



Course Outcomes Form

Northwest Indian College

Follow the *Instructions for Completing the Course Outcomes Form*, which is available on the **NWIC Assessment Website** at <http://www.nwic.edu/assessment/course-outcomes>
Please submit this form electronically to the chair of the Curriculum Committee

It is important to keep the following principles in mind when completing this form:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., “IL: Essay”).

Last date this form was updated or edited	3/7/2013
Course Number (e.g., ENGL 101)	ECED 106
Course Name (e.g., English Composition I)	Guidance in Early Childhood
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy, Ashia Smock
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Designs for Living and Learning: Transforming Early Childhood Environments.</i> Deb Curtis and Margie Carter. Redleaf Press. St. Paul, MN. 2003. ISBN 1-929610-29-7
	<i>Relationships, The Heart of Quality Care.</i> Amy C. Baker and Lynn A. Manfred/Petitt. NAEYC. Washington DC. 2004. ISBN 1-928896-19-7
	“Setting Limits with Children” by Patty Wipfler. Hand in Hand Parenting. Palo Alto. 1995. ISBN 1-891670-04-2.
	Selected Hand in Hand articles www.handinhandparenting.org/articles

A. NWIC outcomes: From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen- **maximum of four**).

NWIC outcome # (e.g., “Written communication: 2a. Write Standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Oral communication 3b: Conduct oral interactions (formal and informal) with recognition of social mores.	Class discussions and presentations of Projects 1, 2, and 3.	Include oral presentation and communication on Rubric for all three Projects.
Tribal Outcome 2: Sense of Place: Advance young children's sense of place through geography and physical setting.	Project 3: create an environment for guidance that reflects local cultural, physical, geographical, and living elements.	Inclusion on Project 3 Rubric of place based elements.

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Demonstrate the ability to set clear limits that <ol style="list-style-type: none"> 1. interrupt off-track behavior 2. reach for connection and support emotional release 3. do not blame, shame, manipulate, or punish the child. 4. are aimed at supporting the child in changing irrational behaviors 	Readings, lecture, role plays, project and demonstration with classmates of limit setting that meets criteria 1-4.	Rubric for project 1, engaging with classmate in demonstration of readings on a particular behavior. Quality of responses to classmates’ role plays using critical thinking skills to examine adult behavior.
Demonstrate in class discussions, projects, written work, and oral presentations, <ol style="list-style-type: none"> 1. A commitment to adult-child connection and attachment as the foundation for guidance in early care and education. 2. A commitment to relationship-based care 3. A commitment to the development of environments for early 	1 & 2: Readings, lecture. Project 2, in small groups develop rationale and scenarios for relationship-based care that builds relationships for positive guidance. 3 & 4: Project 3, in small groups, develop plans and	Rubric for Project 2, for accuracy, thoroughness, and commitment to relationship-based care. Rubric for Project 3 for accuracy, thoroughness, and inclusion of

<p>childhood programs that provide significant guidance and support to children.</p> <p>4. A commitment to the development of place-based environments that reflect cultural values, identity, and sense of belonging.</p>	<p>strategies for place-based environment that reflects culture and guides behavior indirectly.</p>	<p>cultural and guidance elements.</p>
<p>Demonstrate attitudes and actions that support a child's emotional recovery from disconnection, and allow her/him to self-regulate and fully participate in the early learning setting.</p>	<p>Readings, lecture, role plays, discussions, sharing of activities outside of class, using listening tools with young children.</p>	<p>Assess attitudes from written and oral expression. Participation in discussions, reaction papers on readings.</p> <p>Rubric for philosophy of guidance.</p>
<p>Formulate a personal philosophy of guidance in early childhood.</p>	<p>Write a personal philosophy.</p>	<p>Rubric for philosophy of guidance.</p>

C. List the NWIC outcomes and course outcomes from above on your syllabus.

D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.