

CFS-150: INFANT AND TODDLER DEVELOPMENT

Effective Term

Fall 2026

CC Approval

12/05/2025

AS Approval

12/11/2025

BOT Approval

12/18/2025

COCI Approval

02/26/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications

Child Development/Early Childhood Education (Master's Degree)

Subject Code

CFS - Child and Family Studies

Course Number

150

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Infant and Toddler Development

Short Title

Infant & Toddler Development

CB03 TOP Code

1308.00 - *Family Studies

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

C - Clearly Occupational

Rationale

To update and align with CAP expansion courses.

SECTION B - Course Description

Catalog Course 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 of development, and the impact of pregnancy, birth, and early life experiences on a child emotionally, socially, cognitively, physically and behavior. Looks closely at the interactions between heredity and environment. Emphasizes the role of family, culture, caring and responsive adults, and attachment relationships on growth and development.

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 CDEV-C1000 with a minimum grade of C.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

CFS

Course

120

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Understand stages of development from conception to three years of age.
2. Recognize and apply principle theories of development, historical perspectives on child development, ethical issues, and recent trends in the field.
3. Apply techniques of unbiased observation.
4. Examine the use of a holistic perspective in studying child development in a sociocultural context.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

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

Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
2.	Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
3.	Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
2.	Explain the stages of pregnancy and the processes and variations in labor and delivery.
3.	Use current research to evaluate the impact of various birth practices on the newborn and family.
4.	Describe the impact of family structures, culture, values, and beliefs on infant and toddler development.
5.	Explore the influences and variations in development across all domains.
6.	Explore the influences and variations in development across all domains.
7.	Apply developmental theory to explain the role of early interactions, relationships, and attachment as they relate to infant and toddler growth and development.
8.	Compare and contrast caregiving practices and environments that support optimal development.

Course Content

1. Overview of Developmental Theory and Processes
2. Current Research
 - a. Brain development
 - b. Social development
 - c. Influences on growth patterns
 - d. Early intervention
3. Developmental Domains and Processes
 - a. Prenatal development and birth
 - i. Preconception influences
 1. Genetics
 2. Parental Health
 - ii. Conception
 - iii. Process and stages
 - iv. Environmental influences
 - v. Birth
 1. Birth methods and preparation
 2. Stages of labor and delivery
 3. Birth experience
 - a. Postpartum maternal mental health
 - b. Parenting a newborn
 - b. Physical development

- i. Theories and research
- ii. Milestones of physical development
- iii. Brain development
- iv. Health and nutrition
- v. Growth patterns
- vi. Sleep and sleep patterns
- vii. Influences on physical development
- viii. Variations in physical development
- c. Cognitive development
 - i. Theories and research
 - ii. Sensorimotor substages
 - iii. Information processing
 - iv. Language development
 - v. Milestones of cognitive development
 - vi. Influences on cognitive development
 - vii. Variations in cognitive development
- d. Language Development
 - i. Theories and research of language development
 - ii. Milestones of language development
 - iii. Mono and multi-language learning
 - iv. Critical and sensitive periods
 - v. Influences on language development
 - vi. Variations in language development
- e. Social development
 - i. Theories and research
 - ii. Milestones of social development
 - iii. Attachment
 - iv. Reciprocal relationships
 - v. Influences on social development
 - vi. Variations in social development
 - vii. Psychosocial theory
- f. Emotional development
 - i. Theories and research
 - ii. Milestones of emotional development
 - iii. Temperament
 - iv. Infant and toddler emotions and responses
 - v. Infant mental health
 - vi. Self-regulation
 - vii. Influences on emotional development
 - viii. Variations in emotional development
- g. Infant and Toddler care settings
 - i. Caregiving philosophy
 - ii. Policies and practices
 - iii. Relationships and interactions
 - iv. Family engagement
 - v. Environment
 - vi. Routines and schedules
- h. Influences in Development
 - i. Family
 - ii. Cultural perspectives
 - iii. Care settings
 - iv. Routines and schedules

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Small group discussions on content
Lecture	Reinforce content in a lecture format

Online Adaptation

Types	Examples of learning activities
Discussion	Students will engage in weekly discussion relevant to the topic.
Group Work	Touchpoints project.
Activity	Observation on infants and toddlers.
Lecture	Students will complete weekly modules which include reading, videos and power points.

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	Test on chapter readings and videos 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."
Projects	Research current topics in infant development. Final project For example: Create a brochure on the challenges to development discussed in the Touchpoints text.
Essays/Papers	Applying content from a variety of sources
Class Participation	Discussion
Other	1. Observations 2. Planned explorations/activities

Assignments

Reading Assignments

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

For example:

1. Read chapter 5 in "Infants, Toddlers, and Caregivers" which covers attachment and brain research.
2. Read the article "Impact-abuse and neglect- developing brain". The reading offers a perspective on the impact of trauma on the developing brain

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.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Mary Jane Maguire Fong

Title

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

Publisher

Teachers College Press

Year

2020

Material Type

Textbook

Author

Brazelton

Title

Touchpoints

Edition/Version

2nd

Publisher

Addison-Wesley

Year

2002

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?

The Infant/Toddler Development course integrates culturally responsive content, inclusive teaching strategies, and equitable assessment practices to engage and support diverse student populations. By emphasizing anti-bias caregiving, respect for family and cultural diversity, and reflective practice, the course prepares students to foster inclusive environments both in the classroom and in their future work with young children and families.

Course Codes (Admin Only)

CB00 State ID

CCC000340658

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