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# Course Proposal: Review Form

*Before beginning, go to* [*http://nau.edu/Provost/Curriculum-and-Assessment/College-Curriculum-and-Assessment-Committees/Timelines-and-Agendas/*](http://nau.edu/Provost/Curriculum-and-Assessment/College-Curriculum-and-Assessment-Committees/Timelines-and-Agendas/) *, and click on your college’s next meeting date to obtain the materials to review for this course.*

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| Read 1, 2, 3, 4 of Course Form.Course Prefix, Number & Title (from form): Click or tap here to enter text. |
| Justification: Question 5 of Course Forms |
| 5a. Identify each of the following reasons provided in the proposer’s justification for the course:  Improvements to the course or program (aligning curriculum to new or current curriculum standards or expectations, improving degree program progression, integration of learning from one course to another),  Requirements or recommendations set forth by the program’s Academic Program Review or Specialized  Accreditation (addressing improvements based on input from external reviewers, industry trends, new or changing governmental regulations or external accreditation requirements),  Academic unit goals identified in a unit’s Annual Curriculum & Assessment Reports,  Evidence and assessment findings (assessments of student learning, needs assessments, student or employer surveys, comparisons to other programs in the field), and/or  Other important aspects of the academic unit and student learning not identified above.  5b. Does the justification adequately explain the reasons for developing a new course or changing an existing course?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text. |
| **Syllabus of Record: Review the Syllabus** |
| Course Purpose |
| CP1. Does the course purpose adequately summarize the content studied, the skills developed, and/or the learning experiences provided.  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  CP2. Does the course purpose adequately describe the role the course plays in the academic programs it serves?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  Comments:  Click or tap here to enter text. |
| Course Learning Outcomes |
| LO1. Are the course learning outcomes explicit enough to be assessed, measured, or observed?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  LO2. Are the course learning outcomes learning-centered?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  LO3. Are the course’s learning outcomes aligned with the course purpose?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  LO4. Are the course learning outcomes appropriate for the position of the course within the curriculum, and/or the level of the course, such as 100-level, 500-level?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  Comments:  Click or tap here to enter text. |
| **Assignments/ Assessments** |
| A1. Are all of the outcomes addressed by the assignments/ assessments?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  A2. As a whole, do the assignments/ assessments align with the outcomes? For example, is there an adequate explanation of the purpose of the assignments/assessments and their connection to learning?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  Comments:  Click or tap here to enter text. |

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| Complete the following ONLY for Co-convened Courses |
| CC1. Are the intended course learning outcomes differentiated between undergraduate and graduate study?   * Graduate outcomes contain language that indicates a higher degree of rigor for the graduate experience and specifics that indicate a greater intellectual engagement (provide greater depth, breadth, higher levels of learning and impact, etc.) as compared to undergraduate outcomes. * Undergraduate outcomes clearly identify discipline-specific approaches to analysis, evaluation, synthesis and application; new understanding and comprehension tends to be gained through active learning and experiences of content knowledge in the field.   Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  CC2. Are the assignments/ assessment within the course differentiated between undergraduate and graduate study?   * Graduate assignments provide higher levels of learning and impact, with more complex, nuanced, and advanced application of concepts as compared to undergraduate assignments. Assessments indicate an assumption of an advanced application of skills to achieve outcomes (i.e. graduate-level writing, oral skills, analysis, etc.). * Grading systems for graduate assignments/ assessments reflect higher levels of rigor as compared to undergraduate assignments/ assessments.   Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  CC3. Are the readings/ materials within the course differentiated between undergraduate and graduate study, such that the types and quantity of graduate reading materials provide greater depth, breadth, higher levels of learning and impact, etc. as compared to undergraduate readings/ materials?  Yes  Needs Improvement  No  If not, or if it needs improvement, explain why:  Click or tap here to enter text.  Comments:  Click or tap here to enter text. |
| Comments concerning other sections of the Course Proposal or Syllabus If you have comments or corrections that you would like to recommend for other sections of the Course Proposal Form, please (a) identify the section you are addressing—otherwise we can’t identify what you want to change, and (b) state the changes you are recommending.  *For example:*  *Section 2: There is a typo in the second paragraph, third line. “****This thesis-oriented plan allows****…” rather than “This thesis oriented plan allows…”* |