



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	April 13, 2011
Course Number (e.g., ENGL 101)	NESC 360
Course Name (e.g., English Composition I)	Environmental Governance of Shared Resources
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Emma Norman, Joel Green, Ted Williams, Brian Compton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Brown, Jovana (2008) <i>It's in Our Treaty: The Right to Whale</i> http://www.evergreen.edu/tribal/cases/collection/environmentalstudies.htm
	Hardin, Garrett (1968) "The tragedy of the commons" <i>Science</i> 3859 pp. 1243-1248

	<i>Harris, D. C. (2008), The Boldt Decision in Canada: Aboriginal Treaty Rights to Fish on the Pacific, in The Power of Promises: Rethinking Indian Treaties in the Pacific Northwest, edited by A. Harmon, University of Washington Press, Seattle</i>
	Nadasdy, Paul (2004) <i>Hunters and Bureaucrats: Power, Knowledge, and Aboriginal-State Relations in the Southwest Yukon.</i> Vancouver: UBC Press.
	Nettheim, Garth, Donna Craig, Gary D. Meyers (2003) <i>Indigenous Peoples and Governance Structures.</i> Aboriginal Studies Press. Canberra.
	Norman, E. S., and K. Bakker (2009), <i>Transgressing Scales: Transboundary Water Governance across the Canada –U.S. Border</i> <i>Annals of the Association of American Geographers</i> , 99(1), 99 – 117.
	Northwest Indian Fisheries Commission (2010) <i>The Tribal Salmon Restoration Plan</i>
	Pacific Fishery Management Council (2011) http://www.pcouncil.org/
	Pinkerton, E. (1989), <i>Co-operative management of local fisheries: new directions for improved management and community development,</i> University of British Columbia Press, Vancouver.
	Sabatier, Paul A., Chris Weible, and Jared Ficker (2005). Eras of water management in the United States: implications for collaborative watershed approaches (Chapter2). <i>Swimming Upstream: Collaborative Approaches to Watershed Management.</i> Cambridge, MA: The MIT Press.
	Singleton, S. (2000), Co-operation or capture? The paradox of co-management and community participation in natural resource management and environmental policy-making. <i>Environmental Politics</i> , 9(2), 1-21.
	Singleton, S. (2002), Collaborative environmental planning in the American West: The good, the bad and the ugly, <i>Environmental Politics</i> , 11(3), 54-75.
	Stumpff, Linda Moon (2011) <i>Back to the Bison: The Confederated Salish & Kootenai Tribes and the National Bison Range</i>

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)
<p><u>Written communication skills:</u> Students will be able to... write standard English.</p> <ul style="list-style-type: none"> write in a variety of text forms using various credible sources 	<p>Weekly writing assignments, terms paper, pair-and-share editing of each other's papers.</p>	<p>Weekly reflection papers, Term Paper</p>
<p><u>Reading skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> comprehend readings. extend their own vocabulary through reading 	<p>Weekly writing assignments based on critical analysis of reading material. Group discussion on readings and leading class discussion (preparing handouts).</p>	<p>Discussion, Leading Seminar, Weekly reflection papers, Term Paper</p>
<p><u>Oral communication skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> apply effective presentation skills. apply interpersonal communication skills 	<p>Participation in weekly group discussion, leading class discussion; final presentation</p>	<p>Final Oral Presentation based on term paper, Weekly discussions</p>

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)
<p>Students will be able to describe the role of potential and existing partners or agencies that engage in co-management of shared resources at various jurisdictional scales.</p>	<p>Reading assignments, case studies, lectures, role play</p>	<p>discussion, leading seminar, weekly reflection papers, term paper</p>
<p>Students will be to articulate the links between self-governance, natural resource management and self-determination.</p>	<p>Reading assignments, case studies, group discussions, and lectures</p>	<p>discussion, leading seminar, weekly reflection papers, term paper</p>
<p>Students will be able to describe how the “tragedy of the commons” theory applies to natural resources in their region.</p>	<p>Reading assignments, lectures, case studies and group activity</p>	<p>discussion, leading seminar, weekly reflection papers, term paper</p>

Students will be able to analyze existing governance models, including comparison of the key components and the strengths and weaknesses of each model.	Readings, group discussion, role play exercise, and leading class discussion	discussion, leading seminar, weekly reflection papers, term paper
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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.