



## **CFS 150 - Infant and Toddler Development Course Outline**

**Approval Date:** 12/13/2007

**Effective Date:** 08/12/2022

### **SECTION A**

**Unique ID Number** CCC000340658

**Discipline(s)** Child Development/

**Division** Career Education and Workforce Development

**Subject Area** Child Family Studies

**Subject Code** CFS

**Course Number** 150

**Course Title** Infant and Toddler Development

**TOP Code/SAM Code** 1308.00 - Human Development and Family Studies,  
General\* / C - Occupational

**Rationale for adding this course to the curriculum** program review and alignment with the curriculum alignment project (CAP)

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### **Contact Hours**

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment** 35

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of** On-Campus

**Instruction** Hybrid

Entirely Online

## SECTION B

### General Education Information:

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Emphasizes the role of family and relationships in development.

**Schedule Description**

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- CFS 120

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
- B. Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
- C. Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
- B. Use current research to evaluate the impact of various birth practices on the newborn and family.
- C. Describe the primary role of the family in the development of the child.
- D. Link neurobiological processes to infant and toddler development.
- E. Relate developmental theory to infant and toddler development, interactions and relationships.
- F. Compare and contrast caregiving practices and environments that support optimal development.
- G.

#### 3. Course Content

A. Overview of Developmental Theory and Processes

B. Current Research

1. Brain development
  2. Social development
  3. Influences on growth patterns
  4. Early intervention
- C. Developmental Domains and Processes
1. Prenatal development and birth
    - a. Preconception influences
    - b. Conception
    - c. Prenatal development
    - d. Birth
  2. Physical development
    - a. Brain development
    - b. Health and nutrition
    - c. Growth patterns
  3. Cognitive development
    - a. Sensorimotor stages
    - b. Information processing
    - c. Language development
    - d. Theories of language development
    - e. Multi-language learning
    - f. Critical periods
  4. Social and emotional development
    - a. Attachment
    - b. Reciprocal relationships

c. Psychosocial theory

d. Temperament

5. Variations in Development

Influences on Development

- A. Family
- B. Cultural perspectives
- C. Care settings
- D. Routines and schedules

**4. Methods of Instruction:**

**Discussion:** Small group discussions on content

**Lecture:** Reinforce content in a lecture format

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

**Typical classroom assessment techniques**

Exams/Tests -- Test on chapter readings and videos

Research Projects -- Research current topics in infant development

Papers -- Applying content from a variety of sources

Additional assessment information:

Final grade will be based on the following criteria:

1. Class participation and discussion

2. Observations

3. Planned explorations/activities

4. Midterm and Final

For example:

An example of an essay question on the midterm may be: "Define effective caregiving or what is the Triangle of Relationships"

5. Final project

For example:

Create a brochure on the challenges to development discussed in the Touchpoints text

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read chapter textbook which covers attachment and brain research.

2. Read the article "Impact-abuse and neglect- developing brain". The reading offers a perspective on the the impact of of trauma on the developing brain

B. Writing Assignments

1. Observation

For example:

Write a 2 page paper based on the observation format distributed in class after completing an observation of an infant and applying theories discussed in class.

2. Group Discussion

After watching the film "In Our hands" discuss your reaction to, and reflection on, the caregiving practices demonstrated in the film.

C. Other Assignments

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**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Gonzales-Mena, Janet and Widmeyer-Ayer, Dianne

Title: Infants, Toddlers, and Caregivers

Publisher: Mayfield Publishing

Date of Publication: 2012

Edition: 8th

Book #2:

Author: Mary Jane Maguire Fong

Title: Teaching and Learning with Infants and Toddlers- When Meaning Making Begins

Publisher: Teachers College Press

Date of Publication: 2020

Edition:

Book #3:

Author: Brazelton

Title: Touchpoints

Publisher: Addison-Wesley

Date of Publication: 2002

Edition: 2nd

**B. Other required materials/supplies.**