



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	June 10, 2014
Course Number (e.g., ENGL 101)	POLS 225
Course Name (e.g., English Composition I)	History of Federal Indian Policy
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Steve Pavlik
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>The Great Father: The United States Government and the American Indian</i> (Abridged edition: 1986) by Francis Paul Prucha. ISBN 0-8032-8712-7.

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**).

institutional outcome	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)
A student will be able to ... exhibit a sense of place	Lecture, discussion, papers	Summary papers, exams
demonstrate knowledge of what it means to be a people.	Lecture, discussion, papers	Summary papers, exams

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)

Evaluate how the concepts of “discovery” and “conquest” - as articulated in <i>Johnson v. McIntosh</i> - served to influence the development of Federal Indian American policy and law.	Lecture, discussion, papers	Summary papers, exams
Critique how the concept of “paternalism” shaped the formation of early federal Indian policy in the United States.	Lecture, discussion, papers	Summary papers, exams
Evaluate two periods in federal Indian policy that were designed to destroy tribalism and advance the idea of assimilation.	Lecture, discussion, papers	Summary papers, exams
Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.	Lecture, discussion, papers	Summary papers, exams
List several socio-economic and political trends that have served to influence federal court decisions and shape the evolution of federal Indian policy.	Lecture, discussion, papers	Summary papers, exams

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.