Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form.* Please submit this form electronically.

It is important to keep the following principles in mind when completing the forms:

- 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 should be completed 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 a course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please note **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class in each box (e.g., "IL: Essay").

Last date this form was updated or edited	3/5/2012
Course Number (e.g., ENGL 101)	EDUC 202
Course Name (e.g., English Composition I)	The Tide Has Changed: Educating Our Own
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Greg Mahle
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	*Resistance and Renewal: Surviving the Indian Residential School*
	Voices From Haskell
	Cheryl Crazybull, (2010). An Experience of Cultural Restoration. In: Paul Boyer (ed.) *Ancient Wisdom Modern Science.*
	Mike Marker, (1995) Lummis at Ferndale High: An Ethnohistory of the Fishing Wars of the 1970's. UBC Ph.D Dissertation: Vancouver B.C.

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)
Sense of Place	Introduction of place based education its importance Introduction to the people who were in returning education to tribal people	Students will reflect on the importance of place based education. Students will reflect on the values of the people who returned education to their tribe
Apply effective presentation skills	Class discussions and presentations	

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)
Through class participation and presentations student will apply critical, creative thinking and problem solving skills.	Class participation, class discussions, research project and presentation	Students will participate in class discussions and develop a research project with presentation
Students will study boarding schools and describe their generational impacts.	Analysis of the Point Elliot Treaty Analysis of boarding schools and their impacts	Students will reflect on the Point Elliot Treaty and what its articles really say Students will reflect on boarding schools and the impacts on future generations

C. Please list the NWIC outcomes and course outcomes from above on your syllabus.

D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.