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# Course Review Matrix for Senior Capstone Courses

|  |  |
| --- | --- |
| Course Number & Title:  Click or tap here to enter text. | Reviewed by:  Click or tap here to enter text. |

**A. Course Attributes:**

Minimum of 3 units of “C” credit in one course, or in combination with other required “C” courses

A 400-level course

**B. Course Purpose**

Is this a “Topics” Course? Yes  No

For a “Topics” Course, ONLY the Liberal Studies-related section of the Course Purpose must be identical across all iterations of the Course Syllabus when taught. *Other aspects of the Purpose may be changed according to the topic.* Have common elements of the course purpose (to be included in every version of the capstone course) been highlighted?

Click or tap here to enter text.

B.1. Does the **course purpose** describe to students 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?

Yes  No

If not, what aspects of the culminating experience need to be better addressed?

Click or tap here to enter text.

B.2. Does the **course purpose** specify that this course integrates at least **two of the Liberal Studies Essential Skills** into the culminating experience, or into an additional learning outcome and assignment?

* Critical Thinking
* Effective Writing
* Effective Oral Communication
* Quantitative Reasoning
* Scientific Inquiry
* Creative & Aesthetic Thinking

Yes  No

If not, which essential skill needs to be better addressed and how?

Click or tap here to enter text.

B.3. Does the **course purpose** specify that this course integrates at least **one of the Liberal Studies Distribution Blocks** into the culminating experience, or into an additional learning outcome and assignment?

* Aesthetic & Humanistic Inquiry
* Cultural Understanding
* Science & Applied Science
* Social & Political Worlds

Yes  No

If not, how does the Distribution Block need to be better addressed?

Click or tap here to enter text.

**Other comments about the course purpose:**

Click or tap here to enter text.

**C. Course Learning Outcomes:**

Is this a “Topics” Course? Yes  No

For a “Topics” Course, ONLY the Liberal Studies-related section of the Course Learning Outcomes must be identical across all iterations of the Course Syllabus when taught. *Other aspects of the Course Learning Outcomes may be added or subtracted according to the topic.* Have common elements of the course learning outcomes (to be included in every version of the capstone course) been highlighted?

Click or tap here to enter text.

C. 1. Does the syllabus describe to students how the **course learning outcomes** **align** **with the course purpose** and description of the culminating experience?

Yes  No

If not, what needs to be incorporated to better articulate the learning outcomes associated with the culminating experience?

Click or tap here to enter text.

C.2. Do the **course learning outcomes** include outcomes for at least **two Essential Skills**? Do those outcomes align with the Essential Skill descriptions? (Go to <http://tinyurl.com/j6nhber> for list of definitions.)

Yes  No

If not, what needs to be incorporated to better articulate the learning outcomes associated with the Essential Skills?

Click or tap here to enter text.

C.3. Do the **course learning outcomes** include outcomes for at least **one Distribution Block**? Do these outcomes align with the purpose and example learning outcomes of the Distribution Block? (Go to <http://tinyurl.com/j6nhber> for information on outcomes).

Yes  No

If not, what needs to be incorporated to better articulate the course learning outcomes associated with the Distribution Block?

Click or tap here to enter text.

**Other comments about the learning outcomes:**

Click or tap here to enter text.

**D. Assignments/Assessment of Course Student Learning Outcomes:**

D.1. Do the **assignments/assessments** clearly align with the **culminating experience** within the major, wherein students inquire, synthesize, apply, or work in ways that prepare them for a productive future (such as: research paper, thesis, report, presentation; exhibit, portfolio, performance; service learning project, internship; practice in the field: student teaching, working with patients, designing work for clients, etc.)? Are the assessment/assignments substantive, significant components of the course grade?

Yes  Specify where in this syllabus this substantive alignment is evidenced:

Click or tap here to enter text.

No  If not, what aspects of the culminating experience need to be better addressed in the assignments?

Click or tap here to enter text.

D.2. Is it clear how the **assignments/assessments** align with or integrate the Liberal Studies descriptions of the **Essential Skills**?

Yes  Specify where in this syllabus this alignment is evidenced:

Click or tap here to enter text.

No  If not, what aspects of the Essential Skill in the assignments need to be addressed:

Click or tap here to enter text.

D.3. Is it clear how elements from the **assignments/assessments** align with or integrate outcomes from at least one **Distribution Block**?

Yes  Specify where in this syllabus this alignment is evidenced:

Click or tap here to enter text.

No  If not, what aspects of the Distribution Block in the assignments need to be addressed:

Click or tap here to enter text.

**Other comments about the assignments**:

Click or tap here to enter text.