



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 395
Course Name (e.g., English Composition I)	Preparation for Supervised Field Education (2 credits)
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)	National Organization for Human Services (1996). <i>Ethical Standards for Human Service Professionals</i> . Available at: http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals
	Northwest Indian College. (2013). <i>Community Advocates and Responsive Education in Human Services Program and Internship Handbook</i> . Bellingham, WA: Author
	Sweitzer, H. F., & King, M. A. (2013). <i>The successful internship: Personal, professional, and civic development in experiential learning</i> (4 th Ed.). Belmont, CA: Brooks/Cole.
	Battiste, M. (2000). <i>Reclaiming Indigenous voices and vision</i> . Vancouver, CA: UBC Press

- 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)
Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)	Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities.	Attendance, professional resume, quiz, essay, field education contract.

- 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)
Define field education and differentiate field education from volunteering and service learning.	Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities.	Attendance, professional resume, quiz, essay, field education contract.
Develop criteria for a successful field education appropriate to individual learning goals, and use the criteria to evaluate specific field education possibilities.	Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities.	Attendance, professional resume, quiz, essay, field education contract.
Demonstrate understanding of the field education manual, specific paperwork requirements, appropriate professional behavior, and the expectations of the placement agency and the Tribal Human Services Program of Northwest Indian College.	Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities.	Attendance, professional resume, quiz, essay, field education contract.
Submit appropriate paperwork for first quarter of field education (CARE 495).	Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities.	Attendance, professional resume, quiz, essay, field education contract.

- 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.**