

**Course Level Assessment**  
**EDF 210 Infants and Toddlers Seminar**  
**Spring 2008 Semester**

**Submitted by Debra H. Backus**  
**July 1, 2008**

**Approved by Learner Outcomes Team: July 16, 2008**

The purpose of this report is to present the methodology and findings for the course level assessment of Infants and Toddlers Seminar (EDF 210). Infants and Toddlers Seminar is a technical core course for the A.A.S in Early Childhood Development program. This course examines the developmental needs of infants to three-year old children and presents routines, methods, materials, and attitudes that will enhance physical, perceptual, social, emotional, linguistic, and cognitive competencies. A portion of the course will provide an opportunity for students to apply the material presented in class. To assure that Infants and Toddlers Seminar is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes.

### **Methodology**

Infants and Toddlers Seminar course outcomes will be assessed on a cyclical basis over three years beginning with the spring 2008 semester. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. These exam questions are incorporated across all sections of EDF 210 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct response. In the event that the minimum performance standard is not met, the

unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the spring 2008 semester, four course learning outcomes were selected for assessment in Infants and Toddlers Seminar. The target learning outcomes include:

- Outcome 1: Explain current perspectives on development and care for infants and toddlers
- Outcome 2: Describe five major developmental areas
- Outcome 3: Explain the 3 A's
- Outcome 4: Address the need for effective communication with parents and staff

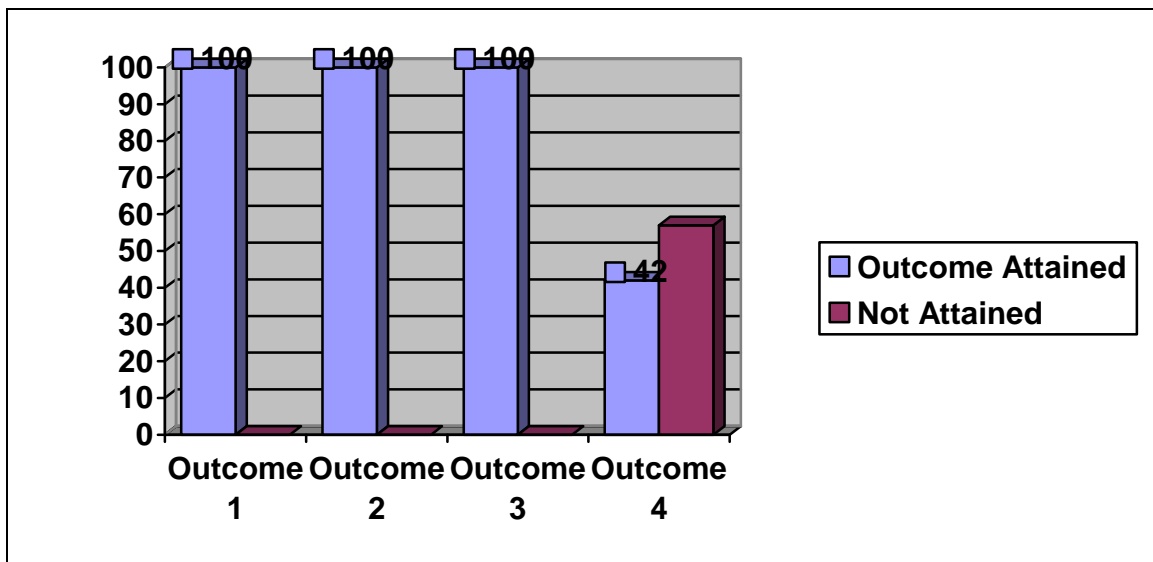
To assess these learning outcomes, standard questions were administered in Infants and Toddlers Seminar as a part of the final examination. All students enrolled in this section completed the standard questions. Seven students (7) were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent and number of students selecting the correct response for each indicator and the percent and number of incorrect responses for each indicator. Findings from the data for each outcome are presented in the results section of this report.

Learning Outcome	Indicator
Outcome I: Explain current perspectives on development and care for infants and toddlers.	<p>Current trends in early care and education include: Ecological System Theory, Attachment Theory, Sociocultural Theory, and Brain Development Research stating harmful/neglectful/stressful behavior affect brain development. Individuals associated with these trends are:</p> <ul style="list-style-type: none"> <li>a. Bandura, Locke, Rosseau, Watson, Hall</li> <li><b>b. Brofenbremer, Bowlby, Vygotsky, Gunnar/Chaeathum</b></li> <li>c. Piaget, Erikson, Freud, Gessell, Belmont</li> <li>d. Skinner, Pavlov, Darwin, Vygotsky, Bowlby</li> </ul>
Outcome II: Describe five major developmental areas.	<p>An infant/toddler skill level may be assessed by using a Developmental Profile. Developmental Profiles typically address skills in the five major developmental areas which are:</p> <ul style="list-style-type: none"> <li>a. physical, sleep/elimination, temperament, language, teething</li> <li>b. cognition, self-awareness, self-talk, self-esteem, empathy</li> <li><b>c. cognition, physical, social, language, emotional</b></li> <li>d. physical knowledge, cognitive structures, knowledge construction language, social-emotional</li> </ul>
Outcome III: Explain the 3 A's.	<p>The 3 A's of child care are:</p> <ul style="list-style-type: none"> <li>a. attitude, attention, attainment</li> <li><b>b. attention, approval, attunement</b></li> <li>c. acceptance, assimilation, adaptation</li> <li>d. assessment, accreditation, attachment</li> </ul>
Outcome IV: Address the need for effective communication with parents and staff.	<p>Benefits from effective communication with parents and colleagues are:</p> <ul style="list-style-type: none"> <li>a. an agreement between two people with a sense of harmony and sentences that give advice to or judgment about another person</li> <li>b. expressions about one's own thoughts/feelings and the skills required to feedback the deeper felt message of the sender in the words of the sender.</li> <li><b>c. knowledge about the child care program and its implementation creates a support system and explores insights and ideas</b></li> <li>d. home visits and "I" statements</li> </ul>

Figure 1: Assessed Outcomes and Indicators

## Results

Based on the existing data, students met three of the four learning outcomes at or above the minimum performance standard (See Table 1). On Outcome I, Outcome II, Outcome III all seven students successfully completed the identified indicator (100%). Outcome IV was NOT met at the minimum performance standard. Three students (42%) correctly answered the question. Four students (57%) did not meet the performance standard on Outcome IV.



## Conclusion and Action Plan

In conclusion, this course level assessment of Infants and Toddlers Seminar finds that three of the four outcomes were met at or above the minimum performance standard of 80%. Outcome I, II and III had 100% success with all 7 students giving correct responses. Outcome IV had 42% (3) of the students responding correctly. Four (57%) responded incorrectly.

The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. Their continued input as to which outcomes to monitor and recommendations for course revision will be utilized in future course level assessments. The faculty will continue to monitor outcome IV, however at this time no major changes will be made to the course due to the small sample size.

The plan is to continue the pilot study of Early Childhood Development core content courses during fall semester 2008. The challenge for assessment of these courses is the part-time evening implementation as well as the small number of students enrolled in the course. The cycle of review will be done each semester the course is offered.

## Attachment A: Master Course Record Form

### Eastern WV Community & Technical College Master Course Record

<b>Course Prefix and Number:</b> EDF 210
<b>Course Title:</b> Infants and Toddlers Seminar
<b>Recommended Transcript Title</b> (if over 40 characters) Infants and Toddlers Seminar
<b>Date Approved/Revised:</b> June 21, 2005
<b>Credit Hours:</b> 3 <b>Contact hours per week (Based on 15 week term):</b> <b>Lecture:</b> 3 <b>Lab:</b>
<b>Prerequisite:</b> (Include any exam or placement scores) <b>Corequisite:</b> <b>Pre/Corequisite:</b>
<b>Grading Mode:</b> Letter
<b>Catalog Description:</b> This course will examine the developmental needs of infants to three-year old children and presents routines, methods, materials, and attitudes that will enhance physical, perceptual, social, emotional, linguistic, and cognitive competencies. A portion of the course will provide an opportunity for the student to apply the material presented in the future.
<b>Course Outcomes:</b> <ol style="list-style-type: none"><li>1. analyze historical perspectives on development and care of infants and toddlers</li><li>2. explain current perspectives on development and care for infants and toddlers</li><li>3. describe cultural diversity in infants and toddlers programs</li><li>4. explain theory of the unlimited child</li><li>5. define infant and toddlers with special needs</li><li>6. categorize the five need levels</li><li>7. describe five major developmental areas</li><li>8. compare concepts of ideal care-giving</li><li>9. analyze neuroscience research findings</li><li>10. explain the 3As</li><li>11. critique attachment between infant/toddler and mother and father</li><li>12. define care-giver self-health</li><li>13. explain the effective tools of attention, approval, and affection</li><li>14. describe personal characteristics of a competent child care specialist</li><li>15. analyze the infants' and toddlers' methods of acquiring knowledge</li><li>16. describe the attention process</li><li>17. describe the positive perspective</li><li>18. determine community resources</li><li>19. describe professional preparation for care-giver</li><li>20. address learning in the infant and toddler</li><li>21. discuss the whole child</li><li>22. list areas of development and learning</li><li>23. list early intervention for special needs children</li></ol>

24. address the need for inclusion of special needs children 25. address the need for effective communication with parents and staff 26. list communication styles 27. analyze methods of successful communication with parents and staff 28. list communication situations 29. discuss family-based care 30. explain center-based care 31. explain program emphases 32. describe program funding 33. explain the value and function of support groups 34. explain influences of the infant/toddler curriculum 35. explain the role of curriculum for children with special needs 36. explain the process of curriculum development 37. explain the methods of implementing the curriculum 38. list conditions for fostering safety and health 39. describe the impact room arrangement has on learning for infants and toddlers 40. describe the importance of play yard arrangement 41. describe the child from birth to four months 42. describe the child from four months to eight months 43. describe the child from eight months to twelve months 44. describe the child from twelve months to eighteen months 45. describe the child from eighteen months to twenty-four months 46. describe the child from twenty-four months to thirty months 47. describe the child from thirty months to thirty-six months 48. analyze the benefit of observations
<b>Implementation Cycle: Spring</b>
<b>Role in College Curriculum: (Check all that apply)</b> <input type="checkbox"/> <b>General Education Core (Specify category)</b> <input checked="" type="checkbox"/> <b>Technical Core (Specify Program) Early Childhood Development</b> <input type="checkbox"/> <b>Restricted Elective (Specify Program)</b> <input type="checkbox"/> <b>General Elective</b>
<b>Course Fee: None</b>
<b>Instructor's Qualifications:</b> Masters degree with coursework in early childhood education and related experience
<b>Expanded Course Description</b> (provides details regarding major course concepts, target audience, delivery format, etc) This course will introduce individuals who will be working with preschool children. An overview of the various types of programs, equipment, and organizations will be presented.  Lectures, class discussion, and observation of infants and toddlers will be the main instructional methods for this course.

Prepared by: Debra Backus



**Appendix B:**  
**Summary of Outcomes, Indicators, Performance Standards and Results**

Course Level Assessment Pilot Spring 2008 EDF 210 Infants and Toddlers Seminar				
Learning Outcome	Indicator (Questions from final exam Spring 2008)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)
Outcome I Explain current perspectives on development and care for infants and toddlers.	Current trends in early care and education include: Ecological System Theory, Attachment Theory, Sociocultural Theory, and Brain Development Research stating harmful/neglectful/stressful behavior affect brain development. Individuals associated with these trends are: <ul style="list-style-type: none"> <li>a. Bandura, Locke, Rosseau, Watson, Hall</li> <li><b>b. Brofenbremer, Bowlby, Vygotsky, Gunnar/Chaeathum</b></li> <li>c. Piaget, Erikson, Freud, Gessell, Belmont</li> <li>d. Skinner, Pavlov, Darwin, Vygotsky, Bowlby</li> </ul>	100% (7)	0%	Yes
Outcome II: Describe five major developmental areas.	An infant/toddler skill level may be assessed by using a Developmental Profile. Developmental Profiles typically address skills in the five major developmental areas which are: <ul style="list-style-type: none"> <li>a. physical, sleep/elimination, temperament, language, teething</li> <li>b. cognition, self-awareness, self-talk, self-esteem, empathy</li> <li><b>c. cognition, physical, social, language, emotional</b></li> <li>d. physical knowledge, cognitive structures, knowledge construction language, social-emotional</li> </ul>	100% (7)	0%	Yes
Outcome III: Explain the 3 A's.	The 3 A's of child care are: <ul style="list-style-type: none"> <li>a. attitude, attention, attainment</li> <li><b>b. attention, approval,</b></li> </ul>	100%	0%	Yes

	<p><b>attunement</b></p> <p>c. acceptance, assimilation, adaptation</p> <p>d. assessment, accreditation, attachment</p>			
<p>Outcome IV</p> <p>Address the need for effective communication with parents and staff.</p>	<p>Benefits from effective communication with parents and colleagues are:</p> <p>a. an agreement between two people with a sense of harmony and sentences that give advice to or judgment about another person</p> <p>b. expressions about one's own thoughts/feelings and the skills required to feedback the deeper felt message of the sender in the words of the sender.</p> <p>c. <b>knowledge about the child care program and its implementation creates a support system and explores insights and ideas</b></p> <p>d. home visits and "I" statements</p>	<p>43%</p> <p>(3)</p>	<p>57%</p> <p>(4)</p>	<p>No</p>