



Course Outcomes Form Northwest Indian College

Hand-outs are posted on the Assessment website (<http://ww2.nwic.edu/faculty/assessment/assessment.htm>)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically.

It is important to keep the following principles in mind when completing the forms:

- 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 should be completed 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 a course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please note **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class in each box (e.g., "IL: Essay").

Last date this form was updated or edited	December 4, 2009
Course Number (e.g., ENGL 101)	NES 215
Course Name (e.g., English Composition I)	Introduction to Climate Change
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Terri Plake and Brian Compton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Dire Predictions, Understanding Global Warming. Mann, Michael E., and Kump, Lee R., 2009. Prentice Hall. ISBN 978-0-1360-4435-2
	Red Alert! Saving the Planet with Indigenous Knowledge, Wildcat, D., 2009. Fulcrum Publishing. ISBN: 987-1-55591-637-4
	Laboratory activities developed by instructors at NWIC and partner Tribal Colleges: Dine, Haskell, College of Menominee, Tohono O'odham)
	Readings provided by partner colleges that concern local Native issues

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)
Oral Communication—3a. Apply interpersonal communication skills	Students will communicate in class discussions, within our campus community and with partner colleges, elders, classmates, instructor.	The oral communication will demonstrate that the student can listen to others, voice ideas effectively, apply terms and concepts, respect others, honor cultural information.
Written Communication—2b. Write Standard English	Students will use the course readings, interview, and other resources to write a research paper (or other written project).	The writing shows the student can synthesize and communicate information, data, and understanding. Student demonstrates and can express personal thinking and opinions supported by research in written form
Cultural: 1a. Demonstrate an understanding of sense of place	Readings, class discussions, cultural exchanges with other colleges, learning climate change issues that affect people at Lummi and students from other tribes will read/listen to issue affecting their tribes.	Written assignments and reflections. Responses indicate a clear understanding of major concepts of climate change themes with ability to provide concrete, place-based examples
Cultural: 1b. Demonstrate an understanding of what it is to be a people	Readings, class discussions, exchanges with other colleges to learn life ways being affected by climate change	Written assignments, project.

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)
1. Apply basic concepts of meteorology, climatology, and traditional ecological knowledge to explain and understand their local climate and environment.	Reading Group discussions laboratory assignments	Exams/quizzes employing combination of multiple choice, true/false/short answer questions and essay questions Laboratory assignments Writing assignments based on group discussions and reading
2. Summarize how Earth’s climate system works, and understand the physical processes and dynamic interactions of the atmosphere, oceans, ice, and land surface.	Reading Laboratory	Laboratory assignment write-ups Writing assignments based on readings

3. Describe changes in climate through time, and be able to distinguish between long-term geologic-scale climate change and recent human-caused climate change.	Reading assignments, group activities, group discussions	Writing assignments based on group discussions and reading
4. Discuss current impacts of climate change on humans and ecosystems with emphasis on impacts to Coast Salish Tribes and other Native Peoples.	Readings and interviews in the community and with other participating tribal colleges	Papers that describe learning from interviews to apply and tie specific examples to course content
5. Illustrate specific examples of climate change impacts on plants, animals, land, or water resources, in your tribal community.	Reading, field studies, personal observations, interviews	Complete lab project
6. Discuss peoples' unique adaptations to their place and demonstrate examples of how traditional ecological knowledge and inter-generational knowledge of the natural world can assist in solving environmental issues.	Reading, field studies, personal observations, interviews	Complete lab project Comprehensive final project
7. Describe various approaches to collecting and analyzing data, including field data collection, visual data analysis, and using data to understand trends or discover underlying issues.	Laboratory and experiential learning	Complete lab activity
Apply scientific and traditional ecological knowledge toward positive solutions to the impacts of climate change while respecting tribal values and strengthening community ties.	Reading, field studies, personal observations, interviews	Complete lab project
8. Describe the global carbon cycle and the role of CO ₂ in creating 'a greenhouse effect' including the recent (100 year) changes in the composition of the atmosphere and its role in global warming.	Laboratory experiments	Write- up for laboratory assignment

C. Please list the NWIC outcomes and course outcomes from above on your syllabus.

D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.