

CFS-135: THE COGNITIVE DEVELOPMENT OF YOUNG CHILDREN

Effective Term

Fall 2026

CC Approval

02/06/2026

AS Approval

03/12/2026

BOT Approval

03/19/2026

COCI Approval

04/02/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

135

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

The Cognitive Development of Young Children

Short Title

Cog Dev of Young Children

CB03 TOP Code

1305.00 - *Child Development/Early Care and Education

CIP Code

13.1210

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

C - Clearly Occupational

Rationale

updating requisite language

SECTION B - Course Description

Catalog Course Description

This course explores cognitive development in young children including how they think and how they develop theories and concepts about the world around them. While exploring the maturation of the brain and development, students will investigate the materials and environments that support children's cognitive development, including the development of math, science, and critical thinking skills.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of CFS-122 and CFS-124 with a minimum grade of C.

Requisite Justification

Requisite Description

Course in a Sequence

Subject

CFS

Course

122

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Gain an understanding of current theory and methods being applied in Early Childhood Programs
2. Demonstrate theory learned while working with children in supervised field practice
3. Recognize and be able to discuss curriculum components
4. Explore the meaning and application of Developmentally Appropriate Practices in Early Childhood Education
5. Utilize models for working with diverse communities of children and families
6. Utilize observation skills and techniques from at least 6 observational methods
7. Utilize observational skills to effectively understand children in an early care and education program
8. Plan developmentally appropriate curriculum based on observations of young children
9. Apply the value of confidentiality and ethics when observing young children

Requisite Description

Course in a Sequence

Subject

CFS

Course

124

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Gain an understanding of current theory and methods being applied in Early Childhood Programs
2. Demonstrate theory learned while working with children in supervised field practice
3. Recognize and be able to discuss curriculum components
4. Explore the meaning and application of Developmentally Appropriate Practices in Early Childhood Education
5. Utilize models for working with diverse communities of children and families
6. Utilize observation skills and techniques from at least 6 observational methods
7. Utilize observational skills to effectively understand children in an early care and education program
8. Plan developmentally appropriate curriculum based on observations of young children
9. Apply the value of confidentiality and ethics when observing young children

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00000

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Identify and articulate the role of brain development in children's cognitive learning.
2. Develop curriculum to support cognitive development.

Course Objectives

1. Articulate the stages of cognitive development.
2. Analyze classroom materials and environments and their impact on children's cognitive development.
3. Design environments and materials and carry out cognitive projects appropriate to a child's stage of development and interests.
4. Create learning materials to support exploration of cognitive concepts.

Course Content

1. Cognitive development
2. Early brain development
3. Adult-child communication skills (listening, talking, reading, writing) that support cognitive development
4. Science skill development in young children
5. Math skill development in young children
6. The crucial role of play in developing cognitive skills
7. Development of critical thinking skills

Methods of Instruction**Methods of Instruction**

Types	Examples of learning activities
Activity	Complete activities that support childrens cognitive develop
Discussion	Discuss relevant topics on cognitive growth and development in young children
Field Trips	Students will visit locations and observe children to identify activities that support children's cognitive growth
Lecture	Reinforce content in a lecture format
Observation and Demonstration	Observe children completing activities and identify key concepts and demonstrate those to the class
Projects	Develop a curriculum packet with appropriate cognitive activities for children

Online Adaptation

Types	Examples of learning activities
Activity	
Discussion	
Group Work	
Individualized Instruction	
Journal	
Lecture	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Students will take test on brain development and learning. Exams and final Exam An example of an essay question on an exam may be: Final Exam -- Students will take a cumulative final exam on content that reflects learning outcome attainment.
Essays/Papers	Students will write a paper on an aspect of brain development and appropriate practice.

Oral Presentations

Final grade will be based on the following criteria:

1. Class participation and discussion.

For example: In small groups, discuss sensorimotor intelligence and develop an activity to support each of the 6 stages.

2. Cognitive projects and documentation

Assignments

Reading Assignments

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

For example:

1. Read unit 17 in "Math & Science for Young Children" which covers ordering, patterning, and seriation.

2. Read pages 52-56 in "The Piaget Handbook for Teachers and Parents" which provides an overview and examples of the concept of conservation.

Writing Assignments

1. Cognitive project

For example: Read Unit 15 in "Math & Science for Young Children" and create a curriculum web on a children's book of your choosing.

2. Final Project

For example: An example of a final project would include a curriculum web of possibilities co-constructed with a group of children; completion of three (3) explorations based on the web; and a written reflection on the process and the perceived success and/or challenges.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Peterson, Rosemary

Title

The Piaget Handbook for Teachers and Parents

Publisher

Teacher's College Press

Year

1986

Material Type

Textbook

Author

Sprenger, M.

Title

The Developing Brain: Building Language, Reading, Physical, Social, and Cognitive Skills from Birth to Age Eight

Publisher

Redleaf Press

Year

2013

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

N/A

Course Codes (Admin Only)

CB00 State ID

CCC000292718

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No