

CURRICULUM MANUAL AY2022-2023

**A GUIDE TO THE PROCEDURES USED
IN THE
CURRICULUM DEVELOPMENT AND REVISION PROCESSES
AT
GUAM COMMUNITY COLLEGE¹**

¹ This manual covers procedures for postsecondary, secondary, and continuing education processes at the College. It was rewritten and restructured in August 2017 to reflect the changes made in the GCC BOT-Faculty Union Local 6476 Agreement, 2017-2023.

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INTRODUCTION

This Curriculum Manual provides information on the curriculum development and revision processes at Guam Community College (GCC) for both instructional programs and courses. The manual provides access to the information necessary for curriculum review and approval, including applicable forms and resources.

The manual is designed to assist faculty, departments, and academic administrators of GCC in the development of new programs and courses and in the revision of existing programs and courses in compliance with the following ACCJC accreditation standards: I.B.2, I.B.5, II.A.3, II.A.16, I.C.1, I.C.4, II.A.11, II.A.12, II.A.16.

CURRICULUM REVIEW COMMITTEE

The committee responsible for overseeing the curricular development process as of Fall 2017, is the Curriculum Review Committee (henceforth to be called CRC), which replaces the Learning Outcomes Committee (LOC) that existed since 2012. This change was the result of the ratified contract, the Guam Community College Faculty Union 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees Agreement (2017 – 2023).

CHARGE

The CRC ensures and regulates, through quality control, an academically sound and comprehensive curriculum that reflects the mission of the College and is responsive to the evolving needs of the community. The Committee is comprised of academic administrators and faculty (including ad hoc relevant staff) in its efforts to guide and continually improve institutional and student learning outcomes at the College.

MISSION STATEMENT

The CRC ensures that the College's curricular offerings are academically sound, comprehensive, and responsive to the evolving needs of the community. It serves to guide and continually improve GCC's efforts to assist students to achieve success in their educational goals.

VISION STATEMENT

The CRC strives to prepare students to pursue high-quality educational opportunities in support of the needs of Guam and its workforce.

PHILOSOPHY

The CRC believes that a high-quality curriculum provides students with the academic foundation necessary to achieve career and life goals.

Curricular Processes

Program Approval Process

A program consists of a series of courses constituting the requirements for a bachelor's degree, an associate degree, certificate, industry certification, or diploma. This process assists authors in the phases involved in adding (concept and adoption), revising (substantive and non-substantive) or archiving a program. See the corresponding approval process section for a comprehensive description of the steps involved for each action.

| PROCESS | GOOGLE FORM REQUIRED |
|-------------------------|--|
| Adding a Program | |
| Concept | Program Concept Form |
| Adoption | Post-Secondary Program Curriculum Form Post-Secondary Certificate Form Secondary Program Curriculum Form |
| Revising a Program | |
| Substantive | Post-Secondary Program Curriculum Form Post-Secondary Certificate Form Secondary Program Curriculum Form |
| Non-substantive | Post-Secondary Program Curriculum Form Post-Secondary Certificate Form Secondary Program Curriculum Form |
| Archiving a Program | Archival Form |
| Reinstituting a Program | Post-Secondary Program Curriculum Form Post-Secondary Certificate Form Secondary Program Curriculum Form |

Course Approval Process

A course may be a component of a program or may “stand alone,” i.e. not be part of a program. This process assists authors with adding, revising (substantive and non-substantive) or archiving a course. Each section contains a comprehensive description of the steps involved for each action.

| PROCESS | GOOGLE FORM REQUIRED |
|----------------------------------|--|
| Adding a Course | |
| Adoption | Post-Secondary Course Adoption or Reinstitution Form Secondary Course Curriculum Form |
| Revising a Course | |
| Substantive | Post-Secondary Course Revision Form Secondary Course Curriculum Form |
| Non-substantive | Post-Secondary Course Revision Form Secondary Course Curriculum Form |
| Archiving a Course | Course Archival Form |
| Reinstituting an Archived Course | Post-Secondary Course Revision Form Secondary Course Curriculum Form |

Reviewer's Roles and Responsibilities

Program Concept, Program Curriculum Form and Course Curriculum Form. The approval should be secured in the following sequence, as applicable: Author, Department Chair, Registrar, Curriculum Review Committee (including the Registrar), Dean, Vice President for Academic Affairs (VPAA), and President (for adoptions only). Curriculum reviewers listed are encouraged to provide recommendations. Note: The curriculum process for Continuing Education (CE) courses is a manual process, thus signatures are required. Postsecondary and Secondary curriculum proposals, including archival, are electronically submitted to CRC via Google Forms.

The following is a brief description of the scope of responsibility of each reviewer.

AUTHOR

The Author (no more than two) creates and revises curriculum.

DEPARTMENT AND DEPARTMENT CHAIRPERSON

Members of the department examine the purpose, content, scope, sequence and detail of the curriculum. They review and evaluate the curriculum, focusing attention on the course outline and student learning outcomes. The Department Chairperson is the actual signatory/approval authority for the department. The department reviews and may approve any curriculum. The department considers all recommendations, makes appropriate revisions, and monitors the progress of the curriculum through the approval process.

REGISTRAR

As a member of the Curriculum Review Committee, the Registrar reviews program and course description sections paying close attention to course number, title, credit, contact hours, and relationship to other GCC courses and/or programs. The Registrar may approve or disapprove any program and course actions presented or ask for revisions.

CURRICULUM REVIEW COMMITTEE

Beginning AY2017-2018, CRC is comprised of faculty members and academic administrators (including the Registrar and hoc relevant staff) who are responsible for the form and content of any curriculum document submitted to the committee. The CRC reviews the program and course description sections paying close attention to course number, title, credit, contact hours, and relationship to other GCC courses and/or programs. In addition, CRC takes into consideration College policies and procedures and makes recommendations governing curricular development; it ensures that established procedures are maintained and followed for curricular review. The CRC may take the following actions with each curriculum: Approve with no corrections or send back to author for revisions.

DEAN

Deans closely examine the purpose, feasibility, budgetary impact, design, and evaluation portions of each curriculum. Deans may approve or disapprove any curriculum document or ask for revisions.

VICE PRESIDENT, ACADEMIC AFFAIRS

The VPAA reviews the curriculum document from an institutional perspective. The VPAA may approve or disapprove any curriculum document or ask for more revisions.

PRESIDENT

The President reviews the curriculum from an institutional mission and goals perspective. With the exception of substantive and non-substantive course revisions, the President may approve any curricular document or ask for further revisions.

USEFUL TERMINOLOGY

| | |
|--|---|
| Archival (Course) | Course archival is requested when a course has been inactive for a while or is no longer current with evolving standards set by industry or other relevant bodies. While courses may be removed from the catalog, they will remain on the “Master List of Courses” for transcribing purposes. |
| Articulation | May be course-to-course or program-to-program. |
| Asynchronous | The instructor and the students in the course all engage with the course content at different times (and from different locations). |
| Clinical | Full-time supervised learning experience in a clinical setting, such as a clinic or hospital. |
| Corequisites | Coursework that needs to be taken in conjunction with another course. Content taught in each course are interdependent. |
| Course | A course may be connected to a program. A course that is connected to a program is listed in the College Catalog as a Major Requirement or General Education Requirement for a specific program. It may also be a stand-alone course. |
| Hybrid | Courses in which traditional face-to-face seat time may be balanced with online learning activities in 50-50 design format. Hybrid courses should meet each week 50% online and 50% in the classroom. |
| Lab 1 *Category 1 Definitions can be found in the 2017-2023 GCC Faculty BOT Contract , Article XVIII.B.4.a.2. *GCC Credit Policy 345; Appendix F (1 Lab credit = 45 contact hours) | Instruction Labs – The equivalent of an academic course taught in a lab environment. Direct instruction fills the entire class period. |
| Lab 2 *Category 1 Definitions can be found in the 2017-2023 GCC Faculty BOT Contract , Article XVIII.B.4.a.2. *GCC Credit Policy 345; Appendix F (1 Lab credit = 45 contact hours) | Lecture/Application/Practice Labs – Lecture and Practice sessions are clearly identified as separate activities. |
| Lecture *GCC Credit Policy 345; Appendix H (1 Lecture credit = 15 contact hours) | Organized instruction in a lecture format. May be listed as the sole type of instruction for the course or in combination with laboratory or discussion sessions. |

| | |
|---------------------|---|
| Lecture/Lab (Lab 1) | The lecture/lab is a class that has some lecture and some hands-on components but does not require a separate time like a traditional lab. It is scheduled like a lecture. Lecture/Labs incorporate the Lab 1 component. |
| Practicum | A practicum is structured practical experience in a career and technical program, supervised by a practitioner and/or faculty member with whom the student works closely. These classes are often held off campus at a business location. |
| Prerequisites | Coursework, test score, external certifications, and/or prior training, etc. required in order to be successful in the course. |
| Program | A series of courses that culminates in a diploma, certificate, or degree. |
| Synchronous | Instructor and students meet virtually on the scheduled time and days. |

IMPORTANT THINGS TO CONSIDER

ADOPTION

Adoption (Course)

The Author reviews any evidence to support course adoption. The Author shall gather data relating to the quality and desirability of the course; request information from department personnel, the Dean, and industry and community experts.

Note: When proposed program changes are being submitted, please note that courses attached to the program must be reviewed first prior to review of the program as a whole.

Adoption (Program)

Developing a new program requires considerable thought as to how the proposed program will affect the College, as well as the community. Adding a new program is a two-phased process: concept and adoption. Each phase requires the approval of a curricular form, i.e.; the Program Concept and the Program Curriculum Forms. The adoption is the final phase in the process of adding a new program.

An evaluation of the proposed program must be conducted. The information gathered during the evaluation will provide evidence for the program adoption.

Note: When proposed course changes are being submitted, please note that programs must be reviewed for potential impact on course offerings.

ARCHIVAL

Course Archival

While courses may be deleted from the catalog (as a result of the archival process), they will remain on the “Master List of Courses” for transcribing purposes.

The archived course is removed from the Course Description section and/or the General Education list in the GCC Catalog and any program narrative or list of program requirements in the Catalog. **If the course serves program requirements**, a “Program Substantive Revision” must also be completed for each program impacted.

Note: When proposed program changes are being submitted, please note that courses must be reviewed first prior to review of the program as a whole.

Program Archival

Program review and evaluation processes (inclusive of industry needs, budget constraints, and/or student interests) may indicate that an instructional program is not viable and should be eliminated from College offerings. Program archival (with justifiable reasons) refers to programs that are not feasible to run currently or in the near future; it does not refer to those programs that may be offered on a cyclical basis and so have periods of inactivity. While programs may be removed from the Catalog, specific courses will remain on the “Master List of Courses” for transcribing purposes.

Though an archived program is removed from the Catalog, arrangements must be made to comply with ACCJC Standard II.A.15, that is, making appropriate arrangements so that enrolled students complete their programs on time without disruption. Program courses are not removed from the Catalog’s Course Description section if they support other programs.

Note: When proposed course changes are being submitted, please note that programs must be reviewed for potential impact on course offerings.

COURSE REVISION

Courses generally are the components of instructional programs.

Course actions may necessitate revision to the Program Curriculum form. **All course curriculum must be reviewed every five years to be current with industry and national standards.** If there are no curriculum changes required, program faculty must submit a new Course Curriculum form as a Non-Substantive Revision. **Note:** When proposed program changes are being submitted, please note that courses must be reviewed first prior to review of the program as a whole.

Processes associated with course curriculum are **Course Adoptions, Course Revisions, and Course Archival.** Course adoptions: When practical, pilot courses should run through the Continuing Education and Workforce Development process; results may be used as evidence to support course adoption.

Course Substantive Revision

The following are considered:

1. Change(s) in the number of credit hours;
2. Change(s) in the course prerequisite(s) that are outside the department;
3. Substantive change in course content;
4. Change(s) which do not fall into the non-substantive change category.

Course Non-Substantive Revision

The following are considered:

1. Change in the course, alpha, number or title;
2. Wording changes in the catalog course description that does not significantly change the substance;
3. Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content;
4. Change in the course outline that does not significantly change the course content;
5. Change in course prerequisites where both the course and prerequisite are offered within the same department;
6. Addition of outcomes if there is no change in course content;
7. Change in textbook

* (Important Note: All fees must be approved by the Board of Trustees and must be adjudicated before implementation.)

PROGRAM CONCEPT

Program Concept

Developing a new program requires considerable thought as to how the proposed program will affect the College and the community. The Program Concept is the first formal phase in the Program Approval process. The Program Concept informs the College of the intent to establish a new program and reflects research which supports the need for the proposed program. The Author should seek advice from departmental faculty, other departments, Advisory Committee members, the Dean, the VPAA before writing a Program Concept prior to submitting a Program Concept Form.

PROGRAM REVISION

Note: When substantive course changes are being proposed, please note that programs must be reviewed first if the course is related to a program.

Program Substantive Revision

Program revisions may necessitate that course revisions also be made. A substantive program revision may involve, but is not limited to, change(s) in one or more of the following:

1. Number of credit hours in the program or in the General Education requirements categories;
2. Program Major requirements;
3. Distribution of requirements affecting General Education, Major or Elective requirements;
4. Anything which is not specifically defined as non-substantive.

Program Non-Substantive Revision

Non-substantive program revisions may involve, but is not limited to, change(s) in one or more of the following:

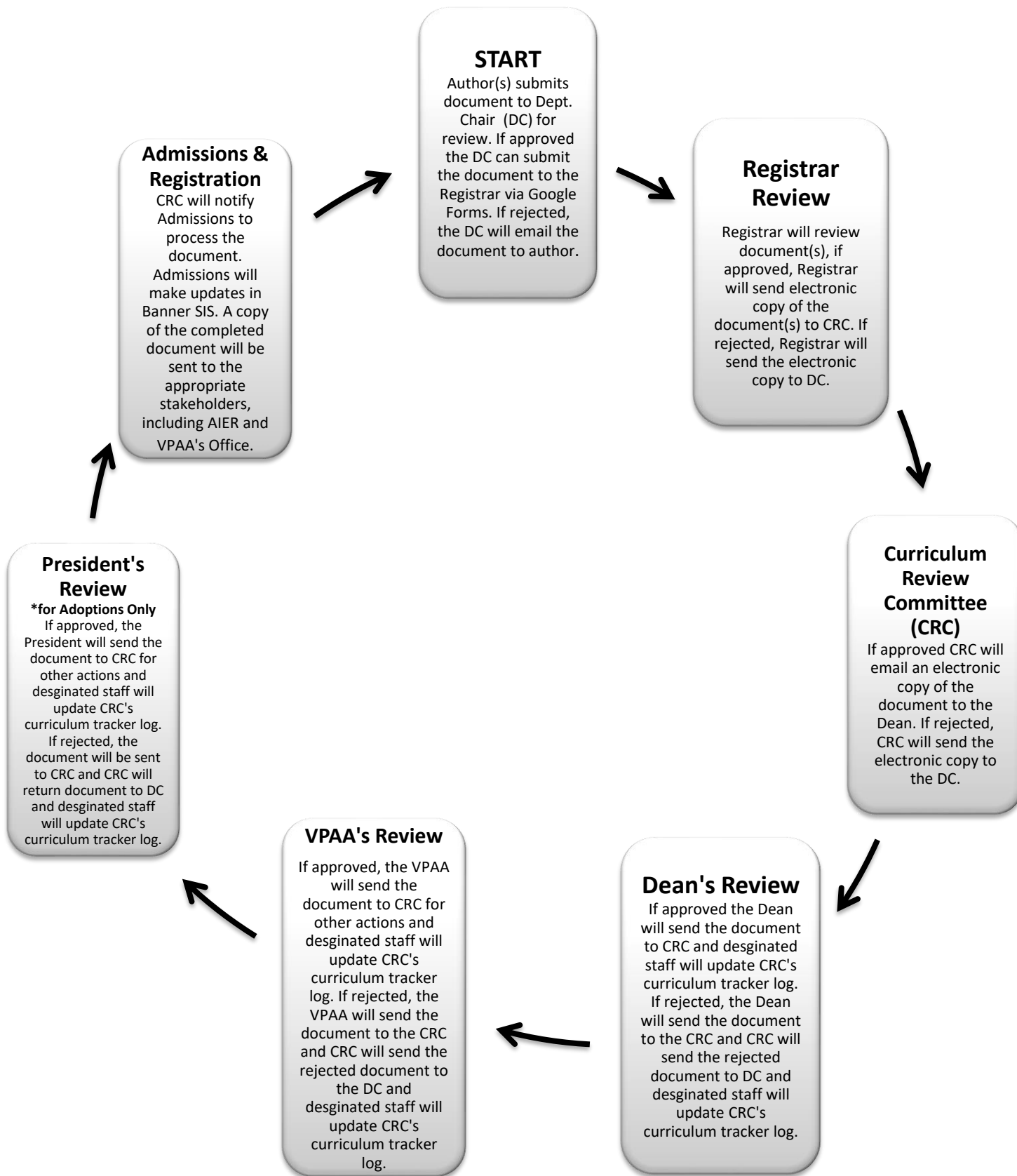
1. Program Title;
2. Program General Requirements that do not change the distribution of requirements;
3. Program-related Major that do not change the distribution of requirements.
4. Addition or revision of Program Learning Outcomes (PLOs) that does not significantly change the program content.

Program change(s) other than those listed above are considered substantive. ****Please note, Elective Requirements for Certificate Programs MUST be specific courses.**

Reinstitution

Archived courses and programs may be reinstituted through the curriculum process, as justified by change in industry or community need or standards.

POSTSECONDARY AND SECONDARY CURRICULUM REVIEW PROCESS



Curriculum Review Steps

Postsecondary and Secondary

The Curriculum Approval Process should begin **August 31st for the academic year's submissions** in order to ensure the timely review and approval of curriculum documents. Curriculum submissions for secondary and postsecondary that are **approved by May 31st** will go into effect the following academic year. It is recommended that curriculum is submitted early to ensure adequate time for the approval process. Please note that all submissions approved during AY 2022-2023 will not go into effect until AY 2023-2024. Requests for implementation before the standard must be approved by the VPAA.

The Department Chair and authors must request a time slot in the CRC meeting sheet via Google docs to reserve their meeting. It is the responsibility of the Author and/or Department Chair to agree on a date where they can meet with CRC to go over the submitted document(s).

Below is the curriculum submission deadline for fall and spring:

- ***Fall submissions are due no later than the 3rd Friday in November***
- ***Spring submissions are due no later than the 3rd Friday in April***

When submitting proposed curriculum revisions, include the most recently approved curriculum document and the proposed curriculum document.

Course actions may necessitate revision to the Program Approval form.

Only google curriculum forms that are located on the Curriculum Review Committee page on MyGCC are to be used when proposing curriculum through this process. A pdf copy of the curriculum manual will also be available on the Curriculum Review Committee page.

STEP 1 AUTHOR/S (NO MORE THAN 2)

Author(s) prepares a copy of the course curriculum and submits it to the Department Chair for review.

Attach Advisory Committee minutes to support proposed curriculum changes for all Career and Technical Education (CTE) and Adult Education curriculum. **This is a mandatory requirement.**

STEP 2 DEPARTMENT CHAIR

If **APPROVED**, the Department Chair will submit the curriculum via Google Forms to the Registrar.

If **REJECTED**, the curriculum document, with written feedback, will be sent to the Author. Once changes have been made, the Author must submit revised document to the Department Chair for review and action.

STEP 3 REGISTRAR

If **APPROVED**, Registrar will send electronic copy of the document(s) to CRC. If **REJECTED**, Registrar will send the electronic copy to the DC.

*****NOTE: Below is Financial Aid information pertaining to certificates and degree programs which the Registrar will utilize during his/her review. See below:**

The following types of programs that are Title IV Federal Student Aid eligible:

- a program that leads to an associate, bachelor's, professional, or graduate degree,
- a transfer program of at least two academic years in duration that does not award a credential and is acceptable for full credit toward a bachelor's degree,

- a program of at least one academic year in duration that leads to a certificate or other non-degree recognized credential and prepares students for gainful employment in a recognized occupation,
- a program consisting of courses required for elementary or secondary teacher certification or recertification in the state where the student plans to teach that is offered in credit or clock hours, or
- a certificate or diploma training program that is less than one year and prepares students for gainful employment in a recognized occupation (if the school also meets the definition of a postsecondary vocational institution).

Eligible Program Citation: 34 CFR 668.8

URL: <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-A/section-668.8>

Programs must have a specified number of weeks of instruction and must provide training that prepares a student for gainful employment in a recognized occupation.

- The program provides at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours of undergraduate instruction offered during a minimum of 15 weeks of instruction. The program may admit as regular students' persons who have not completed the equivalent of an associate degree.

The program provides at least 300 clock hours, 8 semester hours, or 12 quarter hours of instruction during a minimum of 10 weeks of instruction. The program must be a graduate or professional program or must admit as regular students only persons who have completed the equivalent of an associate degree.

STEP 4 CURRICULUM REVIEW COMMITTEE (CRC)

Committee consists of Academic Administrators, Faculty, and ad-hoc members.

If **APPROVED**, CRC submits an electronic copy of the approved curriculum to the Dean via email and designated staff will update CRC's curriculum tracker log.

If **REJECTED**, the curriculum document, with written feedback, will be emailed to the DC. Once changes have been made, Author must resubmit the electronic document via email to the CRC for review and action.

STEP 5 DEAN

If **APPROVED**, the Dean will send the electronic document to CRC via email and CRC will send the document to the VPAA via email. Designated staff will update CRC's curriculum tracker log.

If **REJECTED**, the Dean will send the electronic document to the CRC via email. The CRC will forward the rejected document to the DC via email and designated staff will update CRC's curriculum tracker log. Once changes have been made, Author must resubmit the electronic document(s) via email to the CRC for review and action.

STEP 6 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the VPAA will email a copy of the approved curriculum to CRC. CRC will submit Adoptions to the President for approval and will complete the processing of curriculum documents for all other actions.

If **REJECTED**, the electronic curriculum document, with feedback, will be submitted via email to the CRC. The CRC will forward the rejected document to the DC via email and designated staff will update CRC's curriculum tracker log. Once changes have been made, Author must resubmit the updated electronic document via email to the CRC for review and action.

STEP 7 PRESIDENT (for Adoptions Only)

If **APPROVED**, the President will email the approved electronic document to CRC.

If **REJECTED**, the electronic curriculum document, with feedback, will be submitted via email to the CRC. The CRC will forward the rejected document to the DC via email. Once changes have been made, Author must resubmit the updated electronic document via email to the CRC for review and action.

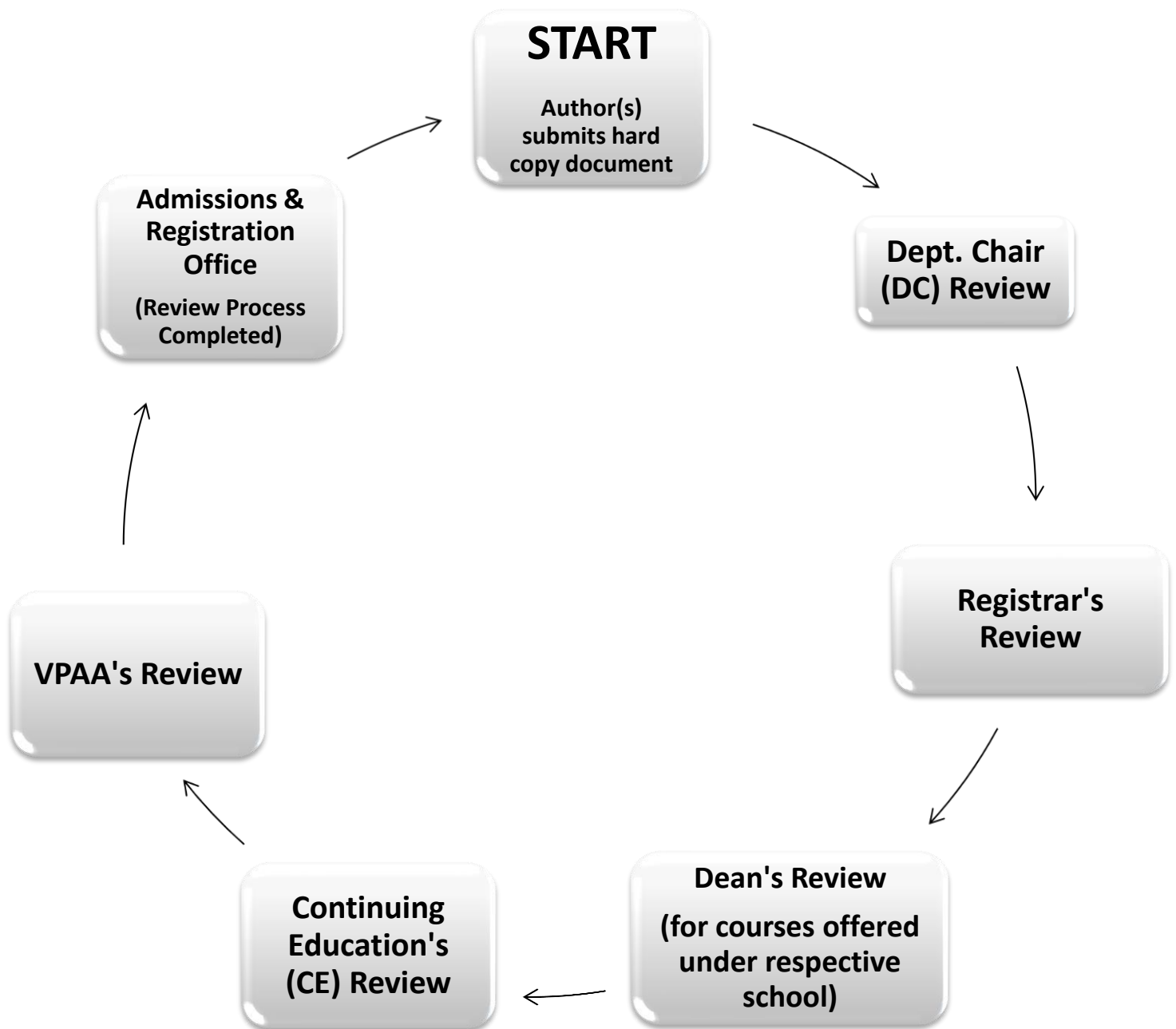
STEP 8 ADMISSIONS & REGISTRATION OFFICE

CRC will notify the Admissions & Registration Office once document has been approved at all levels. Admissions and Registration Office will then alert administrative staff to take required action.

STEP 9 ADMINISTRATIVE ACTION

Once action is completed, an email with the processed curriculum document will be sent to Author(s), Department Chair, Deans, VPAA Office, AIER, Bookstore Manager, Financial Aid Office, Assessment and Counseling, and Continuing Education (course curriculum only). Changes will be made in Banner to reflect the term they go into effect. The working catalog draft will also be updated to reflect changes for the Academic Year they go into effect.

CURRICULUM REVIEW PROCESS FOR CONTINUING EDUCATION



Curriculum Review Steps for Continuing Education

For forms and how to guide, see Appendix A

*Reviewers will each have ten (10) working days upon receipt to review a curriculum document. It is the responsibility of CEWD to track the status of the document.

CATEGORY I: CREDIT COURSE

A course offered for academic credit. There are two sub-categories:

- a) Regular / Credit Course: This course may be an existing course listed in the GCC catalog or is a newly approved credit course being offered by CEWD.
- b) Professional Development Courses: This course is offered with a designation of PD (for professional development) for the purpose of re-certification or to meet requirements for a course needed for employment purposes at GCC or at other institutions/companies. This course cannot be used toward a degree or certificate at GCC.

CATEGORY II: CONTINUING EDUCATION UNITS (CEU)/Not for Credit

- a) Continuing Education Units (CEU) or Not for Credit courses supports the student to maintain professional skill growth by meeting standards established through certification, re-certification, licensure, board, law, or human resources/employment requirements.

STEP 1 AUTHOR/S (NO MORE THAN TWO 2)

Author(s) submit hardcopy of proposed curriculum. (Please attach Advisory Committee minutes to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum.)

STEP 2 DEPARTMENT CHAIR (DC)/PROGRAM SPECIALIST (PS)

If **APPROVED**, the DC/PS forwards to the Dean for review.

If **REJECTED**, the curriculum document will be returned to the author with written comments.

STEP 3 Registrar will review document(s), if **APPROVED**, Registrar will send electronic copy of the document(s) to CRC.

If **REJECTED**, Registrar will send the electronic copy back to DC.

STEP 4 DEAN-Dean's review is required for courses that are associated with course offerings under Dean's respective school.

If **APPROVED**, the Dean will forward to Assistant Director, CEWD.

If **REJECTED**, the curriculum document will be returned to the Author with written feedback for resubmittal through the process.

STEP 5 ASSISTANT DIRECTOR, CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

If **APPROVED**, the CEWD Assistant Director will forward to VPAA (for Adoptions).

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author for resubmittal through the process.

STEP 6 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the VPAA will forward to CEWD.

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author for resubmittal through the process.

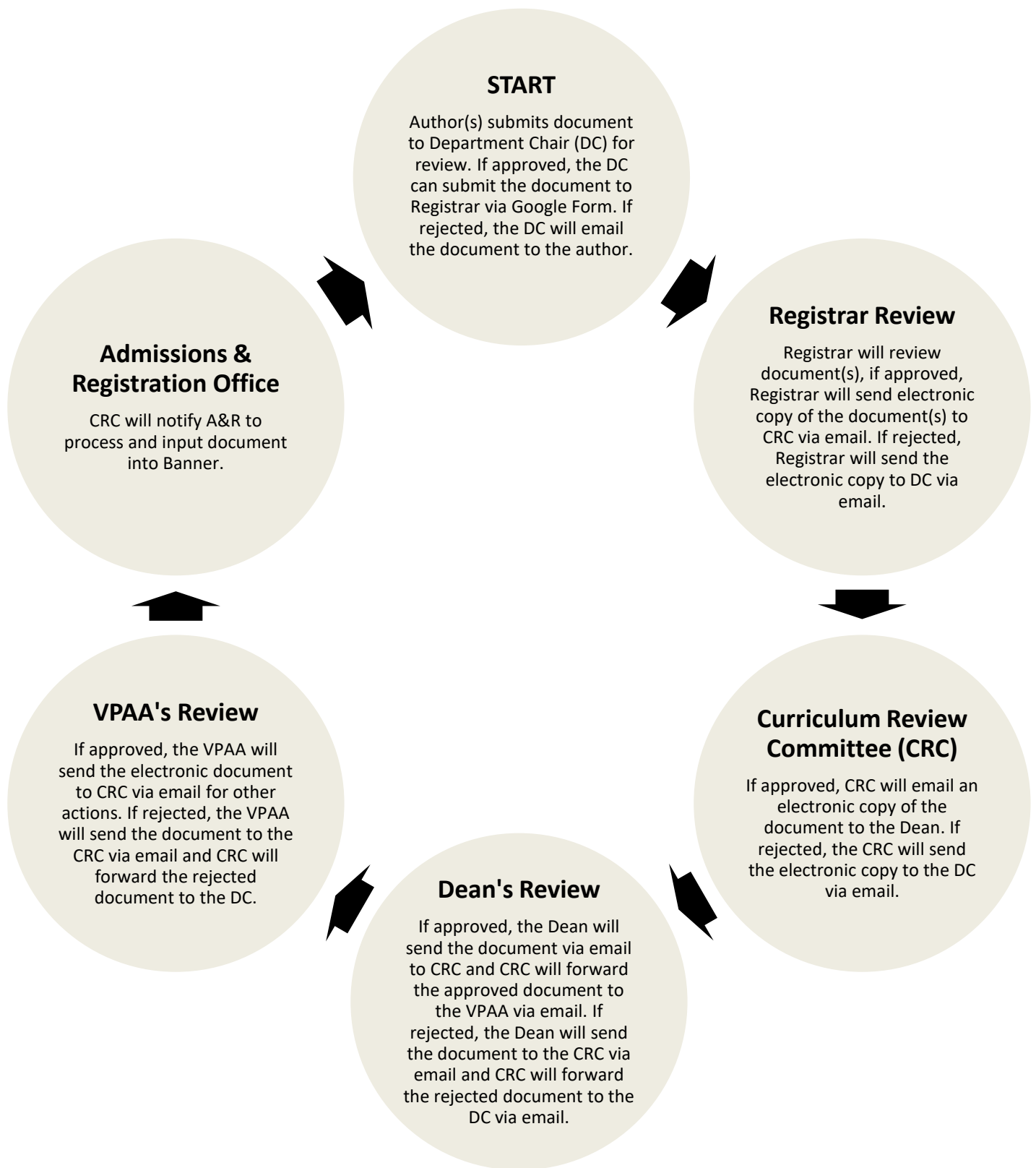
STEP 7 ADMISSIONS & REGISTRATION

Once document has been approved at all levels, Admissions and Registration Office will alert administrative staff to take required action.

STEP 8 ADMINISTRATIVE ACTION

Once action is completed, an email will be sent to Author(s), Department Chair, Curriculum Review Committee Chair, AIER, Bookstore Manager (only if there are changes in textbook), and the Financial Aid Office.

POSTSECONDARY AND SECONDARY ARCHIVAL REVIEW PROCESS



Postsecondary and Secondary Archival Review Steps

The Curriculum Approval Process should begin **August 31st for the academic year's submissions** in order to ensure the timely review and approval of curriculum documents. Curriculum submissions for secondary and postsecondary that are **approved by May 31st** will go into effect the following academic year. It is recommended that curriculum is submitted early to ensure adequate time for the approval process. Please note that all submissions approved during AY 2022-2023 will not go into effect until AY 2023-2024. Requests for implementation before the standard must be approved by the VPAA.

The Department Chair and authors must request a time slot in the CRC meeting sheet via Google docs to reserve their meeting. It is the responsibility of the Author and/or Department Chair to agree on a date where they can meet with CRC to go over the submitted document(s).

Only google curriculum forms that are located on the Curriculum Review Committee page on MyGCC are to be used when proposing curriculum through this process. A pdf copy of the curriculum manual will also be available on the Curriculum Review Committee page.

STEP 1 AUTHOR/S (NO MORE THAN 2)

Author(s) prepares a copy of the archival request and submits it to the Department Chair for review.

Attach Advisory Committee minutes to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum. This is a mandatory requirement.

STEP 2 DEPARTMENT CHAIR

If **APPROVED**, the Department Chair will submit the archival request via Google Forms to the Registrar.

If **REJECTED**, the archival request, with feedback, will be sent to the Author. Once changes have been made, the Author must submit revised document via email to the Department Chair for review and action.

STEP 3 REGISTRAR

Registrar will review document(s) being archived and verify the programs which the document is associated with. If document is associated to a program the program document **MUST** be reviewed to ensure that the archived document is removed from the program document. Once review is completed and **APPROVED**, Registrar will send electronic copy of the document(s) to CRC via email.

If **REJECTED**, Registrar will send the electronic copy to DC via email.

STEP 4 CURRICULUM REVIEW COMMITTEE

Committee consists of the Registrar, Associate Deans, , Faculty, and ad-hoc members.

If **APPROVED**, the CRC submits an electronic copy of the approved archival request to the Dean via email.

If **REJECTED**, the archival request, with feedback, will be emailed to the DC. Once changes have been made, Author must resubmit the electronic document via email to the CRC for review and action.

STEP 5 DEAN

If **APPROVED**, the Dean emails a copy of the approved archival request to CRC. CRC will email the approved document to the VPAA.

If **REJECTED**, the archival request, with feedback, will be emailed to the CRC. CRC will email the rejected archival request to the DC. Once changes have been made, Author must resubmit the electronic document via email to the CRC for review and action.

STEP 6 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the VPAA will email the electronic copy of the approved archival request to CRC.

If **REJECTED**, the archival request, with feedback, will be submitted via email to the CRC. CRC will email the rejected archival request to the DC. Once changes have been made, the Author must resubmit the electronic document via email to the CRC for review and action.

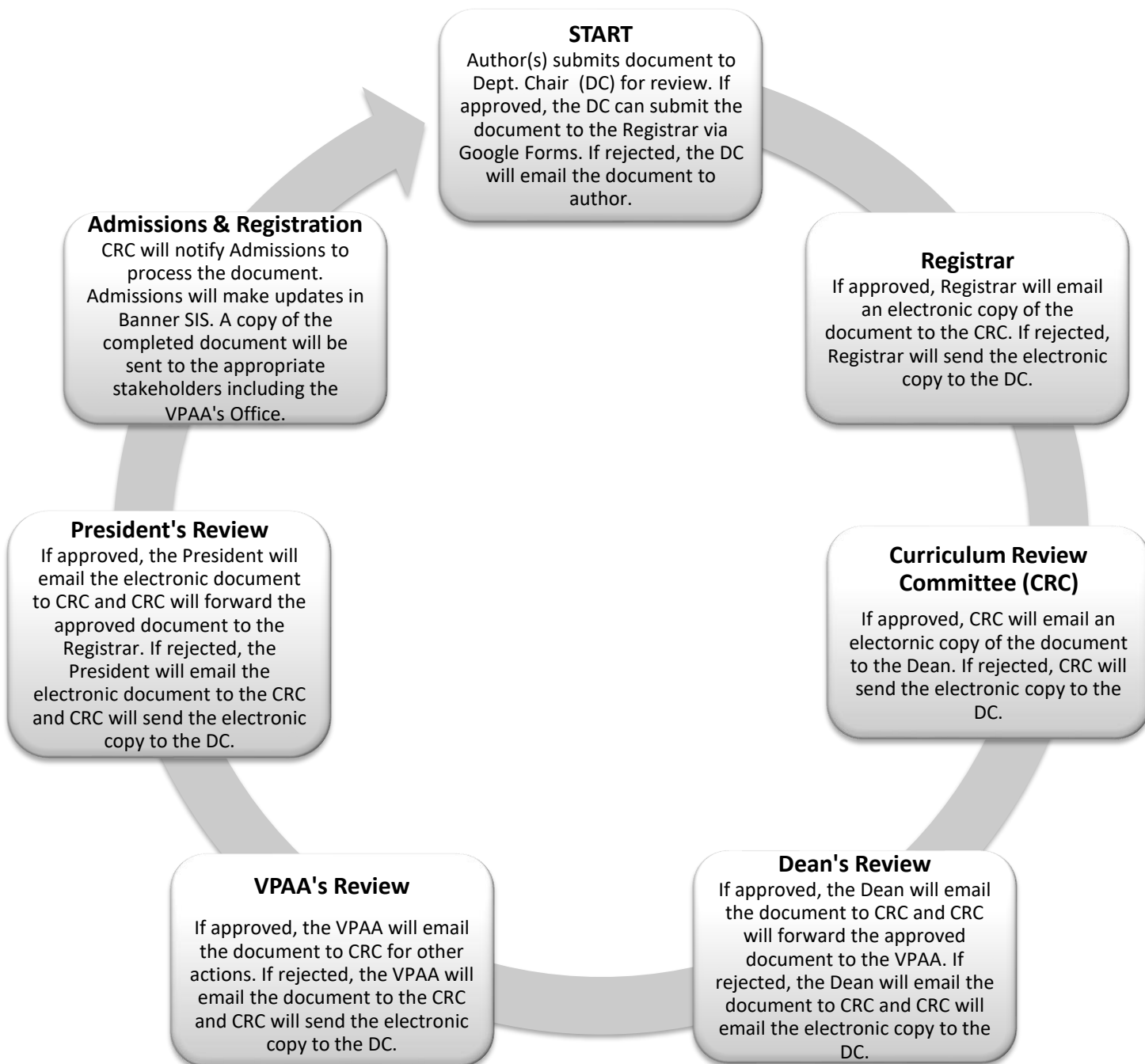
STEP 7 ADMISSIONS & REGISTRATION OFFICE

CRC will notify the Admissions & Registration Office once document has been approved at all levels. The Admissions and Registration Office will then alert administrative staff to take required action.

STEP 8 ADMINISTRATIVE ACTION

Once action is completed, an email with the processed curriculum document will be sent to the Author(s), Department Chair, Deans, VPAA Office, AIER, Bookstore Manager, Financial Aid Office, Counseling and Assessment, and Continuing Education (course curriculum only). Changes will be made in Banner to reflect the term they go into effect. Working catalog draft will also be updated to reflect changes for the AY they go into effect.

PROGRAM CONCEPT REVIEW PROCESS



Program Concept Review Steps

The Curriculum Approval Process should begin **August 31st for the academic year's submissions** in order to ensure the timely review and approval of curriculum documents. Curriculum submissions for secondary and postsecondary that are **approved by May 31st** will go into effect the following academic year. It is recommended that curriculum is submitted early to ensure adequate time for the approval process. Please note that all submissions approved during AY 2022-2023 will not go into effect until AY 2023-2024. Requests for implementation before the standard must be approved by the VPAA.

The Department Chair and authors must request a time slot in the CRC meeting sheet via Google docs to reserve their meeting. It is the responsibility of the Author and/or Department Chair to agree on a date where they can meet with CRC to go over the submitted document(s).

Only google curriculum forms that are located on the Curriculum Review Committee page on MyGCC are to be used when proposing curriculum through this process. A pdf copy of the curriculum manual will also be available on the Curriculum Review Committee page.

STEP 1 AUTHOR/S (NO MORE THAN 2)

Author(s) prepares a copy of the concept request and submits it to the Department Chair for review.

Attach Advisory Committee minutes to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum. This is a mandatory requirement.

STEP 2 DEPARTMENT CHAIR

If **APPROVED**, the Department Chair will submit the concept request via Google Forms to the Registrar.

If **REJECTED**, the concept request, with feedback, will be sent to the Author. Once changes have been made, the Author must submit the revised document to the Department Chair for review and action.

STEP 3 REGISTRAR

Registrar will review document(s), if **APPROVED**, Registrar will send electronic copy of the document(s) to CRC via email.

If **REJECTED**, Registrar will send the electronic copy to DC via email.

STEP 4 CURRICULUM REVIEW COMMITTEE

Committee consists of the Academic Administrators, Faculty, and ad-hoc members.

If **APPROVED**, the CRC sends the approved program concept to the Dean via email.

If **REJECTED**, the program concept, with feedback, will be emailed to the DC. Once changes have been made, the Author must resubmit the document via email to the CRC for review and action.

STEP 5 DEAN

If **APPROVED**, the Dean emails a copy of the approved program concept to CRC. CRC will email the approved document to the VPAA.

If **REJECTED**, the program concept, with feedback, will be emailed to the CRC. CRC will email the rejected program concept to the DC. Once changes have been made, the Author must resubmit the document via email to the CRC for review and action.

STEP 6 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the VPAA will email a copy of the approved program concept to CRC.

If **REJECTED**, the program concept, with feedback, will be submitted via email to the CRC. CRC will email the rejected program concept to the DC. Once changes have been made, the Author must resubmit the document via email to the CRC for review and action.

STEP 7 PRESIDENT

If **APPROVED**, the President will email the approved document to CRC.

If **REJECTED**, the program concept, with feedback, will be submitted via email to the CRC. CRC will email the rejected program concept to the DC. Once changes have been made, the Author must resubmit document via email to the CRC for review and action.

STEP 8 ADMINISTRATIVE ACTION

Once action is completed, an email with the processed curriculum document will be sent to Author(s), Department Chair, Deans, VPAA Office, AIER, Bookstore Manager, Financial Aid Office, Counseling and Assessment, and Continuing Education (course curriculum only). Changes will be made in Banner to reflect the term they go into effect. Working catalog draft will also be updated to reflect changes for the AY they go into effect.

APPENDICES

Appendix A CE-Specific - Course Approval form



Continuing Education & Workforce Development

CE-Specific - Course Approval form

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and have the indicated individuals sign on the space provided below.

- ☐ Course Adoption
☐ Course Substantive Revision

| APPROVED BY | NAME | SIGNATURE | DATE |
|---|---------------------------|-----------|------|
| DEPARTMENT CHAIR/PROGRAM SPECIALIST | | | |
| DEAN | | | |
| ASSISTANT DIRECTOR Continuing Education & Workforce Development | Denise Mendiola | | |
| VP for ACADEMIC AFFAIRS | Virginia C. Tudela, Ph.D. | | |
| REGISTRAR | Ava M. Garcia | | |

CE-SPECIFIC COURSE APPROVAL FORM

FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

- A. ☐ Adoption
- B. ☐ Substantive Revision (attach Adoption Course Guide)
The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.
- ☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes Course Level.

Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: _____ Page Numbers: _____

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

V. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
- B. An assessment of Industry or Community need

- C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
- D. Results of course and course guide evaluation.
- E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS

- A. Resources (materials, media, and equipment) and costs
- B. Personnel requirements (administrative, instructional and support staff) and costs
- C. Facility requirements and costs
- D. Funding source(s)
- E. Impact, financial or otherwise, this course may have on the School/College

VI. IMPLEMENTATION SCHEDULE

- A. Implementation date
 - * Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.
- B. Course Offering:

VII. COURSE DESCRIPTION

- A. Course
 - Alpha:
 - Number:
- B. Course Title(s)
 - Long Title:
 - Abbreviated Title (20 characters maximum):
- C. Contact Hours and Number of Students
 - Maximum Number of Students:
 - Lecture Hours:
 - Lab Hours (state category 1 or 2):
 - Clinical:
 - Other:
 - Total Hours:
- D. Number/Type of Credits

Carnegie Units: per semester

Semester Hours: per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s)

G. Co-requisites(s)

H. Articulation

Secondary Programs/Courses

University of Guam

Others

I. Target Population

J. Cost to Students (specify any lab fees)

VIII. COURSE DESIGN

IX. COURSE OUTLINE

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies Needed

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course? Attach meeting minutes; this is a mandatory requirement.

☐ Yes

☐ No

Comments:



Appendix B CE-Specific – CEU or NOT FOR Credit Course
Continuing Education & Workforce Development

CE-Specific CEU or NOT FOR Credit Course

Approval / Modification Form

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and obtain required signatures for approval.

- ☐ Course Adoption: **Comments:**
☐ Course Non-substantive Revision: **Comments:**
☐ Course Substantive Revision: **Comments:**

| APPROVED BY | NAME | SIGNATURE | DATE |
|---|------------------------------|-----------|------|
| DEPARTMENT CHAIR / PROGRAM SPECIALIST | | | |
| DEAN | | | |
| ASSISTANT DIRECTOR Continuing Education & Workforce Development | Denise Mendiola | | |
| VP for ACADEMIC AFFAIRS | Virginia C. Tudela, Ph.D. | | |
| REGISTRAR | Ava M. Garcia | | |

CE-SPECIFIC CEU or NOT FOR CREDIT COURSE APPROVAL/ MODIFICATION FORM

I. COURSE ALPHA/TITLE:

II. CONTACT HOURS:

III. ☐ ____ CEU(s) ☐ Non For Credit

IV. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

SLO 1:

SLO 2:

SLO 3:

SLO 4:

SLO 5:

V. STUDENT LEARNING OUTCOMES – DETAILED (BASED ON COURSE OUTLINE)

VI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

- A. Required Textbook(s):
- B. Reference(s) and Bibliography:
- C. Equipment/Facilities:
- D. Instructional Supplies:

Appendix C Credit Hour - Policy 345

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES

CREDIT HOUR POLICY

WHEREAS, the Guam Community College conducts undergraduate level credit courses under a semester system of approximately fifteen (15) weeks each semester per academic year (or its equivalent in the summer session); and

WHEREAS, a credit hour policy will codify the College's requirement of course contact hours in compliance with Federal and accrediting agency guidelines; and

WHEREAS, the attached guidelines, as the final product of the work of the Curriculum Review Committee (CRC) and the Faculty Senate, as approved by the College Governing Council, includes two-years' worth of study and analysis from GCC faculty and administrators as well as data and study about this issue from accrediting agencies and other postsecondary institutions outlining the College's minimum number of hours necessary for the award of one unit of college credit; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees supports this "Credit Hour Policy" which reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or (2) a minimum of 45 hours of student work for other academic activities as established by the institution including laboratory, practicum, clinical, and other academic work leading to the award of credit hours.

BE IT FINALLY RESOLVED, that this Credit Hour Policy proposed by the College Governing Council and approved by the President, be adopted by the Guam Community College Board of Trustees.

Adopted: June 13, 2012

Resolution: 10-2012

ACKNOWLEDGMENTS

“Curriculum development and revision is an ever-changing process” is the opening statement to the Curriculum Process and Procedures guide prepared by the Academic Affairs Committee in 1990. We would be remiss if we did not recognize the efforts of the GCC personnel who have committed many long hours to the creation and revisions of this guide.

1978-1980 Naomi (Sandy) Wahl, Chair: Academic Affairs Committee

1989-1990 Academic Affairs Committee

Sandra Liberty, Chair (1987-1989), David Schofield, Chair (1989-1991)

Others: Dennis Slyter, Bernice Carbullido, Carol Freeborn, Laura Parris, Carlo Veltri, Claudia Taitano

1992-1993 ACADEMIC AFFAIRS TASK FORCE, CURRICULUM COMMITTEE

Members of the Academic Affairs Task Force were responsible for the 1994 revision. Their goals were to establish a repository for curriculum, define the responsibilities and roles of signatories on curriculum guide cover sheets, and provide clarity to the 1990 “Curriculum Process and Procedures” manual.

Coordinator: Les S. McKinney; Facilitators: Kathleen Fields, David Watt

Writers:

Programs Reilly Ridgell, Judith Geil, Phoebe Wall, Robert Jahier, Patrick Watson, MikeCallo

Courses Judith Geil, Carol Freeborn, Nancy Hall

Reviewers: All of the participants plus Ginger Porter, Sandra Liberty, and David Schofield

Technical Support: Clare Mendiola

1994-1996 CURRICULUM MANUAL PILOT PHASE

Upon approval by President John T. Cruz on April 22, 1994, *The Curriculum Manual*, 1994, began a pilot phase. The newly formed Curriculum Committee, a curriculum development and editing resource group, provided much input during the pilot process.

Facilitator: Carol Waltner, Program Specialist, Curriculum

1994-1995 Academic Affairs Committee

Chairperson: David Schofield

1994-1995 Curriculum Committee

Chairperson: Nancy Hall; Recorder: Barbara Bouchard-Miller

Members: Leslie Kosky, Janice Milligan, Janice Yatar, John Armstrong, Antonita Blas, Bernice Carbullido, Robert Gomez, Carol Freeborn, Dorothy Cruz, Phoebe Wall

1995-1996 Academic Affairs Committee

Chairperson: Harry Uyehara

1996-1997 Academic Affairs Committee

Chairperson: Bertha Reid

1995-1996 Curriculum Committee

Chairpersons: Nancy Hall, Carol Freeborn

Recorder: Barbara Bouchard-Miller

Members: Brett Reinert, Gary Griffin, Leslie Kosky, Carmelita Connelley, Andresina McManus, Polly Huseby, Roger Cauley, Julie Cruz-Jones, Janice Yatar, Janice Milligan

1997-1998 Academic Affairs Committee

Chairperson: Lani Gamble

1998-1999 Academic Affairs Committee

Chairpersons: Dennis Slyter, Clare Lizama

Members: Liberty Viray, Judy Salas, Janice Milligan, Bernice Carbullido, Lani Gamble, Sarah Leon Guerrero

Aug 1999 ADOPTION Dr. John R. Rider, Academic Vice-President

Feb 2004 Revision Academic Affairs Committee

Chairperson: Marsha Postrozny

January 2008 Curriculum Committee

Chairpersons: Marsha Postrozny, Tony San Nicolas

Members: Ron Abshire, Doreen Blas, Clare Camacho, Carol Cruz, Donna Cruz, Julie Cruz-Jones, Cecilia Delos Santos, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Chuck Meno, Paul Parvin, Nenita Perez, Bunny Sgambelluri, Carl Torres, Ray Valenzuela.

Special thanks to Mike Setzer and Elaine Fejerang - design of the SLO Map template

2008-2009 Curriculum Committee

Chairpersons: Tony San Nicolas, Paul Parvin (Chair-Elect)

Members: Ron Abshire, Robert Balajadia, Doreen Blas, Carol Cruz, Julie Cruz-Jones, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Nenita Perez, Marsha Postrozny (as administrator), Liv Switzer, Carl Torres, Ray Valenzuela.

2009-2010 Curriculum Committee

Chairpersons: Amada Manzana, R. Gary Hartz (Chair-Elect)

Reviewing Members: Doreen Blas, Katherine Chargualaf, Eric Chong, Kevin Dietrichs, Frank Evangelista, John Michael Jocson, Nenita Perez, Marsha Postrozny (administrator), Sally Sablan, Marivic Schrage, Dr. Anthony Jay Sunga, Carl Torres, Renato Valenzuela

CTE Career Pathways "Pathfinders": Eric Chong, Christopher Dennis, R. Gary Hartz, Amada Manzana, Tony San Nicolas, Marivic Schrage

2010-2011 Learning Outcomes Committee

Chairpersons: R. Gary Hartz, Eric Chong (Chair-Elect)

Reviewing Members: Hernalin Analista, John Armstrong, Sandy Balbin, Emma Bataclan, Lisa Baza-Cruz, Eric Chong, Donna Cruz, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Paul Parvin, Nenita Perez, Vicky Schrage

General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2011-2012 Learning Outcomes Committee

Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)

Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Eric Chong, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Nenita Perez,

Tonirose Realica, Vicky Schrage, Ben Sison, Patty Terlaje, Frank Tung,
Desiree Ventura, Norma Guerrero

General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2012-2013 Learning Outcomes Committee

Chairpersons: R. Gary Hartz (Fall 2012), Patty Terlaje (Spring 2013)

Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Simone Bollinger,
Frank Evangelista, Yvonne Flores, Norma Guerrero, Polli Huseby, John
Michael Jocson, Paul Kerner, Rose Marie Nanpei, Nenita Perez, Esther
Rios, Sally Sablan, Benjamin Sison, Dr. Anthony Jay Sunga

General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli
Huseby, John Michael Jocson

2013-2014 Learning Outcomes Committee

Chairpersons: Patty Terlaje, Norma R. Guerrero (Chair-Elect)

Reviewing Members: Sandy Balbin, Therese Datuin, Tressa Dela Cruz, Frank Evangelista,
Yvonne Flores, Catherine Leon Guerrero, Brian Muna, Rose Marie Nanpei,
Dr. Anthony Jay Sunga, Desiree Ventura

General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli
Huseby, John Michael Jocson

2014-2015 Learning Outcomes Committee

Chairpersons: Norma R. Guerrero, Rose Marie Nanpei (Chair-Elect), Patricia Terlaje
(Past-Chair)

Reviewing Members: Sandy Balbin, Carol Cruz, Tressa Dela Cruz, Yvonne Flores,
Catherine Leon Guerrero, Brian Muna, Dr. Anthony Jay Sunga, Wilson
Tam, Desiree Ventura

2015-2016 Learning Outcomes Committee

Chairpersons: Rose Marie Nanpei, Tressa Dela Cruz (Chair-Elect), Norma Guerrero (Past-
Chair)

Reviewing Members: Sandy Balbin, Jonah Concepcion, Carol Cruz, Yvonne Flores, John
Jocson, Catherine Leon Guerrero, Brian Muna, Melissa Palomo, Dr.
Anthony Jay Sunga, Patricia Terlaje, Desiree Ventura

2016-2017 Learning Outcomes Committee

Chairpersons: Tressa Dela Cruz, Dr. Anthony Jay Sunga (Chair-Elect), Rose Marie Nanpei
(Past-Chair)

Reviewing Members: Sandy Balbin, Carol Cruz, Jonah Concepcion, Tressa Dela Cruz,
Yvonne Flores, John Jocson, Catherine Leon Guerrero, Brian Muna,
Melissa Palomo, Dr. Anthony Jay Sunga, Patricia Terlaje, Desiree Ventura

2017-2018 Curriculum Review Committee

Chairpersons: Dr. Anthony Jay Sunga (Chair), Tina Quinata (Co-Chair)

Committee members: Christine Matson, Dr. Elizabeth Diego, Pilar Williams, R. Gary
Hartz, Rowena Ellen Perez, Marlana Montague, Ava Garcia, Daniel Okada (ad-hoc), Ana
Mari Atoigue (ad-hoc)

2018-2019 Curriculum Review Committee

Chairpersons: Dr. Anthony Jay Sunga (Chair), Tina Quinata (Co-Chair)

Committee members: Christine Matson, Dr. Elizabeth Diego, Pilar Williams, R. Gary Hartz, Rowena Ellen Perez, Marlena Montague, Ava Garcia, Dr. Trisha Unten, Daniel Okada (ad-hoc), Rosita Quitugua (ad-hoc), and Ana Mari Atoigue (ad-hoc)

2019-2020 Curriculum Review Committee

Chairpersons: Dr. Anthony Jay Sunga (Chair), Tina Quinata (Co-Chair)

Committee members: Christine Matson, R. Gary Hartz, Ava Garcia, Steve Lam, Dr. Trisha Unten, Marivic Schrage, Daniel Okada (ad-hoc), Jacqueline Guzman (ad-hoc), and Ana Mari Atoigue (ad-hoc)

2020-2021 Curriculum Review Committee

Chairpersons: Dr. Trisha Unten (Chair), Tina Quinata (Co-Chair)

Committee members: Christine Matson, R. Gary Hartz, Ava Garcia, Steve Lam, Dr. Anthony Sunga, Marivic Schrage, Daniel Okada (ad-hoc), and Jacqueline Guzman (ad-hoc)

2021-2022 Curriculum Review Committee

Chairpersons: (Chair), Christine Matson (Co-Chair) Marlena Pangelinan

Committee members: R. Gary Hartz[†], Ava Garcia, Christine Sison, Daniel Okada (ad-hoc)