



# 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").

<b>Last date this form was updated or edited</b>	July 9, 2013
<b>Course Number (e.g., ENGL 101)</b>	ECED 115
<b>Course Name (e.g., English Composition I)</b>	Child Care Basics
<b>List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)</b>	Shelley Macy, Sally Holloway (WCC).
<b>List the main textbooks, readings or other resources used in this course (including title, year and publisher)</b>	Child Care Center Licensing Guidebook, 2e. 2006. Department of Early Learning, WA. <a href="http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf">http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf</a>
	NAEYC Position Statements on Diversity, <a href="http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf">http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf</a> and on Assessment <a href="http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf">http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf</a>
	<b>RESOURCE FOR INSTRUCTORS:</b> Please use the Child Care Basics Washington State STARS Model Curriculum 3e, 2013, to help you plan your class. There are a multitude of activities to choose from for each week. Select those that are most useful to a tribal ECE audience, modifying them to reflect NWIC's Institutional Outcomes and priorities.

**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., Native Leadership, Way of Life, Inherent Rights, Community Minded)</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. <i>Native Leadership</i> : effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally	In-class discussions on all topics, participation in activities requiring oral and written communication with classmates, role plays utilizing non-verbal communication.	Student discussion participation, written work, and role plays.
4. <i>Community Minded</i> : work cooperatively toward a common goal	Participatory activities that require all students to work together.	Student involvement and ability to work well with others.

**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>NOTE: Instructors will draw from a wealth of activities within the WA State STARS Model Curriculum entitled “Child Care Basics.” 3e. 2013</b>	<b>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
1. Acknowledge families as central to tribal early learning programs and identify resources to support them.	Family drawings, four corners activity, “Does your program have...?” handout completion, role play on inclusion, conflict resolution activity, videos, “Connecting families to community resources” internet activity.	Student participation in activities; discussions; 10 pt quizzes in weeks 1 and 5
2. Recognize child development (birth to age 8) as a continuum that informs caregivers about children’s needs.	Pair and Share personal observations, video on and research using WA State Early Learning and Development Guidelines, group activities, Age Appropriate Bingo, and other optional activities in STARS Model Curriculum.	Student participation in activities; discussions; 10 pt quiz in week 2.
3. Identify techniques for collecting child development information to use in planning.	Choice of optional activities in STARS Model Curriculum, including such activities as: small group discussion of handout on observation, activities using the “Observe, Reflect, Plan” curriculum	Student participation in activities; discussions; 10 pt quiz in week 3.

	cycle, objective observation activity, ethical guidelines activity.	
4. Recognize elements needed for children to learn through play and active involvement in early learning environments.	Choice of optional activities in STARS Model Curriculum, including such activities as: planning daily schedules, environments, and activities; selecting toys and materials, and asking open-ended questions.	Student participation in activities; discussions; 10 pt quiz in week 4.
5. Demonstrate techniques for keeping children healthy and safe in preparing food, hand washing, diapering/toileting, cleaning, managing medication, preventing accidents, and identifying incidences of child abuse and neglect.	Choice of optional activities in STARS Model Curriculum, including such activities as: small group discussion of handouts on the week's topics, identifying potentially dangerous items ("Purse Search"), identifying compliance vs non-compliance practices, discussion on abuse and neglect reporting including do's and don'ts, identifying hazards, bleach formulae, first aid kit development.	Student participation in activities; discussions; 10 pt quiz in week 6.
6. Identify and describe wellness, nutrition, and fitness practices in early learning programs.	Choice of optional activities in STARS Model Curriculum, including such activities as: handwashing practice and "glo germ," diaper changing demonstrations, "Go, Slow, Whoa" foods game, activities and discussions to encourage active play, health policy comparisons.	Student participation in activities; discussions; 10 pt quiz in week 7.
7. Identify interaction and guidance strategies that build connection and support children's self-management.	Choice of optional activities in STARS Model Curriculum, including such activities as: listening partnerships, adult-to-adult "Special Time," talking informatively, using do's instead of don'ts activity, Setting Limits role play, thumbs up, thumbs down activity.	Student participation in activities; discussions; 10 pt quiz in week 8.
8. Relate how legal requirements (tribal, state, and/or federal) govern child care programs and support	Choice of optional activities in STARS Model Curriculum, including such activities as: "Going on a WAC hunt" or "Going on a Performance Standards hunt,"	Student participation in activities; discussions; 10 pt quiz in week 9.

staff in caring for children.	confidentiality exercise, reviewing NAEYC mission statement discussion, writing mission statements, “Right WAC or Wrong WAC” activity.	
9. List examples of professional practice in Early Childhood Education	Choice of optional activities in STARS Model Curriculum, including such activities as: create a bumper sticker, use of NAEYC Code of Ethical Conduct to tease apart a scenario, creating and action/improvement plan for self, using the WA State MERIT System for tracking professional development, writing a letter to self.	Student participation in activities; discussions; 10 pt quiz in week 10.

**C. Program Outcomes: Student will be able to:**

<b>Program Outcomes #:</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>
Outcome 1a: Demonstrate knowledge and understanding of children's characteristics, abilities, and needs	Pair and Share personal observations, video on and research using WA State Early Learning and Development Guidelines, group activities, Age Appropriate Bingo, and other optional activities in STARS Model Curriculum.	Student participation in activities; discussions; 10 pt quiz in week 2.
Outcome 2b: Support and empower families and communities through respectful and reciprocal relationships	Family drawings, four corners activity, “Does your program have...?” handout completion, role play on inclusion, conflict resolution activity, videos, “Connecting families to community resources” internet activity.	Student participation in activities; discussions; 10 pt quizzes in weeks 1 and 5

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