



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 320
Course Name (e.g., English Composition I)	Self-Location in Professional Settings
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)	Dass, R. & Gorman, P. (1985, 2011). <i>How can I help?</i> New York, NY: Knopf.
	Northouse, P.G. (2012). <i>Leadership: Theory and Practice</i> (6 th Ed.). Thousand Oaks, CA: SAGE.
	Graveline, F. (1998). <i>Circleworks: Transforming Eurocentric consciousness</i> . Halifax, Nova Scotia: Fernwood 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)
Demonstrate knowledge of what it means to be a people. (3)	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Journal entries, self-assessment of leadership evaluation, helping philosophy project.
Exhibit a sense of place. (5)	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Journal entries, self-assessment of leadership evaluation, helping philosophy project.
Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Dialogue/attendance. Journal entries, self-assessment of leadership evaluation, helping philosophy project, self-care plan.
Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods. (2)	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Journal entries, self-assessment of leadership evaluation, helping philosophy project, self-care plan.

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)
Develop a personal statement that includes a professional philosophy of helping, articulation of a personal understanding of self, what it means to help, and why she or he wants to enter a helping field.	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Dialogue/attendance, learning journal entries, self-care plan, story of me/self-assessment of leadership, final project presenting philosophy of helping.
Reflect on self as a system in the context of families, tribes, and communities	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Dialogue/attendance, learning journal entries, self-care plan, story of me/self-assessment of leadership, final project presenting philosophy of helping.

Evaluate potential leadership skills incorporating leadership theories, Myers-Briggs personality type, conflict resolution style, and locus of control.	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Dialogue/attendance, learning journal entries, self-care plan, story of me/self-assessment of leadership, Final project presenting philosophy of helping.
Develop a personal plan for self-care based on an understanding of the ethical obligation.	Dialogue, lecture, small group exercises, readings, self-assessment of leadership, learning journal, self-care plan, helping philosophy project.	Dialogue/attendance, learning journal entries, self-care plan, story of me/self-assessment of leadership, Final project presenting philosophy of helping.

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.