



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	1/28/2014
Course Number (e.g., ENGL 101)	ECED 116
Course Name (e.g., English Composition I)	Teaching-by-Connection Support Group
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, Nahrin Parsons, Ashia Smock
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Listening Partnerships for Parents</i> . Patricia Wipfler, 2006. Hand in Hand Parenting. Palo Alto, CA. ISBN 1-891670-00-X
	<i>Building Emotional Understanding Parents' and Caregivers' Guide</i> . Patricia Wipfler, 2006. Hand in Hand Parenting. Palo Alto, CA. (no ISBN)
	Selected articles from Hand in Hand Parenting website www.handinhandparenting.org

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)
<p>COMMUNITY-MINDED – To Utilize Education Through Work</p> <p>Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.</p> <p>Upon degree attainment, a successful student will be able to ...</p> <p>8. work cooperatively toward a common goal</p>	<p>Strategizing ongoing Support Groups and Listening Partnerships.</p> <p>Sharing readings of importance.</p> <p>Sharing stories of listening tool use.</p> <p>Words of encouragement to classmates.</p>	<p>Student participation and self-assessment.</p> <p>“Outreach” project—Teaching-by-Connection Gathering.</p> <p>Instructor observation of student peer support actions, tone, words, and body posture.</p>

B. Program Outcome

Program outcome #	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)
<p>5c. Display warmth, joy, and attention with a commitment to relationship-based care and education.</p>	<p>Instructor mini-lecture. Listening Partnerships and Support groups in class.</p>	<p>Observation of student interactions. Student self-assessment.</p>

C. 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)

<p>1. Use specific listening skills and tools that are based upon respect, confidentiality, and thinking about one another.</p> <p>ECED 116A Listen without interruption during Support Groups.</p> <p>ECED 116B Engage in confidential Listening Partnerships.</p> <p>ECED 116C Explain and model listening skills during in-class Listening Partnerships and Support Groups.</p> <p>ECED 116D Offer listening that assists your partner in setting goals professionally, personally, and/or as a student.</p> <p>ECED 116E Set up and engage in Listening Partnerships between classes with each class participant (up to 10) during the course of the quarter.</p> <p>ECED 116F Using Listening Partnerships and Support Groups, encourage and listen to each person’s expressions of strength within their own identities such as tribal member, member of the global majority, female, male, young person, adult, spiritual person, person with a disability, and so on..</p>	<p>ALL: Instructor will instruct, model, and discuss skills and tools. Student will interact in Listening Partnerships (LP) in class; Support Group (SG) in class, and Listening Partnerships outside of class.</p> <p>ECED 116A: Support Group guidelines</p> <p>ECED 116B: Listening partnership guidelines and expectations</p> <p>ECED 116C: Students explain, in turn, the “Listening” chart.</p> <p>ECED 116D: Use “Goal Sheet” for use in LPs</p> <p>ECED 116E: 20+ minute each way Listening Partnerships between classes.</p> <p>ECED 116F: Use of Listening Panels followed by Listening Partnerships.</p>	<p>ALL: Instr. observation and anecdotal records of student’s growing abilities.</p> <p>Student self-assessment of growth in use of the tools.</p> <p>Review of tracking sheets and goal sheets.</p>
<p>2. Create safety for others to express thoughts and feelings.</p> <p>ECED 116A Explain and maintain confidentiality and a caring attitude towards others</p> <p>ECED 116B Engage in Listening Partnerships with attention to encouraging and assisting the thoughtful</p>	<p>ALL: Instructor will instruct, model, and discuss skills and tools. Student will interact in Listening Partnerships (LP) in class; Support Group (SG) in class, and Listening Partnerships outside of class.</p> <p>ECED 116A: Generate list in class: “What makes it safe to express yourself?”</p>	<p>ALL: Observation of student attention during discussion, LPs and SGs in class.</p> <p>Observation of the decrease in distracting or interrupting habits that would inhibit expression.</p> <p>Review of tracking sheets, Goals sheets, and records of Listening</p>

<p>release of tension. ECED 116C Explain to the class the importance of acceptance of one another and encouragement of tension release. ECED 116D Demonstrate non-judgmental attention and confidence in others while listening to and encouraging goal setting. ECED 116E Take initiative in setting up and completing Listening Partnerships. ECED 116F Encourage and listen with respect, and caring to each person’s thoughts and feelings concerning their own experiences of oppressions such as colonization, sexism, racism, men’s oppression, young people’s oppression, able-bodied-ism, language oppression, religious oppression and so on.</p>	<p>ECED 116B: Listening Partnership report backs. ECED 116C: Each week, one person shares their perspective on acceptance and tension release. ECED 116D: Engage in goal setting in both roles of listening partnerships, using goal sheet provided. ECED 116E: Keep record of LP’s requested and LP’s completed, including dates and times. ECED 116F: Listening Partnerships and Support Groups.</p>	<p>Partnerships.</p>
<p>3. Reclaim the ability to use emotional release processes fully. ECED 116A Notice and describe changes in the level of support for your own emotional release through the course of the quarter. ECED 116B Extend the duration of Listening Partnerships, practicing the decision to use Listening Partnership time for emotional release. ECED 116C Model the use of at least two emotional release processes during in-class Support Groups. ECED 116D Use the attention of the Support Group and/or Listening Partnership to set goals for yourself personally, professionally, and as a student.</p>	<p>ALL: Instructor will instruct, model, and discuss skills and tools. Student will interact in Listening Partnerships (LP) in class; Support Group (SG) in class, and Listening Partnerships outside of class. ECED 116A: Journal and/or oral sharing. ECED 116B: Complete tracking sheet each week to include dates, times, partners, and plans for the next week. ECED 116C: Support Group participation. ECED 116D: Support Group and Listening Partnerships with Goal Sheet or other personal tool for goal setting. ECED 116E: Engage in Support Groups and Listening Partnerships. ECED 116F: Introduction and use of “Commitment” phrases</p>	<p>ALL: Students’ self-assessment of own processes. Instr. observation of student development of skills. Review tracking sheets, journals, and goal sheets.</p>

<p>ECED 116E Engage in Support Groups and Listening Partnerships to explore feelings and attitudes to strengthen your own initiative.</p> <p>ECED 116F Decide to act against oppression, using Listening Partnerships and Support Group turns to release feelings that may arise.</p>	<p>for exploring a liberation mindset.</p>	
<p>4. Incorporate weekly use of peer listening tools as a means for increasing the ability to listen well to children.</p> <p>ECED 116A Notice, reflect upon, and describe how being listened to in <i>Support Group</i> affects your abilities to listen to children.</p> <p>ECED 116B Notice, reflect upon, and describe how being listened to in <i>Listening Partnerships</i> affects your abilities to listen to children.</p> <p>ECED 116C Explain the importance of being listened to oneself as preparation for listening well to children.</p> <p>ECED 116D Set goals for ongoing, weekly Listening Partnerships and Support Groups for yourself.</p> <p>ECED 116E As a class, organize a one-time Teaching by Connection Gathering of early childhood students and teachers for a Support Group.</p> <p>ECED 116F Describe the role of the oppression of children as the foundation for all oppressions.</p>	<p>ALL: Mini-lecture; in-class discussion; LP and SG. Presentation of readings with significance and implications for student. Discussion and sharing of pertinent topics. Weekly listening partnerships between classes. Weekly support group during class.</p> <p>ECED 116E: Organize and carry out one “Teaching-by-Connection Gathering.”</p> <p>ECED 116F: Lecture, SG and LP. Use of commitments.</p>	<p>ALL: Student comments in discussion and in interactions with others.</p> <p>Tracking progress sheets with dates and times of listening partnerships.</p> <p>116A, B, C, F: Instructor observation of student comments in discussions and student descriptions and explanations of issues.</p> <p>116D: Frequency and length of LP’s between classes.</p> <p>116E: Self- and instructor-assessment of Gathering.</p>
<p>5. Encourage the development of a caring network of people using peer listening tools for one another’s growth and</p>	<p>ALL: Strategizing ongoing Support Groups and Listening Partnerships.</p> <p>Presentation of readings with significance and implications</p>	<p>ALL: Student participation and self-assessment.</p> <p>Instructor observation of student skill development including leadership skills.</p>

<p>empowerment.</p> <p>ECED 116A Extend thoughtfulness and attention as you listen to each person’s turn in the support group.</p> <p>ECED 116B In class, share your insights and questions about the practice of Listening Partnerships.</p> <p>ECED 116C Under the guidance of the instructor, take on such leadership roles as setting up speaking order and being primary listener during a Support Group.</p> <p>ECED 116D Use Support Group and Listening Partnerships for setting goals around liberation issues.</p> <p>ECED 116E Share at least one issue of oppression and liberation at our one-time Teaching by Connection Gathering for teachers and ECE students.</p> <p>ECED 116F: Engage one another in listening to and supporting commitments to ending every form of humans harming humans.</p>	<p>for student, families, tribal community, and society.</p> <p>ECED 116E: Organize and carry out one “Teaching-by-Connection Gathering.”</p> <p>ECED 116F: Lecture, SG and LP. Use of commitments.</p>	<p>116E: “Outreach” project—Teaching-by-Connection Gathering.</p>
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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.