



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	Aug. 29, 2008
Course Number (e.g., ENGL 101)	POLS 319
Course Name (e.g., English Composition I)	From the Beginning of Time: Native American Fishing Rights
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Sharon Kinley, Ted Williams, Brian Compton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Readings provided by the 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)
Cultural: Sense of place and what it means to be a people	Group activity	Student presentations
Oral Communication: 3a. Apply effective presentation skills	Group activity	Class presentations
Written Communication: 2a. Write Standard English	Students will write papers	Student presentations

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)
Write a reflective paper that names at least 1 inherent right belonging to their family	Listen to the guest speaker/elders Read the testimonies from the Bolt Decision	Review of the reflective paper for grading
Describe and demonstrate what it means to “negotiate”	Group exercises Role Play Readings	In class presentations
Explain the “reserve rights” contained in the Pt. Elliot Treaty	Readings Group discussions	In class presentations
Describe a viable ecosystem	Field trip to Arlecho Creek readings	Written report In class presentation

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.