

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:

1. 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.
2. 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.
3. 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”).

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| **Last date this form was updated or edited** | XX |
| **Course Number (e.g., ENGL 101)** | TVRS 306 |
| **Course Name (e.g., English Composition I)** | Tribal Vocational Rehabilitation Foundations: Effective Communication with Business and Job-Search Skills |
| **List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)** | Richard Corbridge, Carleen Anderson, Kathy West-Evans, August Martin, Laura Maudsley, Elizabeth Boland |
| **List the main textbooks, readings or other resources used in this course (including title, year and publisher)** | Title 34 CFR Part 371: Vocational Rehabilitation Service Projects for American Indians with Disabilities and Title 34 CFR Part 361: State Vocational Rehabilitation Services Program |
| Miscellaneous readings related to course topics |
| Bissonnette, D. (1994). Beyond traditional job development: The art of creating opportunity. Milt Wright & Associates. |
| Szymanski. E. M., & Parker, R. M. (Eds.) (2010). Work and disability (3rd ed.). Austin, TX: Pro-Ed. |

**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**).

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| **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)** |
| Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives, including indigenous theory and methods. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Exhibit a sense of place. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based 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**).

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| **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)** |
| Describe how rehabilitation, culture and employment are linked in TVR. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; quiz |
| Describe the relationship between eligibility determination and employment options. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; quiz; place-based project |
| Describe the purposes of a trial work plan for an individual with a significant disability. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Describe the expectations of an employer when using real work settings. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; quiz; place-based project |
| Describe the situation when it is necessary to discuss reasonable accommodations and assistive technology with an employer. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; quiz; place-based project |
| Identify when it is necessary to consider supporting a client interested in self-employment. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Describe the pros and cons of using CRPs for client vocational assessment. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board |
| Describe when it is time to assist a client in preparing a job resume. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Summarize the requirements for providing post-employment services. | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |

**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.**