



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	8/26/2014
Course Number (e.g., ENGL 101)	CARE 150
Course Name (e.g., English Composition I)	Introduction to Human Services in Tribal Communities
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Susan Kincaid (consultant), Bernice Portervint, Krista Mahle, Shelley Macy, Ane Berrett, Gaylene Gobert, Harmony Blancher, Josephine Perronseau
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Mandell, B.R. & Schram, B. (2011). <i>An introduction to human services: Policy and practice</i> (8 th Ed.). Pearson.
	National Organization for Human Services. (1996). Ethical standards for human services professionals. Available at: http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals
	Wall, S. (2001). <i>To become a human being: The message of Tadodaho Chief Leon Shenandoah</i> . Charlottesville, VA: Hamptons Roads Publishing

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)
Exhibit a sense of place. (5)	Dialogue, readings, group research and presentation	Group presentation, reflective writing, final exam
Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)	Dialogue, in-class small group exercises, group research and presentations, and interview professional	Writing assignments, Group presentations, reflective writing, final exam
Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods. (2)	Dialogue, in-class small group exercises, individual research and group presentations	Writing assignments, annotated bibliography, group presentations, reflective writing, final exam

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10). [NOTE: These outcomes are equal in importance.]

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)
Explain human services as a study and profession including philosophical and theoretical foundations.	Dialogue, readings and lectures, in-class exercises, individual research, and group presentation	Reflective writing, annotated bibliography, group presentation, final exam
Describe the breadth of human service settings and professional skills required.	Dialogue, readings and lectures, in-class exercises, individual research, and group presentation	Reflective writing, annotated bibliography, group presentation, final exam
Differentiate roles of personal values, policy, professional ethics, and law.	Dialogue, readings and lectures, in-class exercises, individual research, and group presentation	Reflective writing, annotated bibliography, group presentation, final exam
Articulate potential for community leadership by human services professionals	Dialogue, readings and lectures, in-class exercises, individual research, and group presentation	Reflective writing, annotated bibliography, group presentation, final exam

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.