



## 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").

<b>Last date this form was updated or edited</b>	3-5-12
<b>Course Number (e.g., ENGL 101)</b>	POLS 350
<b>Course Name (e.g., English Composition I)</b>	Native Governments and Politics
<b>List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)</b>	Lexie Tom Dr. David Wilkins
<b>List the main textbooks, readings or other resources used in this course (including title, year and publisher)</b>	American Indians, American Justice. Vine Deloria Jr. & Clifford Lytle
	The Rights of Indians and Tribes: The Authoritative ACLU Guide to Indian and Tribal Rights. Stephan Pevar
	<i>Miriam Jorgensen, (ed) (2007). Rebuilding Native Nations: Strategies for Governance and Development. University of Arizona Press: Tucson AZ.</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)

**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)
Snepeneq – Leadership Knowledge  Examine acquired rights through the study of treaties and the function of Tribal Governments.	Participate in class discussions and read course texts.	Students will write weekly reflection papers. Students will complete a written research project about tribal government and/or colonialism.
Schelengen – World View  Examine common characteristics of colonialism and dependency.	Participate in class discussions, read course texts.	Students will write weekly reflection papers. Students will complete a written research project about the topic of tribal government and/or colonialism.
Examine Native governments and politics from traditional to modern times, and how the IRA of 1934 impacted Tribal Government.	Participate in class discussions and read course texts.	Students will research and give a power point presentation that describes the topic of Native Governments.

**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.**