# Syllabus Guide for Capstone Courses

**College**

**Department/ Academic Unit**

**Course prefix, Section number and Title**

**Term/ Year**

**Total Units of Course Credit:**

**Course Pre-requisite(s), Co-requisite(s), Co-convened, and/or Cross-Listed Courses:**

**Mode of Instruction:** *Identifies whether the class is face-to-face, online, blended.*

**Instructor’s Name**

**Instructor’s Contact Information:** *Office Phone; E-mail; Skype address, etc.*

**Instructor’s Availability**: *Includes such elements as office address, office hours, and/or online availability, times the instructor is typically online or may be reached by phone, amount of time within which the instructor will respond to e-mails, etc.*

**Course Purpose:** *Provide a well-articulated description of how this course addresses the following aspects:*

1. *A specific description of how this course provides a culminating experience within the major, wherein students inquire, synthesize, apply, or work in ways that prepare them for a productive future. Consider answering such questions as:*
   1. *What is a culminating experience is in this major?*
   2. *How will students inquire, synthesize, apply, or work in ways that prepare them for a productive future?*
2. *A specific description of how this course addresses at least one of the following Distribution Blocks:*
   1. *Aesthetic & Humanistic Inquiry- the purpose of which is to explore: the relationship between context and human creative expression, major conceptual frameworks utilized to make sense of the creative arts, how human experience and values are expressed through creative endeavors, and/or the multiple facets of the human condition.*
   2. *Cultural Understanding-the purpose of which is to: explore analytic frameworks that facilitate awareness of how cultures vary and shape human experience, develop an appreciation for the unique features and perspectives of varied cultural traditions, develop greater familiarity with different cultures of the world, and/ or experience diverse cultures.*
   3. *Science & Applied Science-the purpose of which is to explore: important theories, concepts, and taxonomies that are central to scientific disciplines, the application of scientific knowledge and technologies to problem solving, the impact of technology on the human condition and the natural world, the basis and limits of contemporary scientific knowledge, and/or students’ abilities to apply the scientific method to understand a variety of physical and biological phenomena.*
   4. *Social & Political Worlds-the purpose of which is to explore: patterns that characterize the history of human communities, including their relationship to their ecological context, relationships between the psychological, social, cultural and political components of human communities, dynamics of human behavior in varied contexts, and the major dimensions of variation in human experience, systematic components and dynamics of contemporary human societies and/or relationships between human societies in the global community, and/or different empirical and theoretical strategies are employed to study human behavior and social, political, and cultural systems*
3. *A specific description of how this course addresses at least two of the Liberal Studies Essential Skills:*
   1. *Critical Thinking: Critical Thinking includes the skills--particularly as applied to one's own work--of articulating the meaning of statement, judging the truth of a statement while keeping in mind possible biases, and determining whether a conclusion is warranted by the evidence provided.*
   2. *Creative & Aesthetic Thinking: Creative or Aesthetic Thinking includes the skills of (1) artistic expression characteristic of the works of the fine, performing and literary arts, (2) analyzing and interpreting works of the artistic expression in systematic detail, or (3) processes of generating and evaluating innovative approaches to problem solving regardless of discipline.*
   3. *Effective Writing: Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.*
   4. *Effective Oral Communication: Effective oral communication influences, informs, and/or connects with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience.*
   5. *Quantitative Reasoning: Quantitative reasoning is the application of numerical, visual or symbolic reasoning for the purposes of drawing inferences, understanding phenomena or making predictions.*
   6. *Scientific Inquiry: Scientific inquiry includes the skills of formulating hypotheses on the basis of observations, obtaining and analyzing data to test (i.e., refute or confirm) hypotheses, and explaining phenomena by means of accepted principle, theories or laws.*

**Course Student Learning Outcomes:** *Defines the scope (breadth and depth) of what students will have learned, practiced, or be able to demonstrate upon completion of the course.*

*Develop learning outcomes that address each of the following:*

1. *The course’s culmination of student learning in the major (this might even include degree program student learning outcomes),*
2. *The Distribution Block you selected. The following link contains examples of learning outcomes for each of the Distribution Blocks:* [*http://nau.edu/Provost/Curriculum-and-Assessment/Liberal-Studies-Committee/Program-Purpose*](http://nau.edu/Provost/Curriculum-and-Assessment/Liberal-Studies-Committee/Program-Purpose)
3. *The Essential Skills identified in the Course Purpose.*

**Assignments/ Assessments of Course Student Learning Outcomes:** *Articulates key assignments/ assessments that will be used to provide clear indications of student achievement of course learning outcomes, and provides a summary of the purpose and description of the assignments/ assessments.*

*Ensure the assignments assess student learning in the:*

1. *All of the culminating content and skill outcomes addressed in the course,*
2. *Outcomes for the Distribution Block selected, AND*
3. *The Essential Skill selected for the course.*

*Note that assignments frequently contain overlapping outcomes (a single assignment may cover several of the outcomes in the course).*

**Grading System:** *Includes such elements as how points or percentages are allocated to each assignment/ assessment, points or percentages necessary to achieve each letter grade, etc.*

**Readings and Materials** *Lists such elements as books, readings, musical manuscripts or recordings, access to software requirements, and other such materials required for the course.*

**Class Outline or Tentative Schedule** *Includes such elements as expectations regarding the class schedule, when assignments, readings, materials, etc., need to be completed, as well as any expectations about completing work or lab or field trip requirements across the term within which the section is taught.*

**Class Policies**: *Identifies and describes class policies, including the makeup of missed assessments, academic integrity, attendance, etc.*

**University Policies**: *Approved University Policy Statements copied and pasted in the syllabus and/or provided via URL.*