



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	4/23/2013
Course Number (e.g., ENGL 101)	ECED 1__
Course Name (e.g., English Composition I)	Health, Safety, and Nutrition
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, Sally Holloway
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Safety, Nutrition, and Health in Early Education, 4th ed.</i> Cathie Robertson. Thomson Delmar Learning. Clifton Park, NY. 2011. ISBN -10 1-4283-5293-7
	Washington State Child Care Licensing Guidebook, http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf

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)
Written Communication 2a: Write academic English.	Writing case studies	Rubric for writing.
Quantitative Skills 5b: Use analytical and critical thinking skills to draw and interpret conclusions.	Case studies	Rubric for completeness.

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. Describe appropriate policies to prevent illness in childcare settings, schools, and other programs.	Read four chapters (Ch. 10-13), develop a case study on behavior and health assessment, visit a health clinic to acquire immunization information, and complete scenarios on illness prevention.	Written case study, quizzes, and completeness.
2. Describe appropriate safety policies that prevent and minimize accidents for both indoor and outdoor environments.	Read 4 chapters (Ch. 1-4), outlining 2 of them. Write up two case studies on the topics. Visit a store that sells baby equipment and evaluate five kinds of equipment according to safety requirements checklist student creates from the text.	Written case studies, quizzes, accuracy of checklist created for evaluating equipment, thoroughness of assignments.
3. Demonstrate skills in emergency first aid, food service, routine health and safety practices, and mandated reporting.	Read six chapters (Ch. 5-9 and 14), First aid—students must have or get a current first aid card. Food service: complete a case study, Routine practices—Read all chapters, complete case studies and activities. Mandated reporting: Read chapter on child abuse and neglect, complete case study,	First aid—send photocopy. Food service—completeness and accuracy of case study Routine practices—completeness and accuracy of case studies, Mandated reporting: completeness and accuracy of case studies and of chosen activity. Emergency preparedness-- completeness and accuracy of case study.

	and choose one of three activities to raise awareness and advocate for children. Emergency preparedness: Complete scenario on one of three disasters.	
4. Describe the role of nutrition as it relates to development, licensing regulations for childcare, and government food programs.	Read four chapters (Ch. 6-9), create a brochure or poster in support of breastfeeding, and make a menu plan using licensing and government food program guidelines.	Completeness and accuracy of poster/brochure and menu.
5. Create developmentally appropriate health, safety, and nutrition education materials and activities.	Create lesson a plans, activities, and materials to use with young children on each topic of (1) health, (2) safety, and (3) nutrition with traditional foods.	Completeness and appropriateness of lesson plans and materials. Quiz.
6. Identify common indicators of illnesses/ infectious diseases and state appropriate steps to be followed.	Read four chapters (Ch. 10-13), develop a case study on behavior and health assessment, visit a tribal clinic to acquire immunization information, and complete scenarios on illness prevention.	Completeness and accuracy of scenarios and immunization information.
7. Develop strategies for working with families in accessing and utilizing health, nutritional, and dental services.	Read chapters 15 & 16. Complete case study regarding special needs. Write description of caring community for helping families access services and creating linkages.	Thoroughness and completeness of case study and description. Quiz.
8. Examine health, safety, and nutrition issues with regard to tribal children, families, communities, and early learning programs.	All case studies draw from examples located within tribal ECE programs. Student examines health, safety, and nutrition issues based on tribal examples and experiences.	Specific references to tribal children, families, communities, and programs within all case studies.

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.