



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	2/6/13
Course Number (e.g., ENGL 101)	CSOV 300
Course Name (e.g., English Composition I)	Cultural Sovereignty Transfer Seminar
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Sharon Kinley, Greg Mahle, Lexie Tom
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Heffernam, T. (2012). <i>Where the Salmon Run: The Life and Legacy of Billy Frank Jr. Seattle, WA</i> : University of Washington Press
	Other handouts provided by instructor

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)
2a. Write standard English	Coursework	Reflections, research papers, portfolio

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

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)
practice listening skills	Using appropriate listening strategies students will listen to elders and other guest speakers	Students will summarize main points of class speakers
identify and describe traditional values still present in their respective communities.	Elder interviews, tribal leader interviews, observation	Reflections, Research Paper, Presentation
identify and give examples of their inherent rights found in the origin stories of their ancestors	Listen to and read the origin stories of their ancestors	Class discussions, reflections, presentation, portfolio
describe what language means to understanding cultural sovereignty <u>[Or perhaps, describe the role of Native language in the expression of cultural sovereignty?]</u>	Listen to traditional language speakers	Class discussion, reflections, presentation, portfolio

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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.