Curriculum Development Form — Modify an Existing Course

Course Designator, Number, Title and Number of Credits (i.e. ACCT 1800, Business Law, 3 cr)
Associate of Arts Capstone - CAP 250

Date of Proposal: 4/5/18

Author: Kurt Dershem

Course Contact: kurt.dershem@southcentral.edu

Grading Method: □ Grade □ Pass/Fail

Scheduling: □ Fall □ Spring □ Summer □ Alternate Years □ Variable □ On Demand

Is this proposed course a Liberal Arts and Sciences course? □ Yes □ No

If yes, which MnTC area(s) will it fulfill (http://mncf-transfer.org)?

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10

The course is being: □ Modified □ Deleted (complete Intention Form and obtain signatures)

Describe the modification: Revising course and the rationale: Fit with new assessment process, increase value for students

Is this course a requirement/elective for a specific program or programs? □ Yes □ No

If yes, which program(s)? Associate of Arts — DARS search

What impact will this modified course have on other program(s)? None

Attach additional paperwork if necessary

As Faculty Developer, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

Prior to Preparing Documentation
□ Initiation — idea was submitted to Department Chair(s) and Academic Dean/Director for discussion and support
□ Completed Intention Form

Continue the Curriculum Development Process
□ COPY of existing CCO was used to make changes
□ Double-checked:
  □ concise 2-3 sentence course description
  □ course name
  □ lecture/lab credits and hour breakdown
  □ course prefix and number
  □ prerequisites
  □ MnTC goal area — LAS courses
□ Completed MnTC Goal Area Cross-walk within WIDS (for LAS MnTC courses only)
□ Verified measurable course competencies and learning objectives
□ Considered potential opportunities and impacts of the change on other programs/departments — DARS Search
□ Proofread documentation for correct content and proper structure on CCOs based on SCC example
□ Proofread documentation for grammatical and typographical errors

If change in class maximum, Class Maximum Request Form completed (upload signed form in WIDS)

Faculty Developer Signature 4/13/18

As Primary Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

□ Documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)
□ Proofread documentation for correct content and proper structure on CCOs based on SCC example
□ Proofread documentation for grammatical and typographical errors
□ I support this course □ I do not support this course — please provide reason(s):

Primary Department Chair Signature 4/13/18

Modify an Existing Course Form — 9/27/16 — Page 1
For LAS (MnTC courses) — As a LAS Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

☐ LAS course (specifically MnTC courses), documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

☐ I support this course  ☐ I do not support this course — please provide reason(s):

Mark Friedman  4/13/18

LAS Department Chair Signature  Date

☐ I support this course  ☐ I do not support this course — please provide reason(s):

Shawn Schonen  4/17/18

LAS Department Chair Signature  Date

Χ I support this course  ☐ I do not support this course — please provide reason(s):

Tracy Murphy  4/18/18

LAS Department Chair Signature  Date

If all 4 LAS Department Chairs do not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

As Academic Dean/Director, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

☐ Identified potential opportunities and impacts of the change on other programs/departments — DARS search

☐ Reviewed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)

☐ MnTC Goal Area is appropriate based on MnSCU guidelines — Transfer Specialist consulted

☐ Verified credentials for faculty teaching the course

If change in class maximum, Class Maximum Request Form completed (upload signed form in WIDS)

☐ I support this course  ☐ I do not support this course — please provide reason(s):

☐ I support this course  ☐ I do not support this course — please provide reason(s):

Academic Dean/Director Signature  Date

If Academic Dean/Director does not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

Upload this signed form as a PDF to WIDS Shared Document folder — Curriculum Committee.

Following Curriculum Committee support, this form is completed with final signatures:

Mali AHBaker  5/4/2018

Curriculum Committee Chair Signature  Date

Barb Embocher  5/4/2018

Vice President of Student and Academic Affairs Signature  Date
South Central College  
Course Linked Outcomes Matrices  

**CAP 250* Associate of Arts Capstone Class (Copy)**  

**Institutional Core Competencies/Competency Matrix**

<table>
<thead>
<tr>
<th></th>
<th>Reflect on past work and its connection</th>
<th>Construct an individualized portfolio or</th>
<th>Critically evaluate assigned readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**External Standards/Competency Matrix**

**MN Transfer Curriculum**

<table>
<thead>
<tr>
<th></th>
<th>Reflect on past work and its connection</th>
<th>Construct an individualized portfolio or</th>
<th>Critically evaluate assigned readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2: Critical Thinking - To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>