



# 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 310
Course Name (e.g., English Composition I)	Systems Theories in Human Services
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 Perronateau
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Fuller, R. W. & Gerloff, P.A. (2008). <i>Dignity for all: How to create a world without rankism</i> . San Francisco, CA: Berrett-Koehler.
	Oshry, B. (2007). <i>Seeing systems: Unlocking the mysteries of organizational life</i> (2 <sup>nd</sup> Ed.). San Francisco, CA: Berrett-Koehler
	American Psychological Association. (2013). <i>Publication manual of the American Psychological Association</i> (6 <sup>th</sup> Ed.). Author. [Note: Be sure it is the 2013 or 2 <sup>nd</sup> printing of the 2010 edition.]

**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>
Exhibit a sense of place. (5)	Dialogue, readings, group research, concept map, and poster presentation	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes
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, interview professional	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes
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	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes

**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.]**

<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>
Identify and define properties of systems.	Dialogue, readings and lectures, in-class exercises, individual research, group presentation	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes
Analyze a scenario of an individual’s situation in the context of multiple levels of systems and human development.	Dialogue, readings and lectures, in-class exercises, individual research, group presentation	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes
Compare and contrast indigenous world views with those of the dominant culture, specifically in relationship to sustainable change to systems.	Dialogue, readings and lectures, in-class exercises, individual research, group presentation	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes
Develop a conceptual framework that connects indigenous roots, person, place, and community and becomes the foundation for study and development of a	Dialogue, readings and lectures, in-class exercises, individual research, group presentation of concept map and poster	Concept papers, annotated bibliography, concept map, group poster presentation, final paper addressing mastery of outcomes

professional self and reflective practice.		
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- 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.**