



## Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at [www.nwic.edu/faculty](http://www.nwic.edu/faculty) (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to [amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu).

Last date this form was updated or edited	February 3, 2017
Course Number (e.g., ENGL 101)	ECED 210
Course Name (e.g., English Composition I)	Early Childhood Development
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Constance Maipi, Shelley Macy
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Early Childhood Development, A Multicultural Perspective</i> , Trawick-Smith. 4 <sup>th</sup> edition. Merrill Prentice Hall Upper Saddle River. New Jersey. 2006. ISBN 0-13-119805-X <i>Theories of Childhood</i> , Mooney, Redleaf Press. St. Paul. 2000. ISBN: 188483485X <i>The Creative Curriculum for Preschool</i> . Dodge, Colker, and Heroman. Teaching Strategies. 2002. Washington DC. ISBN 10: 1-879537-43-5. 2002. Status and Trends in the Education of American Indians and Alaska Natives, 2005, USDOE American Indian And Alaska Native Children, Findings From The Base Year Of The Early Childhood Longitudinal Study, Birth Cohort, 2005, USDOE <i>Listening Effectively to Children</i> . Patty Wipfler. Rational Island Publishers. 1999. ISBN: 1-58429-036-6.

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).

<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>
Written Communication: 2a. write standard English	Students will be given group and individual writing activities.	Direct observation, completion of short answer exams, observations logs, and at least one essay.
Oral Communication: 3b. apply interpersonal communication skills	Student will be provided opportunities to work in small groups.	Role playing, oral presentations to small and large groups. Implementation of active listening skills through the use of observation logs.

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

<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>
Differentiate between the tenets of at least four major theories of child development.	Direct observation of a child(ren), group activities.	Observation logs and short reaction essays, group discussion, and exams.
Apply at least two theories of child development in the direct observation of a child.	Role-playing, video presentations.	Observation logs.
Critique the applicability of a theory to the individual child.	Role-playing, video presentations, group activities and discussion.	Reaction essays, group discussion and exams.
Identify at least three integrated contexts for child development.	Group activities, presentation of current research, and reading of text.	Student essays, group discussion and exams.
Recognize their own latent knowledge and beliefs of child development.	Role-playing, group discussion, and direct observation of a child(ren).	Group and individual discussion, student essays, written observations.
Justify the integration of formal theories with their personal beliefs of child development.	Role-playing, group activities and discussion, and reading of text.	Group and individual discussion, student essays, written observations.