



## Course Outcomes Form Northwest Indian College

Hand-outs are posted on the Assessment website (<http://ww2.nwic.edu/faculty/assessment/assessment.htm>)

**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").

<b>Last date this form was updated or edited</b>	March 2, 2011
<b>Course Number (e.g., ENGL 101)</b>	NESC 340
<b>Course Name (e.g., English Composition I)</b>	Native Views on Animal Behavior
<b>List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)</b>	Steve Pavlik Mark Bekoff, University of CO Daniel R. Wildcat, Haskell Indian Nations University
<b>List the main textbooks, readings or other resources used in this course (including title, year and publisher)</b>	<i>Readings in Animal Cognition</i> Edited by Mark Bekoff and Dale Jamieson Massachusetts Institute of Technology Press, 1966

**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., “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>
Demonstrates a sense of place.	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.
Demonstrate an understanding of what it is to be a people.	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.

**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>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
Examine and interpret the main tenets of Indigenous cognitive ethology (ICE).	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.
Identify three definitive characteristics of ICE and explain how they differ from mainstream cognitive ethology.	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.
Analyze three Native American philosophers and explain how their ideas have contributed to Indigenous cognitive ethological thought.	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.
Compare and contrast three viewpoints of mainstream cognitive ethology with corresponding viewpoints of ICE, and suggest how each contributes to an understanding of animal behavior.	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.
Recommend three ways in which ICE can be used to help improve the philosophical and ethical foundations that govern wildlife research and management.	Readings, class discussions and participation, and weekly reflection papers.	Through evaluation of reflection papers and a final 10-page research paper.

**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.**