



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 495
Course Name (e.g., English Composition I)	Supervised Field Education
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 Perronteau, Greg Mahle
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Northwest Indian College. (2013). <i>Community Advocates and Responsive Education in Human Services Program and Field Education Handbook</i> . Bellingham, WA: Author.
	Student will locate two peer reviewed journal (research) articles relevant to the field education placement. See assignment #2

- 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)	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field experience site visit.
Meet the technological challenges of a modern world. (7)	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field experience site visit.
Work cooperatively toward a common goal. (8)	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field experience site visit.

- 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)
Exhibit appropriate professional behaviors while serving 120 hours of professional field experience and submit required paperwork.	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field experience site visit.
Design and assess appropriate and measurable learning outcomes for yourself and the internship setting.	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field education site visit.
Articulate meaningful relationships between coursework, current research, and field experience through dialogue and reflective	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field experience site visit.

writing.		
Develop a professional portfolio.	Seminar attendance, appropriate professional behavior, library research, dialogue, professional portfolio, reflective writing.	Reflective writing, portfolio progress, final paper reflecting on mastery of student written learning outcomes incorporated in field education contract, field supervisor reports, field experience site visit.

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.