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# Science & Applied Science Course Review Form

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

**A. Course Purpose**

A.1. Does the course purpose provide a well-articulated description of how this course addresses at least one of the following descriptors of the Science & Applied Science Distribution Block (through the content that is studied, the skills developed, learning experiences, etc.)?

* 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, and/or
* the basis and limits of contemporary scientific knowledge

Yes [ ]  No [ ]

If no, what aspect of the Distribution Block needs to be better addressed?

Click or tap here to enter text.

A.2. Does the course purpose provide a well-articulated description of how this course addresses at least one of the following Essential Skills?

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

Yes [ ]  No [ ]

If no, which essential skill needs to be better addressed?

Click or tap here to enter text.

Other comments about the course description (or course purpose):

Click or tap here to enter text.

**B. Intended Course Student Learning Outcomes:**

B. 1. Do the intended course student learning outcomes align with the Distribution Block’s description?

Yes [ ]  No [ ]

If no, what needs to be incorporated to better articulate the learning outcomes associated with the Distribution Block?

Click or tap here to enter text.

B.2. Do the learning outcomes for the essential skills align with the Essential Skill descriptions?

* 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.
* 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.
* 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.
* 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.
* Quantitative Reasoning: Quantitative reasoning is the application of numerical, visual or symbolic reasoning for the purposes of drawing inferences, understanding phenomena or making predictions.
* 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.

Yes [ ]  No [ ]

If no, what needs to be incorporated to better articulate the learning outcomes associated with the Essential Skill?

Click or tap here to enter text.

Other comments about the learning outcomes:

Click or tap here to enter text.

**C. Assignments/ Assessment of Intended Course Student Learning Outcomes:**

C.1.a. As a whole, do the assignments/ assessments align with the Distribution Block Learning Outcomes?

Yes [ ]  No [ ]

If no, aspects of the Distribution Block that need to be better addressed in the assignments:

Click or tap here to enter text.

C.1.b. For the assignments that are used to address the Distribution Block’s Learning Outcomes: Is there a clear description of the reason for the assignment’s inclusion in the course and what the student should get out of completing it that aligns with the Distribution Block?

Yes [ ]  No [ ]

If yes, location in syllabus and brief identification:

Click or tap here to enter text.

If no, aspects in the assignment’s rationale that need addressing:

Click or tap here to enter text.

C.2.a. As a whole, do the assignments/ assessments align with the Essential Skill Learning Outcomes?

Yes [ ]  No [ ]

If no, aspects of the Essential Skill in the assignments that need addressing:

Click or tap here to enter text.

C.2.b. For the assignments that are used to address the Essential Skill Learning Outcomes: Is there a clear description of the reason for the assignment’s inclusion in the course and what the student should get out of completing it that aligns with the Essential Skills?

Yes [ ]  No [ ]

If yes, location in syllabus and brief identification:

Click or tap here to enter text.

If no, please address the following aspects in the assignment’s rationale:

Click or tap here to enter text.

Other comments about the assignments:

Click or tap here to enter text.