minimum of five scholarly sources will be used in preparing the presentation. The researchers should include both historical and current individuals and should include theorists and/or researchers from a diverse perspective. For example, research Jean Piaget, Mamie Clark, and Louise Derman-Sparks.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This research project requires in-depth research on developmental theorists and researchers. They will need to find multiple resources and correctly cite and reference them in APA format.

Assignment

B. Write an 8-12 page research paper describing an impact of multiple factors on development and wellbeing of children or adolescence. A minimum of five scholarly sources will be used in preparing the paper. The project should be an original perspective, for example, the Impact of social media on the mental health of adolescent girls, or how race impacts middle childhood boys in their social development.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This research project requires in-depth research on how multiple factors impact children's development, including both environmental and biological variables. Students will need to find multiple resources and correctly cite and reference them in APA format.

Assignment

C. Create a service-learning project in consultation with the instructor. Service-learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local childcare center, children's museum, elementary school, after-school program, social service agency, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to developmentally appropriate care and education or similar topics. Students will submit a 4-7-page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Students will participate in a service-learning project that focuses on providing service to an organization that works with children and families. Students will have an opportunity first-hand to take their understanding of development and actively observe and engage with children from their research and reading.

Course Materials

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.

Open Educational Resources

OER Textbook:

Child Growth and Development ©2023

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https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book

%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson)Child Growth and Development

Published by College of the Canyons, Last updated May 23, 2024

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course integrates diversity and inclusion by examining how culture, race, gender, and sexuality influence child development through theories, research, and real-world applications. Students explore biases in research, cultural differences in parenting and education, and systemic inequities affecting children's growth. Inclusive classroom practices are emphasized, encouraging reflection on implicit biases and the use of diverse resources to support all learners. Additionally, the course addresses social justice issues, such as disparities in education and healthcare, to promote equity in child development.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is designed to support diverse learners by incorporating inclusive assignments and interactions that promote equity. Assignments encourage multiple perspectives through case studies, research projects, and reflections on cultural, gender, and socio-economic influences on child development. Instruction includes diverse teaching strategies, such as discussions, multimedia resources, and real-world applications, ensuring accessibility for various learning styles. Evaluation methods prioritize fairness by offering a mix of assessments (e.g., written work, presentations, and applied projects) that allow students to demonstrate knowledge in different ways. Course content highlights historically underrepresented voices, examines systemic inequities, and explores culturally responsive practices, fostering an inclusive learning environment.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course fosters student-to-student interaction through collaborative discussions, group projects, peer reviews, and interactive learning activities. Students will engage in structured discussions on diverse topics, encouraging them to share perspectives, analyze case studies, and apply developmental theories to real-world scenarios.

Explain how the course will incorporate instructor-to-student interaction.

For face-to-face courses, interaction includes lectures with interactive discussions, in-class activities, and one-on-one support through office hours. The instructor will facilitate collaborative learning, provide real-time feedback, and encourage student participation through case studies, role-playing exercises, and group work.

For fully online courses, interaction is maintained through weekly discussion boards, video lectures, and virtual office hours. The instructor will provide timely feedback on assignments, host live or recorded Q&A sessions, and engage students through interactive tools like polls, breakout rooms, and multimedia resources. In both formats, students will receive consistent guidance, fostering an inclusive and supportive learning environment.

Explain how the course will incorporate student-to-content interaction.

This course fosters student-to-content interaction through engaging assignments, hands-on activities, and real-world applications of child development theories. Students will interact with the material by analyzing case studies, observing child behaviors, conducting research, and applying developmental concepts to practical scenarios. Various learning methods, such as readings, videos, interactive discussions, and multimedia resources, will allow students to engage with diverse perspectives and contemporary issues in child development.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course promotes student-to-self interaction by encouraging metacognitive reflection through assignments, discussions, and self-assessment activities. Students will engage in reflective journals, self-evaluations, and personal case studies, allowing them to connect course concepts to their own experiences, beliefs, and future professional practice.

Key: 751