



# 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”).

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|--|---|
| <b>Last date this form was updated or edited</b>   | April 30, 2013  |
| <b>Course Number (e.g., ENGL 101)</b>  | TMSD 201  |
| <b>Course Name (e.g., English Composition I)</b>   | Introduction to Tribal Museum Studies   |
| <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> | Dr. Deana Dartt, PhD<br>Sara Siestreem, MFA   |
| <b>List the main textbooks, readings or other resources used in this course (including title, year and publisher)</b>                                      | Coody-Cooper, Karen. <i>Spirited Encounters: American Indians Protest Museum Policies and Practices</i> . Lanham, MD: AltaMira Press, 2008.     |
|  | Erickson, Patricia. <i>Voices of a Thousand People: The Makah Cultural and Research Center</i> . Norman, OK: University of Nebraska Press, 2002 |
|  | Additional reading packet-to be announced   |

**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> |
|---|--|---|
| Write in Standard English   | Written assignments  | written assignment rubrics,<br>written components of exams.   |

**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:</b><br><b>Complete the sentence –</b><br><b>As a result of this course,</b><br><b>students will be able to...</b>            | <b>Instructional Activities: How</b><br><b>will students master this</b><br><b>outcome? (e.g., solving</b><br><b>problems, group activity)</b> | <b>Assessment / Evaluation Strategies:</b><br><b>How will you measure this</b><br><b>outcome? (e.g., student</b><br><b>presentations, essays)</b> |
|--|--|---|
| Deconstruct the concept of the American Museum system and its roll in defining Native American people and culture.                                     | lectures and class discussion, reading, research and writing, guest lectures and self directed field trips.                                    | written work in assignments and exam.   |
| Define Tribal museums from historical, ethical, and administrative perspectives.   | lectures and class discussion, reading, research and writing, guest lectures and self directed field trips.                                    | written work in assignments and exam.   |
| Describe the components of employment within the museum system.  | lecture, reading, and assignments of the course.   | Written reflections and classroom discussion  |
| Demonstrate an informed and critical perspective in visiting and evaluating museums  | lectures, reading, and assignments   | written reflections on the self directed field trips  |
| Confidently discuss the museum system representation of Native people.   | lecture, reading, and assignments  | classroom discussion and reflection of outside research and writing assignments.  |
| describe their intention and desire for the future of the representation of their culture in the museum system.  | lecture, reading, and assignments  | reflection and writing assignments.   |
| describe new and improved opportunities for themselves to facilitate the changes they value in the museum system as a facility to serve Native people. | lecture, reading, and assignments of the course.   | reflection and writing assignments  |

**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.**