



# 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 107
Course Name (e.g., English Composition I)	Frameworks for 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, Ashia Smock
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Building Emotional Understanding</i> . Patty Wipfler. Hand in Hand, Palo Alto. 2006.
	The following seven (7) <i>Listening to Children</i> Booklets by Patty Wipfler. Hand in Hand, Palo Alto.

	1. Crying
	2. Tantrums and Indignation
	3. Healing Children’s Fears
	4. Special Time
	5. Reaching for Your Angry Child
	6. Playlistening
	7. How Children’s Emotions Work
	Additional <a href="http://www.handinhandparenting.org">www.handinhandparenting.org</a> article(s)

**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**).

<b>NWIC outcome # (e.g., “Written communication: 2a. Write Standard English”)</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
Oral communication: 3b. Apply effective interpersonal communication skills.	Guidance in mini-lecture on listening guidelines for support groups and Listening partnerships (LP’s), support groups, discussions, opening and closing circle sharing.	Attendance. Student participation and engagement in LP’s, support groups, and story sharing of experiences. Rubric on listening partnership participation.

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

<b>Other course outcomes: Complete the sentence – As a result of this course, students will be able to...</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
1. State the role of human connection in children’s relationships, emotional states, and learning.	Instructor lecture, in-class discussion, story-telling of own experiences, and QQQ’s (quotes, questions, and quibbles with the readings).	Rubrics for student journal writing and for QQQ’s.
2. Use four listening tools for establishing and enhancing connection with a child: Special Time, Playlistening, Setting Limits, and Staylistening.	In-class discussion, role plays, assigned practice of listening tools outside of class, video clip of Special Time and Playlistening, .	Rubric for completeness of weekly journal entries detailing practice, evidence in class discussion of clarity of understanding.

<p>3. Engage in support groups and listening partnerships with peers, explaining their use in building support personally and professionally for those who work with young children.</p>	<p>In class support groups and both in- and between-class listening partnerships where each participant has equal time to be listened to and listens with respect, confidence, and confidentiality. Written journaling.</p>	<p>Rubric for listening partnerships based on completion (not on content). Rubric assessment of engagement in support systems.</p>
<p>4. Acknowledge the influence of social and political oppressions on children, staff, parents, tribal peoples, and ECE programs.</p>	<p>In class presentation, listening partnerships, support groups, and discussion of injustice including social oppression as it relates to Native people, children, parents, and ECE workers.</p>	<p>Student engagement in class discussions and ability to articulate personal understanding of social and political oppression.</p>
<p>5. Recognize the distress recording phenomenon and state its role in reinforcing oppression.</p>	<p>Mini-lecture and discussion on the concept of distress recordings installed by experiences of disconnection, the need to release the hurts disconnection causes, and the harm that un-released hurts create in the form of internalized oppression and oppressor feelings and actions. Support group and journaling.</p>	<p>Rubric measuring student perception of the relationship of course material to topics of oppression.</p>
<p>6. Recognize and articulate the usefulness of listening partnerships for persisting in any work for social justice, in or outside of early care and education.</p>	<p>Engagement in listening partnerships. Discussion of oppression and liberation.</p>	<p>Rubric on listening partnership engagement. Student understanding and commitment to social justice evidenced in class discussion.</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.**