

## Capstone Modifications

Use this form when making changes to a pre-existing Capstone course, regardless of the extent of the modifications. If splitting a Capstone into separate courses, use the New Capstone proposal form for the additional course(s).

Pre-existing information about the course should *first be imported* from the catalog before modifications are made. See the Curriculog form or Canvas training course for detailed instructions on importing catalog data.

Field Name	Field Description/Help Text
Division	Division that "owns" the course.
Prefix	Subject code for the course.
Course Number	Three-digit number for the course.
Course Title	The full name of the course.
Transcript Title	The short version of the title. Max characters = 29
Summary List of Changes	Provide a point-by-point <b>list</b> of proposed changes so that reader attention is directed to the relevant fields in the proposal.
Credits	Number of credits students will earn from completing the course.
Faculty Load	Number of credits for faculty load, which may be different from the number of course credits (labs, internships, capstone, etc.)
Course Type	Categorize course as elective or required in the program, general elective, or as part of the general education Core.
Catalog Description	Follow the Course Description Guide for writing a course description. Use student-centered language; 50-80 words.
Prerequisites	The requirements that students must meet in order to enroll in the course. Indicate "none" if there are no prerequisites.
Effective Semester	Year and term (spring, summer, fall) when changes will go into effect.
Semester(s) Offered	Choose from menu – Fall, Spring, Summer
Instructional Method	Choose the course delivery method
Classroom Facilities	Describe the type of classroom necessary for this course (e.g. traditional, computer lab, science lab, flexible, etc.). Note: Available space permitting.
Course Capacity	Give standard course capacity unless there is a pedagogical reason to set a lower cap.
Rationale	Describe the basis and context for the proposal to help the reader understand how this curriculum supports improved outcomes for students.
Rationale for how changes support Capstone learning outcomes	Address each of these four areas in turn: conceptualization, integration, application, transition. Include how Core was involved in the revision process.
Course Learning Outcomes	Provide a <b>numbered list</b> of the expected learning outcomes for the course. For Capstone courses, include a list of the 4 Capstone outcomes and how the course addresses these in turn.
Program Learning Outcomes	From the menu, choose <b>ONLY</b> the program learning outcomes that are met by this course.
Topical Outline	Provide a general list of key topics that constitute the course and are required to ensure that the content aligns with learning outcomes.
Major Methods of Assessment	A description (in general terms) of the types of activities, performances or works (or better yet, their defining characteristics) that must be part of the course so that the instructor will know how well students are meeting the desired course (and related program- and college-level) learning outcomes.
College Competencies	Rank the degree to which each College Competency is aligned with this course and to which students are expected to practice and receive feedback (or demonstrate mastery) in this course.
Technology Requirements	Description of any new technology (hardware & software) needed to conduct this course. Indicate "none" if no additional technology is needed.
Library Information Requirements	Originators should list any specific resources needed to support the course. During the Collaboration phase, the Librarian will edit the field to identify currently available resources and plans for additional acquisitions.
Impact on Other Programs	After running an impact report, describe how changes will affect other programs (e.g. prerequisites, opportunity for elective, etc.). If no impact, type "none."

## CAPSTONE COURSE MODIFICATION

