

UCC Tips for CAPC Chairs

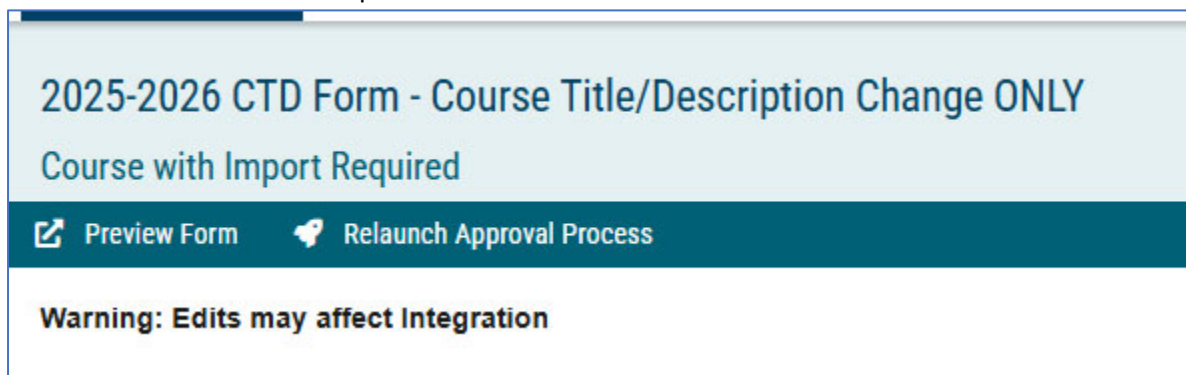
Role of CAPCs and UCC

- Curriculum proposals go through several levels of review because we need various perspectives of review to ensure rigorous and robust programs and courses.
- Reminder: Only CAPC **Chairs** will make formal comments and edits in Curriculog on behalf of the committee. Include any communication between CAPC and proposers in Curriculog that would be relevant or helpful to UCC's review.

Specific Curriculum Items to Consider During Review. UCC requests CAPCs pay attention to these items during their review:

NEW UPDATES (March 9)!

- **New template:** Course Title and/or Description Change (CTD Form)
 - May be used for making changes to the course title, abbreviated course title, and/or course description, instead of requiring the complete C-2 form.
 - To change any other aspect of the course or if you are making changes in addition to these three items, the C-2 form must be used.
 - Note: UCC has its own "Consent Calendar" where forms that don't require full discussion and review are placed—typically simple C-2 and D forms. What this means for UCC committee members is more "homework" to review them ahead of the meeting. But it does allow for these simple forms to get through in a timely manner. Feel free to contact current UCC chair, Lia Uy-Tioco (cuytioco@csusm.edu) for more information on how this works and facilitates quicker review of forms.



2025-2026 CTD Form - Course Title/Description Change ONLY

Course with Import Required

 Preview Form  Relaunch Approval Process

Warning: Edits may affect Integration

- **P-2s:** For changes to subprogram, a separate P-2s is needed for each subprogram, unless the changes are being made to a common core. Contact Academic Programs for further guidance.

SUBPROGRAMS:

If you are making changes to subprograms (Option, Concentration, etc.) you must submit a **separate P-2** for each subprogram (unless you are making changes only to a common core). Contact Academic Programs for further guidance.

- **P-2s:** Roadmaps and PSLO matrix should be aligned. If the roadmap changes, provide an updated PSLO matrix

4. PSLO Matrix (If roadmap has changed OR if you're changing the PSLOs, please upload PSLO matrix.)

Note: Roadmaps and PSLO Matrix should be aligned (e.g. courses taken at later semesters should not be introducing PSLOs)

PSLO Matrix Uploaded (If applicable.)



- **P-2s:** Field added for new courses associated with program changes

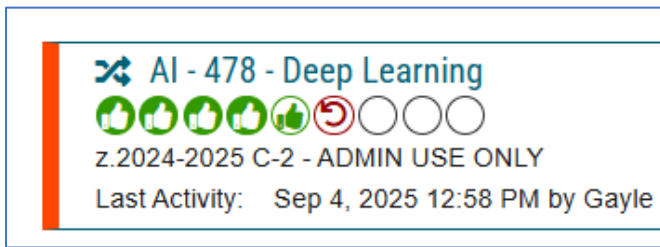
If your program change involves adding **NEW COURSES**, list those new courses here (Subject Code & Course Number). Otherwise type "N/A." (Please submit New Course proposal forms at the same time as this P-2.)*

NEW COURSE (C Form) PROPOSALS

- **Rationale** – ensure rationale/purpose is fully described and understandable to everyone reviewing the proposal, including those from another department and/or college.
- **Course Descriptions** – ensure descriptions are following standard catalog conventions. (Reference the [Guide for Course Descriptions](#))
- **SLOs** – Ensure outcomes are measurable, reference Bloom’s Taxonomy verbs. If SLOs are tied to accreditation, add a notation informing reviewers. Proposers can consult with Melissa Simnitt (Senior Strategic Specialist, Academic Programs) for assistance in developing SLOs.
- **Tentative Schedule** – ensure schedule includes week 16 with final exam or what will be done in lieu of final. If course is taught in a format other than a 16-week, include a statement informing reviewers and provide the appropriate tentative schedule.
- **Readings & Course Materials** – ensure required readings are identified (may alternatively be listed in the tentative schedule). If there is no textbook there should be a list of the readings (e.g., journal articles, book chapters, etc.).
- **Assignments & Grading Scheme** –Ensure assignments and grading scheme fields are aligned.
 - **Assignments** – typically a listing with short description of all course assignments and requirements (e.g., attendance, participation, quizzes, exams, reflection papers, group assignments, etc.)
 - **Grading scheme** – listing of assignments with corresponding points or percentages. If points do not equal 100 or 1000, ensure that a table with what is an A, B, C, D, F grades is present. For example, if the course has 350 points, what are the point ranges for A, B, C, D, F grades?
- **Writing Requirement** – ensure writing requirement field lists which assignment(s) are being used to meet the requirement with specific word counts.
- **Relevant Files Uploaded** –
 - Marked-up **program** catalog copy, if applicable
 - Department acknowledgment memos, if applicable

- **For cross-listed courses**, ensure cross-listing function is used so changes will be reflected on all cross-listed courses. Refer proposers to AP for assistance.

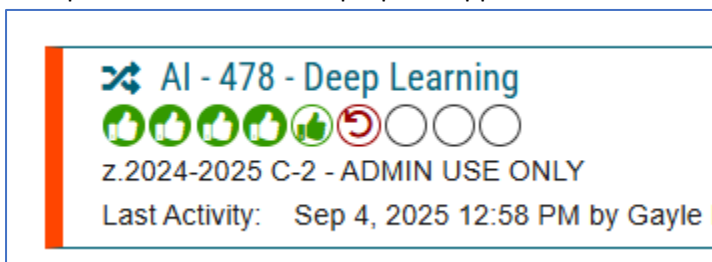
Example of how cross-listed proposal appears:



COURSE CHANGE (C-2 Form) PROPOSALS

- **Course Descriptions** – ensure descriptions are following standard catalog conventions. If not, the course description will need to be updated as well, even if the course description is not the primary reason for C-2. If course descriptions are related to accreditation, add a notation to either the rationale or in the comments informing reviewers.
 - The Curriculum Specialist may take this opportunity to update out-of-date course descriptions and make minor edits to follow standard catalog language, even though that item is not checked in the Types of Changes field. A notation will be entered on the Discussion tab, and the proposer will be notified of this minor edit. This action will facilitate the proposal's progress through UCC.
- **Relevant Files Uploaded** –
 - Marked-up **program** catalog copy, if applicable
 - Department acknowledgment memos, if applicable
 - Revised syllabus, if applicable (e.g. unit change, SLOs, addition/removal of course component (e.g., service learning or required lab))
- **For cross-listed courses**, ensure cross-listing function is used so changes will be reflected on all cross-listed courses. Refer proposers to AP for assistance.

Example of how cross-listed proposal appears:



PROGRAM CHANGE (P-2 Form) PROPOSALS

- **Relevant Files Uploaded** –
 - Marked-up program catalog copy
 - Summary of Purpose: ensure rationale/purpose is understandable to everyone reviewing the proposal, including those from another department or college
 - Department acknowledgment memos, if applicable.
 - Road maps if applicable

NEW PROGRAM (P Form, Subprogram Form, or New Minor Form) PROPOSALS

- **Catalog Descriptions for New Programs** – the field should include the full catalog information as it will appear in the catalog including description, courses, special conditions, unit count, etc.
- **PSLOs** – Ensure outcomes are measurable, reference Bloom’s Taxonomy verbs. If PSLOs are tied to accreditation, add a notation informing reviewers. Proposers can consult with Melissa Simnitt (Senior Strategic Specialist, Academic Programs) for assistance in developing PSLOs.
- **Subprograms: Options, Tracks, Concentrations** – if *major* changes are being made to courses of one Option/Track/Concentration, it might be necessary to see/look at all the Options/Tracks/Concentrations in the degree program to ensure that at least 50% of major remain shared by all.
- **New Minors** – ensure there is a budget sheet even when there seems to have no fiscal impact. BLP needs to see projected enrollments, etc. Pay attention to hidden prerequisites. Reference the [Graduation Policy](#) regarding unit count unique to Minors.

ADDITIONAL CONSIDERATIONS

- **Acknowledgement Memo** – if proposer has contacted a department but hasn’t received a response, make sure a copy of the email is uploaded. Email acknowledgement is acceptable! Acknowledgement Memos are not meant to hold up curriculum, so if this is all CAPC is waiting for, upload request from proposer then, go ahead and approve and send to next step. Academic Programs can upload for the proposer once they come in.
- **Impact Report** – sometimes the C or P form you are reviewing overlaps with another course or program, and this does not come up in an impact report. Try to be mindful of where there could be overlaps including other colleges.
 - For example, a C-form for MDIA 366 Mobile Media Cultures included an acknowledgement memo from Art, Media, & Design (AMD) Dept., but CHABSS CAPC requested one from Computer Science and Information System (CSIS) Dept. as well.
- **SLOs/PSLOs** – Ensure outcomes are measurable, reference Bloom’s Taxonomy verbs. If SLOs are tied to accreditation, add a notation informing reviewers. Proposers can consult with Melissa Simnitt (Senior Strategic Specialist, Academic Programs) for assistance in developing SLOs.

RELEVANT ACADEMIC YEAR ITEMS

Cal-GETC and P-2 Forms (AY 2024-25)

- Following the Oct 2nd Senate meeting and vote regarding Gen Ed/Cal-GETC, ensure all P-2s are maintaining 5 unassigned units for free electives until Senate approves a policy on lower division Gen Ed

RESOURCES

- [Course Classification System](#)
- [Guide for Writing Course Descriptions](#)
- [Guidelines for Writing Requirement for C forms](#)
- [How to submit changes to multiple courses \(BULK CHANGES\)](#)
- [Curriculum Implementation Timeline](#)

- [Learning Outcomes resources](#)
- [Guide to Cross-Listing Courses](#)
- **Domenica Pearl** – assistance with hidden prereqs, advising concerns, course order, etc.
- **Kasey Damerow** – PeopleSoft perspective, registration conditions
- **Contact Academic Programs if you have questions:**
 - **Rebecca Romine** – Curriculum technical support, course classification, cross-listing, proposals being withdrawn, change to proposal ownership, proposal help, etc.
 - **Gayle Feallock** – catalog-related support and program proposals