# Course Review Form for the Refresh of Senior Capstone Courses: AY 2015-16

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| Course Number & Title: | Reviewed by: |

**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?

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?

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?

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?

**Other comments about the course purpose:**

**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?

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?

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?

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?

**Other comments about the learning outcomes:**

**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:

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

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:

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

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:

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

**Other comments about the assignments**: