



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	5/13/2013
Course Number (e.g., ENGL 101)	ECED 101
Course Name (e.g., English Composition I)	Introduction to Early Childhood Education
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, Kathy Oberg, Cathy Grenier, Sally Holloway
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Early Childhood Education: Yesterday, Today and Tomorrow (2nd edition)</i> by Suzanne L. Krogh & Kristine L. Slentz. ISBN 0-415-87825-X. Publisher: LEA Publishers. Copyright: 2011. Online: Rural Early Childhood Forum on American Indian and Alaska Native Early Learning http://www.createwisconsin.net/ecwebc_astdocuments/EC_Forum_Report.pdf

	Other reading assignments may include journal articles or web links given to students throughout the quarter.

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)
#1 Cultural: To be a people	Creating cultural iceberg, group activities, observations, readings and reflections	Student homework, student presentations, class discussions
#2a: Write academic English	In class journals, formal papers, written homework assignments	Scoring guides for formal observation paper, descriptive feedback in journals, homework assignments
#2b: Write in a variety of text forms using various credible sources	Homework assignments, lists, written communication for parents	Scoring guide for written communication, descriptive feedback on homework, checking for credible sources (peer and instructor feedback on this)
#6a: Demonstrate understanding of readings	In class readings of articles, “the last word” cooperative reading sharing, at-home reading of text, creating timeline of how the field of early childhood education has changed over time	Prioritizing and summarizing information, rationales that tie to readings, applying ideas to observation and interview assignments

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)
1. Explain current theories and ongoing research in early care and education as it applies to children, families, and early childhood programs, particularly in Indian Country.	Reading about and discussing in class at least five current theories and three areas of ongoing research. B	Student participation and engagement.
2. Describe how children learn and develop through play and the role of play in early childhood programs.	Reading, in-class discussions and written work.	Rubric for student write ups that include a definition of play and complete characteristics- of-play chart, list 5 reasons children play, define five types of play, explain play's role in five domains of development, and make suggestions for how early childhood teachers should encourage children to play.
3. Observe an early childhood environment and identify examples of best practice.	Observing two early childhood classrooms in operation, comparing and contrasting for best practices in both.	<ul style="list-style-type: none"> • 3-5 page paper describing one of the settings and detailing DAP, instructional and management strategies used by teacher(s), physical environment, validation of culture, • Venn Diagram comparing and contrasting the two programs.
4. Compare at least five (5) early learning program models.	Research various ECE models. Observe two classrooms. Discuss and write including reference to behavioral, maturational, and constructivist philosophies.	Engagement in discussions, rubric for written comparison of program types and philosophies.
5. Explain the importance of building partnerships with families and strategies for working effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.	Complete A-Z list for working with diverse tribal families, lists of reasons family involvement is good for children, families and early learning programs, & worksheet on partnering with families of children with disabilities.	Appropriateness and completeness of homework on families.
6. Identify appropriate guidance and discipline techniques used in family and early learning settings.	Readings, lecture with visual aids, video, small and large group discussion. Completion of guidance style comparison and promoting self-esteem worksheets.	Student engagement and participation. Rubrics for worksheets.

7. Describe the observation, assessment, and teaching cycle used to plan curriculum and activities for young children.	Create a lesson plan and describe in writing or orally how observation, assessment and teaching cycle will guide its use.	Rubric for lesson plan and for description of observation, assessment and teaching cycle.
8. Apply the professional code of ethics for early care and education to resolve a dilemma.	Read the NAEYC Code of Ethics. Apply the code to at least one ethical dilemma. Role plays or written scenarios may be used. Students will create oral or written rationale.	Rubric for role plays and rationale and/or for written scenarios and rationale.
9. Describe major historical figures, advocates, and events shaping today's early childhood education.	From a list of 30 figures, advocates and events, create a top ten list of people or influences that have had the greatest impact on current early childhood education for Native children.	Completeness of list. Rubric on relevance to tribal children and families.
10. Describe current research in Indian Country by at least one Native researcher on an aspect of tribal early childhood education important to your tribal community.	In-class discussion of the importance of Native researchers in ECE. Readings of research such as from the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning. Small group discussion. Journal writing.	Attendance, participation, written work.

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.