

The Curriculum Manual

REVISED AUGUST 2019



**THE
CURRICULUM
MANUAL**

AY 2019-2020

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

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. Updated August 2019.

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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, to reflect and in compliance with the following ACCJC accreditation standards: (administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.)

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 newly 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 comprises 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 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	FORM REQUIRED
Adding a Program	
Concept	Program Concept Form
Adoption	Program Curriculum Form
Revising a Program	
Substantive	Program Curriculum Form
Non-substantive	Program Curriculum Form
Archiving a Program	Archival Form
Reinstating a Program	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	FORM REQUIRED
Adding a Course	
Adoption	Course Curriculum Form
Revising a Course	
Substantive	Course Curriculum Form
Non-substantive	Course Curriculum Form
Archiving a Course	
Course Archival	Archival Form
Reinstating an Archived Course	Course Curriculum Form

REVIEWER'S ROLES AND RESPONSIBILITIES

Each step of the curriculum process involves the approval of reviewers listed on the cover page of the program concept, program curriculum form and course curriculum form. The approval should be secured in the following sequence, as applicable: Author, Department Chair, Curriculum Review Committee (including the Registrar), Dean, Vice President for Academic Affairs, 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 a hybrid approval process. Initial submissions should be sent electronically to the CRC email address gcc.crc@guamcc.edu.

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.

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 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. 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 Vice President for Academic Affairs (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.
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 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 2 *Category 1 and 2 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)	A course taught in a controlled environment requiring specialized equipment and/or facilities. The primary emphasis is on learning by doing and observing, with the burden of course activity placed on the student, under the direction and supervision of the instructor.
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) (1 Lecture/Lab credit = 15 contact hours)	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.

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 departmental 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 archived program is removed from the Catalog, arrangement 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 Courses 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. For postsecondary courses which have a secondary counterpart, we now offer a course curriculum form which will include both courses to ensure the uniformity of changes.

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 the through 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 corequisites (s) and/or prerequisite(s)
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. Addition of outcomes if there is no change in course content;
6. 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 and 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 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 or Major requirements;
4. Anything which is not specifically defined as non-substantive.

Program Non-Substantive Revision

Non-substantive program revisions may involve, but 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.

Reinstitution

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

GENERAL EDUCATION

The goal of Guam Community College is to prepare students to excel within their respective careers and the technical workforce of Micronesia. Another goal of the Guam Community College is to produce informed and educated citizens. In compliance with ACCJC Standard II.A.12, this goal is achieved by mandating all students to take general education requirements, which are college-level courses in English, Mathematics, Natural and Physical Sciences, Social and Behavioral Sciences, Computer Literacy, and Humanities and Fine Arts. These courses provide students with the general knowledge and experiences that are common to all educated individuals. (ACCJC Standard II.A.12, II.A.13.)

The following are descriptions of each General Education category/area, which may undergo modification once the Gen Ed revamp gets underway. *The General Education revamp will be completed at the end of AY 2019-2020.*

English Composition

Strong and effective reading and writing skills are essential for citizens to engage in local, regional, and global communities. Moreover, through evaluation and deduction, critical reading skills allow students to receive cultural, intellectual and personal information about authors, which informs their comprehension of topics and issues. Finally, thoughtful and strategic writing empowers citizens to join global conversations giving voice to diverse and even unlikely ideas and perspectives.

Courses in English Composition:

1. Will improve students' abilities to read critically and with appreciation of the craft and worth of literature.
2. Will improve students' abilities to write clearly, concisely, and thoughtfully.
3. Will improve students' abilities to develop deductive, analytical, and evaluative skills.

Mathematics

Analytical thinking skills are an integral component of one's academic, professional, and personal experience in the complex and rapidly changing workplace. Courses in mathematics promote analytical thinking through quantitative problem solving.

Courses in Mathematics:

1. Will improve students' abilities to calculate quantitative concepts clearly and precisely.
2. Will improve students' abilities to analyze and evaluate quantitative information critically in verbal,

numerical, symbolic, and graphical settings.

3. Will improve students' abilities to develop and apply analytical and logical skills to define, plan, and solve complex problems to determine if the outcome is reasonable.
4. Will improve students' abilities to differentiate between necessary and unnecessary information when solving a problem.
5. Will improve students' abilities to interpret the connection of mathematics and its values to other disciplines.

Natural and Physical Sciences

Scientific reasoning and training are increasingly necessary to analyze observations and data; make rational, informed decisions; and solve complex local, regional and global issues.

Courses in Natural and Physical Sciences:

1. Will improve students' abilities to explain scientific laws, theories and natural phenomena related to the universe, earth and its organisms.
2. Will improve students' critical thinking, problem-solving, and communication skills by implementing the scientific method, data collection, analysis and reporting.
3. Will improve students' abilities to explain how science and technology can affect contemporary issues.

Social and Behavioral Sciences

Social and Behavioral Sciences are vital in developing critical thought about current social issues and problems. Social Sciences examine how individuals, groups, institutions, and societies behave and influence each other and their surrounding environment. Behavioral science is the systematic analysis and investigation of human and animal behavior through controlled and naturalistic observation, and disciplined scientific experimentation.

Courses in Social and Behavioral Sciences:

1. Will improve students' abilities to recognize the theories and concepts of social and behavioral sciences.
2. Will improve students' abilities to interpret the interactions of the numerous factors that influence behavior at the individual, cultural, societal, national, or international level.
3. Will improve students' abilities to examine social issues and problems.

Computer Literacy

Computer literacy is a set of fundamental technological skills that are essential for college and workplace success. These skills are also needed in an ever-changing and technologically-driven society. Courses in computer literacy assist students in attaining basic technological skills and allow students to communicate responsibly and effectively using various technological media.

Courses in Computer Literacy:

1. Will introduce students to the basics of operating a computer and or modern technological device, its components, and current operational systems.
2. Will assist students in improving their keyboarding, electronic filing, and navigational skills.
3. Will assist students in efficiently performing basic data processing, basic word processing, and other basic administrative skills.
4. Will improve students' abilities to responsibly and ethically use current technology in various social situations.

Humanities and Fine Arts

Humanities and Fine Arts play a crucial role in preparing students for the challenges of citizenship both at home and in a global society. Courses in the humanities and fine arts assist students in making critical and informed choices as ethical citizens to prepare them for leadership roles in a complex and changing world. Humanities and fine arts encourage students to express themselves through multiple mediums, including written, visual, and performing arts.

Courses in Humanities and Fine Arts:

1. Will improve students' abilities to interpret languages, values, traditions, and histories of different

communities.

2. Will improve students' practice, study, and value of literature, art, music, philosophy, and religion.
3. Will improve students' abilities to interpret the powers and circumstances, which shape their lives.

*Important Note: It is anticipated that the college, through its participatory governance process, will engage all college stakeholders in a campus-wide dialogue regarding the revamp of the General Education curriculum within the next three (3) academic years. The overall impact on articulation of courses and programs between GCC and the University of Guam (UOG), which implemented a new Gen Ed curriculum in Fall 2017, will be a critical factor in this discussion. The three-year window is also the time frame that GCC students are given the option to follow either the **old** or **new** UOG Gen Ed framework. (Refer to the Memorandum of Understanding and Agreement, Articulation of UOG and GCC Courses, May 2017; on file at the Vice President for Academic Affairs (VPAA) Office).*

The revamp of the Gen Ed started Spring semester 2019 by a Core Articulation Group convened by the Vice President for Academic Affairs. This academic year, AY 2019-2020, is the last of the 3-year window provided by UOG so a new Gen Ed curriculum at GCC will be in place by AY 2020-2021.

CURRICULUM REVIEW STEPS FOR SECONDARY AND POSTSECONDARY

The Curriculum Approval Process should begin August 31st for that academic year's submissions in order to ensure the timely review and approval of curriculum documents. Curriculum Documents submitted after December 13, 2019 cannot be guaranteed full review process in time for the following Academic Year implementation.

The Department Chair and authors must schedule a time to review with CRC for document review. 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) based on the current CRC meeting offerings.

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 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 (NO MORE THAN 2)

Authors prepares a copy of the course curriculum and submit it to the Department Chair for review.

Include Advisory Committee minutes in the document 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** by the Department Chair, the Department Chair submits a copy of the curriculum to the CRC email gcc.crc@guamcc.edu
- If **REJECTED**, the curriculum document, with written feedback, will be sent to Author. Once changes have been made, Author must submit revised document to the Department Chair for review and action.

STEP 3 CURRICULUM REVIEW COMMITTEE

The Curriculum Review Committee (CRC) consists of the Registrar, Associate Deans, and Faculty who indicate their interest to join the committee.

- If **APPROVED**, the Curriculum Review Committee submits a copy of the approved curriculum to the Dean.
- If **REJECTED**, the curriculum document, with written feedback, will be sent back to the Author and the DC. Once changes have been made, Author must resubmit the electronic document back to CRC. CRC will then submit the revised document to the respective Dean.

STEP 4 DEAN

- If **APPROVED**, the Dean forwards the approved curriculum CRC so they can route to the VPAA.
- If **REJECTED**, the curriculum document, with written feedback, will be sent back to the DC. Once changes have been made, Author must resubmit the document to the CRC for final review. Upon approval, CRC will route the document to the VPAA.

STEP 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

- If **APPROVED**, the Vice President for Academic Affairs will forward the approved curriculum to the to the CRC for processing. For adoptions, CRC will forward the approved document to the President for review.
- If **REJECTED**, the curriculum document, with written feedback, will be submitted back to the DC. Author must resubmit the document to CRC for final review. The author must submit the original copy for comparison purposes. Once all changes have been made, CRC will forward the copy to the President for review if an adoption otherwise it will be processed.

STEP 6 PRESIDENT (for Adoptions Only)

- If **APPROVED**, the President will forward the approved document to CRC.
- If **REJECTED**, the curriculum document, with written feedback, will be submitted back DC. Author must resubmit the document to CRC for final review. The author must submit the original copy for comparison purposes. Once all changes have been made, CRC will process.

STEP 7 ADMISSIONS & REGISTRATION OFFICE

CRC will notify 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 actions are completed, an email with the processed curriculum document will be sent to Author(s), Department Chair, Registrar, AIER, and Bookstore Manager (only if there are changes in textbook selection), and Administrative Office for the VPAA's Office. The AO will make the changes 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.

CURRICULUM REVIEW STEPS CONTINUING EDUCATION

*Reviewers will each have ten (10) working days upon receipt to review a curriculum document. It is the responsibility of the Author and/or Department Chair 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.

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 DEAN

Dean's review is required for courses that are associated with course offerings under Deans respective schools.

- 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 4 ASSISTANT DIRECTOR, CONTINUING EDUCATION

- If **APPROVED**, the CE 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 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

- If **APPROVED**, the Vice President for Academic Affairs will forward to CEWD.
- If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author for resubmittal through the process.

STEP 6 ADMISSIONS & REGISTRATION

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

STEP 7 ADMINISTRATIVE ACTION

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

SECONDARY AND POSTSECONDARY ARCHIVAL REVIEW STEPS

The Curriculum Approval Process should begin August 31st for that academic year's submissions in order to ensure the timely review and approval of curriculum documents. Curriculum Documents submitted after December 13, 2019 cannot be guaranteed full review process in time for the following Academic Year implementation (except on a case-by-case basis when brought to the VPAA's attention).

The Department Chair and authors must schedule a time to review with CRC for document review. 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) based on the current CRC meeting offerings.

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 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 (NO MORE THAN 2)

Authors prepares a copy of the course curriculum and submit it to the Department Chair for review.

Include Advisory Committee minutes in the document 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** by the Department Chair, the Department Chair submits a copy of the curriculum to the CRC email gcc.crc@guamcc.edu
- If **REJECTED**, the curriculum document, with written feedback, will be sent to Author. Once changes have been made, Author must submit revised document to the Department Chair for review and action.

STEP 3 CURRICULUM REVIEW COMMITTEE

The Curriculum Review Committee (CRC) consists of the Registrar, Associate Deans, and Faculty who indicate their interest to join the committee.

- If **APPROVED**, the Curriculum Review Committee submits a copy of the approved archival request to the Dean.
- If **REJECTED**, the archival request, with written feedback, will be emailed back to the Author and the DC. Once changes have been made. Author must resubmit the document via email to Curriculum Review Committee for review and action.

STEP 4 DEAN

- If **APPROVED**, the Dean forwards the approved archival form back to CRC so it can be routed to the VPAA.
- If **REJECTED**, the archival form, with written feedback, will be sent back to the DC. Once changes have been made, Author must resubmit the document to the CRC for final review. The author must submit the original copy with the Dean's edits/feedback for comparison purposes. Once all changes have been made, CRC will forward the copy to the VPAA for review.

STEP 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

- If **APPROVED**, the Vice President for Academic Affairs will forward the approved archival form to CRC/Registrar's Office (for all other actions).
- If **REJECTED**, the archival form, with written feedback, will be submitted back to the DC. Author must resubmit the document to CRC for final review. The author must submit the original copy for comparison purposes. Once all changes have been made, the archival be processed.

STEP 6 ADMISSIONS & REGISTRATION OFFICE

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

STEP 7 ADMINISTRATIVE ACTION

Once actions are completed, an email with the processed curriculum document will be sent to Author(s), Department Chair, Registrar, AIER, and Bookstore Manager (only if there are changes in textbook selection), and Administrative Office for the VPAA's Office. The AO will make the changes 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 STEPS

The Curriculum Approval Process should begin August 31st for that academic year's submissions in order to ensure the timely review and approval of curriculum documents. Curriculum Documents submitted after December 13, 2019 cannot be guaranteed full review process in time for the following Academic Year implementation (except on a case-by-case basis when brought to the VPAA's attention).

The Department Chair and authors must schedule a time to review with CRC for document review. 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) based on the current CRC meeting offerings.

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 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 (NO MORE THAN 2)

Authors prepares a copy of the course curriculum and submit it to the Department Chair for review.

Include Advisory Committee minutes in the document 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** by the Department Chair, the Department Chair submits a copy of the curriculum to the CRC email gcc.crc@guamcc.edu
- If **REJECTED**, the curriculum document, with written feedback, will be sent to Author. Once changes have been made, Author must submit revised document to the Department Chair for review and action.

STEP 3 CURRICULUM REVIEW COMMITTEE

The Curriculum Review Committee (CRC) consists of the Registrar, Associate Deans, and Faculty who indicate their interest to join the committee.

- If **APPROVED**, the Curriculum Review Committee submits a copy of the approved Program Concept Form to the Dean.
- If **REJECTED**, the Program Concept Form, with written feedback, will be emailed back to the Author and the DC. Once changes have been made. Author must resubmit the document via email to Curriculum Review Committee for review and action.

STEP 4 DEAN

- If **APPROVED**, the Dean forwards the approved Program Concept Form to CRC to be routed to the VPAA.
- If **REJECTED**, the Program Concept Form, with written feedback, will be sent back to the DC. Once changes have been made, Author must resubmit the document to the CRC for final review. The author must submit the original copy with the Dean's edits/feedback for comparison purposes. Once all changes have been made, CRC will forward the copy to the VPAA for review.

STEP 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

- If **APPROVED**, the Vice President for Academic Affairs will forward the approved Program Concept Form to CRC/Registrar's Office (for all other actions).
- If **REJECTED**, the archival form, with written feedback, will be submitted back to the DC. Author must resubmit the document to CRC for final review. The author must submit the original copy for comparison purposes. Once all changes have been made, the archival be processed.

STEP 6 ADMISSIONS & REGISTRATION OFFICE

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

STEP 7 ADMINISTRATIVE ACTION

Once actions are completed, an email with the processed Program Concept Form will be sent to Author(s), Department Chair, Registrar, AIER, and Bookstore Manager (only if there are changes in textbook selection), and Administrative Office for the VPAA's Office. The AO will make the changes 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: GUIDE TO COMPLETING THE POST-SECONDARY COURSE CURRICULUM DOCUMENT



**POST SECONDARY COURSE CURRICLUM
AY 2019-2020**

a.

Post-Secondary Course Title (Alpha Number Course Title)

b.

Formerly (If Applicable include Alpha Number Course Title)

c.

Division

d.

Department

e.

Author 1

f.

Author 2

g.

Date Submitted to CRC

Date Reviewed by CRC

h. Identify action to be taken below (check all that apply):

- Adoption – All signatories
- Substantive Revision – All signatories except the President
- Non-substantive Revision - All signatories except the President
- Reinstitution – All signatories except the President

COVER SHEET

- a. Current or proposed course information – Alpha/Number/Title
- b. Former course information (only if changes are to be made) – Alpha/Number Title
- c. Division – Trades and Professional Services (TPS) or Technology and Student Services (TSS)
- d. Department – Automotive Technology, Construction Trades, etc.
- e. Author 1 – Author’s name
- f. Author 2 – Second Author’s name (if applicable) *maximum two faculty can author a curriculum document
- g. Date Submitted to CRC – add date emailed to CRC
- h. Identify action – Check all the change(s) that are being requested.

POST-SECONDARY COURSE CURRICULUM

I. TYPE OF ACTION

Select the type of action that applies.

Check the boxes for the type of curriculum action(s) you are requesting. When submitting to CRC, include a copy of the most current course curriculum.

A. **ADOPTION (for new courses only)**

B. **SUBSTANTIVE REVISION (check all that apply):**

Check if Applicable	Requested Change Type
<input type="checkbox"/>	Change in number of credit hours
<input type="checkbox"/>	Change in prerequisite(s) or corequisite(s)
<input type="checkbox"/>	Substantive change in course content
<input type="checkbox"/>	Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
<input type="checkbox"/>	Describe above changes and specify changes not listed above:

C. **NON-SUBSTANTIVE REVISION (check all that apply):**

Change in course alpha, number, or title

(original course will be automatically archived)

NEW ALPHA: _____

NEW NUMBER: _____

NEW TITLE: _____

Check if Applicable	Requested Change Type
<input type="checkbox"/>	Wording change in the catalog course description that does not significantly change the substance
<input type="checkbox"/>	Change in the course outline that does not significantly change the Course content
<input type="checkbox"/>	Change in textbook
<input type="checkbox"/>	Other: (please specify)

- D. RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information)

Justification for course reinstatement:

Arrangements made for students, in compliance with ACCJC Standard II.A.15.

II. INTRODUCTION

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

List the program(s) or programs of study to which the course is connected.

Is the course a Major Requirement or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program or program of study.

1. _____
2. _____
3. _____
4. _____
5. _____

Utilizing the Advance CTE Career Clusters resources online, find the applicable Career Cluster as well as Pathway as outlined on the website which best fits the program. For example, the Marketing Career Cluster has five (5) different pathways, choose the pathway which aligns best to learning outcomes.

This is a CTE course and is aligned with _____ Career Cluster
and is aligned with _____ Career Pathway.

(See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information)

III. RATIONALE FOR PROPOSAL

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only).

Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

- B. An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent).

Describe the employment outlook for this course area. To what job titles will this course apply? What is the salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what courses will the student need to complete before minimal job qualification is reached?

- C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A).

Describe how this course conforms to legal, occupational, or educational requirements. Is the course title or course content listed in articulation agreements, State Board regulations, or professional certification or licensing requirements?

- D. Results of course evaluation that supports request (attach evaluation or assessment results, for adoptions put N/A).

Describe the results of any evaluation of offerings as a special project course. Data may include: How many students were enrolled? How many completed the course? Did enrollment meet expectations in terms of numbers and student background (prerequisite knowledge and skills)? Is the course outline satisfactory? What was successful? What was difficult and should be changed?

IV. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

- A. Resources (materials, media, and equipment) and costs (only list resources that would be new and required for the course).

List and needed materials, media, equipment and their associated costs. Equipment should be specific to occupations for which training is provided. Include maintenance costs for equipment, if applicable (if not already acquired).

- B. Facility requirements and costs (only list requests that are new to the course)

Describe classroom and/or laboratory stations/space required to offer this course (if not already provided).

V. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).

- A. COURSE DESCRIPTION:

Create the course description, be sure to incorporate items from the course outline so students have an idea of what they will learn in the course. This course description will appear in the college catalog.

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

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

Student Learning Outcomes: List three to five Student Learning Outcomes of the course. Refer to the SLO Handbook found on the *Worklife* tab in MyGCC for assistance in developing SLOs.

1. _____
2. _____
3. _____
4. _____
5. _____

- These SLOs can be measured and learning is demonstrated.
- These SLOs align to States' Career Cluster Initiatives (SCCI) (www.careertech.org/) standards.

VI. COURSE DETAILS

Write the course alpha, number, and title. Consult the Registrar for information regarding selection of the alpha and number for adoptions or if you are changing the course alpha or number of a current course. The course title is what will be considered the long course title. It may be longer than 30 characters. Please note that if the title does not fit in the course building section, the title will be modified (truncated) to fit. The integrity of the course will be title will be preserved.

A. COURSE INFORMATION

ALPHA _____
NUMBER _____
TITLE _____

B. NUMBER OF CREDITS:

Write the number and type of credits that the student will receive upon successful completion of the course. Refer to Credit Hour – Policy 345 found in the Appendices section of this document. Contact the Registrar when determining credit for Adult High School courses or for other questions.

Post-Secondary Credits: _____

C. CONTACT HOURS:

For delivery format indicate whether course is a clinical, lab, lecture, lecture/lab, or practicum. If lab, identify whether it is a Category 1 or Category 2 lab. Indicate the number of student contact hours required for this course. These hours refer only to the hours that the student is expected to be in class (outside study time is not included).

Post-Secondary Contact Hour Breakdown

Delivery Format (If more than one, please check all that apply and provide corresponding contact hours)		Contact Hours
1	<input type="checkbox"/> Lecture or Lecture/Lab 15 Contact Hours = 1 Credit Category Lab 1 — Instructional Labs The equivalent of an academic course taught in a lab environment. Direct Instruction fills the entire class period.	
2	<input type="checkbox"/> Clinical:	
3	<input type="checkbox"/> Practicum:	
4	<input type="checkbox"/> Lab 2: 45 Contact Hours = 1 Credit Category 2 — Lecture/ Application/ Practice Labs Seventy-five (75%) of lecture course. Lecture and Practice sessions are clearly identified as separate activities.	
Total Hours		

If applicable, Lab Category *Category 1 and 2 as defined in the 2017-2023 GCC Faculty BOT Contract, Article XVIII.B.4.a.2.

D. HYBRID MODALITY REQUESTED (Post-Secondary Course Only) Yes No

Check this if you would like to get approval to run the class in a hybrid format. Only courses that are attached to programs with high enrollment and the course itself has a history of high enrollment will be considered for hybrid approval. General Education courses can also request for hybrid if they have a history of high enrollment.

E. PREREQUISITE (limit one): _____

List and describe a prerequisite required for this course if applicable. Does entry into this course require that the student have had any prior training, coursework, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite. When thinking about adding a prerequisite, does the student need to take the class in question in order to pass this course? If the answer is no, then it should not be listed as a prerequisite. There is a limit of one course to be listed as a prerequisite.

F. COREQUISITE (limit one): _____

List and describe a co-requisite required for this course if applicable. Is there a requirement that the student be involved in another activity in conjunction with enrollment in this course? Does the student need to enroll in another course while taking this course? There is a limit of one course to be listed as a corequisite.

G. ARTICULATION: _____

Is there a Dual Credit Articulated Program of Study (DCAPS) Agreement? If there is, the DUAL Course Curriculum form is recommended for this submission as it will encompass the post-secondary and secondary counterpart. Otherwise list if the course can articulate with another University or College (articulation agreement must be active and on file)

VII. IMPLEMENTATION SCHEDULE

Post-secondary course curriculum can only go into effect at the beginning of an Academic Year. Please specify the academic year to which this curriculum will be implemented (fall 2020, fall 2021, etc.)

Post-Secondary Course Implementation: _____

Please note that due to the Chalani 365 model, course curriculum received after December 13th are not guaranteed to be reviewed in time to go into effect the following academic year.

VIII. MEANS OF STUDENT ASSESSMENT

Describe the student evaluation methods, criteria, standards, and instruments that all instructors teaching this course must follow. Do not limit this response to your specific evaluation system for this course. Are there departmental evaluation standards the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance? Will instructors use examination developed by industry partner? Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

IX. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

List the required textbook for the course. The textbook reference must include the complete citation; use correct bibliographical form. The ISBN number must be added. When entering the edition/year use the phrase "(what the current edition or year being used now) or latest edition" for example, if the book is currently in the 5th edition you would write: "5th edition or latest edition). This will allow a historical record of what edition (or year) the updated curriculum started with while still allowing your department to order newer editions of the textbook without submitting a non-substantive revision form. If the textbook is being changed, the DC must be sure to advise the bookstore of the changes.

A. Required Textbook(s)

Title 1:
ISBN-10:
Title 2:
ISBN-10:

If the textbook is changed, it is the responsibility of the Department Chair to advise the bookstore of said changes.

B. Reference(s) and Bibliography/Websites

List instructional references to be used by the instructor and provide a bibliography for further study by students.

C. Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.)

List resources that are needed from the LRC

X. DETAILED COURSE OUTLINE (OUTLINE MUST BE DETAILED AND INCLUDE SUBTOPICS)

Include the detailed course outline. Primary and secondary topics should be included as to give a holistic picture of the course. Outlines may be either topical or chronological. Note that every item on the course outline requires a matching competency. The numbering system used in the course outline and for the competencies should match.

XI. ADVISORY COMMITTEE REVIEWED AND CONCURRED WITH THE MATERIALS, CONTENT, AND ASSESSMENT USED FOR THIS COURSE. (ATTACH ADVISORY COMMITTEE WRITTEN FEEDBACK I.E., ADVISORY COMMITTEE MEETING MINUTES).

Embed the Advisory Committee minutes into this section to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum. The VPAA will not review documents that do not include the Advisory Committee minutes, or narrative that supports the change from an outsider perspective.

APPENDIX B: GUIDE TO COMPLETING THE SECONDARY COURSE CURRICULUM DOCUMENT



**SECONDARY COURSE CURRICULUM
AY 2019-2020**

a.

Secondary Course Title (Alpha Number Course Title)

b.

Formerly (If Applicable include Alpha Number Course Title)

c.

Division

d.

Department

e.

Author 1

f.

Author 2

g.

Date Submitted to CRC

Date Reviewed by CRC

h. *Identify action to be taken below (check all that apply):*

- Adoption – All signatories
- Substantive Revision – All signatories except the President
- Non-substantive Revision - All signatories except the President
- Reinstitution – All signatories except the President

COVER SHEET

- a. Current or proposed course information – Alpha/Number/Title
- b. Former course information (only if changes are to be made) – Alpha/Number Title
- c. Division – Trades and Professional Services (TPS) or Technology and Student Services (TSS)
- d. Department – Automotive Technology, Construction Trades, etc.
- e. Author 1 – Author’s name
- f. Author 2 – Second Author’s name (if applicable) *maximum two faculty can author a curriculum document
- g. Date Submitted to CRC – add date emailed to CRC
- h. Identify action – Check all the change(s) that are being requested.

SECONDARY COURSE CURRICULUM

I. TYPE OF ACTION

Select the type of action that applies.

Check the boxes for the type of curriculum action(s) you are requesting. When submitting to CRC, include a copy of the most current course curriculum.

A. **ADOPTION (for new courses only)**

B. **SUBSTANTIVE REVISION (check all that apply):**

Check if Applicable	Requested Change Type
<input type="checkbox"/>	Change in number of credit hours
<input type="checkbox"/>	Change in prerequisite(s) or corequisite(s)
<input type="checkbox"/>	Substantive change in course content
<input type="checkbox"/>	Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
<input type="checkbox"/>	Describe above changes and specify changes not listed above:

C. **NON-SUBSTANTIVE REVISION (check all that apply):**

Change in course alpha, number, or title

(original course will be automatically archived)

NEW ALPHA: _____

NEW NUMBER: _____

NEW TITLE: _____

Check if Applicable	Requested Change Type
<input type="checkbox"/>	Wording change in the catalog course description that does not significantly change the substance
<input type="checkbox"/>	Change in the course outline that does not significantly change the Course content
<input type="checkbox"/>	Change in textbook
<input type="checkbox"/>	Other: (please specify)

- D. RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following Information)

Justification for course reinstatement:

Arrangements made for students, in compliance with ACCJC Standard II.A.15.

II. INTRODUCTION

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

List the program(s) or programs of study to which the course is connected.

If it is required by a program, the course is considered to be connected to that program or program of study.

1. _____
2. _____
3. _____
4. _____
5. _____

Utilizing the Advance CTE Career Clusters resources online, find the applicable Career Cluster as well as Pathway as outlined on the website which best fits the program. For example, the Marketing Career Cluster has five (5) different pathways, choose the pathway which aligns best to learning outcomes.

This is a CTE course and is aligned with _____ Career Cluster
and is aligned with _____ Career Pathway.

(See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information)

III. RATIONALE FOR PROPOSAL

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only).

Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

- B. An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent).

Describe the employment outlook for this course area. To what job titles will this course apply? What is the salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what courses will the student need to complete before minimal job qualification is reached?

- C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A).

Describe how this course conforms to legal, occupational, or educational requirements. Is the course title or course content listed in articulation agreements, State Board regulations, or professional certification or licensing requirements?

- D. Results of course evaluation that supports request (attach evaluation or assessment results, for adoptions put N/A).

Describe the results of any evaluation of offerings as a special project course. Data may include: How many students were enrolled? How many completed the course? Did enrollment meet expectations in terms of numbers and student background (prerequisite knowledge and skills)? Is the course outline satisfactory? What was successful? What was difficult and should be changed?

IV. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

- C. Resources (materials, media, and equipment) and costs (only list resources that would be new and required for the course).

List and needed materials, media, equipment and their associated costs. Equipment should be specific to occupations for which training is provided. Include maintenance costs for equipment, if applicable (if not already acquired).

- D. Facility requirements and costs (only list requests that are new to the course)

Describe classroom and/or laboratory stations/space required to offer this course (if not already provided).

V. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).

- C. COURSE DESCRIPTION:

Create the course description, be sure to incorporate items from the course outline so students have an idea of what they will learn in the course. This course description will appear in the college catalog.

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

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

Student Learning Outcomes: List three to five Student Learning Outcomes of the course. Refer to the SLO Handbook found on the *Worklife* tab in MyGCC for assistance in developing SLOs.

1. _____

2. _____

3. _____

4. _____

5. _____

These SLOs can be measured and learning is demonstrated.

These SLOs align to States' Career Cluster Initiatives (SCCI) (www.careertech.org/) standards.

VI. COURSE DETAILS

Write the course alpha, number, and title. Consult the Registrar for information regarding selection of the alpha and number for adoptions or if you are changing the course alpha or number of a current course. The course title is what will be considered the long course title. It may be longer than 30 characters. Please note that if the title does not fit in the course building section, the title will be modified (truncated) to fit. The integrity of the course will be title will be preserved.

A. COURSE INFORMATION

ALPHA _____

NUMBER _____

TITLE _____

C. NUMBER OF CREDITS:

Write the number and type of credits that the student will receive upon successful completion of the course. Refer to Credit Hour – Policy 345 found in the Appendices section of this document. Is the course curriculum cover the entire AY (both semesters) or does it just cover half (i.e. Part 1 or Part 2)?

Secondary Carnegie Units: _____ Per: _____

D. CONTACT HOURS:

For delivery format indicate whether course is a lecture, lecture/lab, or lab. If lab, identify whether it is a Category 1 or Category 2 lab. Indicate the number of student contact hours required for this course. These hours refer only to the hours that the student is expected to be in class (outside study time is not included).

Secondary Contact Hour Breakdown

Delivery Format (If more than one, please check all that apply and provide corresponding contact hours)		Contact Hours
1	<input type="checkbox"/> Lecture	
2	<input type="checkbox"/> Lab 1 Category Lab 1 — Instructional Labs The equivalent of an academic course taught in a lab environment. Direct Instruction fills the entire class period.	

H. PREREQUISITE (limit one): _____

List and describe a prerequisite required for this course if applicable. Does entry into this course require that the student have had any prior training, coursework, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite. When thinking about adding a prerequisite, does the student need to take the class in question in order to pass this course? If the answer is no, then it should not be listed as a prerequisite. There is a limit of one course to be listed as a prerequisite.

I. COREQUISITE (limit one): _____

List and describe a co-requisite required for this course if applicable. Is there a requirement that the student be involved in another activity in conjunction with enrollment in this course? Does the student need to enroll in another course while taking this course? There is a limit of one course to be listed as a corequisite.

ARTICULATION: _____

Is there a Dual Credit Articulated Program of Study (DCAPS) Agreement? Does this course directly articulate to a post-secondary course? If there is, the DUAL Course Curriculum form is recommended for this submission as it will encompass the post-secondary and secondary counterpart. If not, please list as usual.

VII. IMPLEMENTATION SCHEDULE

Secondary course curriculum can go into effect when needed (first or second semester). Please specify the term and academic year to which this curriculum will be implemented (fall 2020, spring 2021, etc.)

Secondary Course Implementation: _____

Please note that course curriculum received after December 13th are not guaranteed to be reviewed in time to go into effect the following academic year.

VIII. MEANS OF STUDENT ASSESSMENT

Describe the student evaluation methods, criteria, standards, and instruments that all instructors teaching this course must follow. Do not limit this response to your specific evaluation system for this course. Are there departmental evaluation standards the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance? Will instructors use examination developed by industry partner? Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

IX. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

List the required textbook for the course. The textbook reference must include the complete citation; use correct bibliographical form. The ISBN number must be added. When entering the edition/year use the phrase "(what the current edition or year being used now) or latest edition" for example, if the book is currently in the 5th edition you would write: "5th edition or latest edition). This will allow a historical record of what edition (or year) the updated curriculum started with while still allowing your department to order newer editions of the textbook without submitting a non-substantive revision form. If the textbook is being changed, the DC must be sure to advise the bookstore of the changes.

D. Required Textbook(s)

Title 1: ISBN-10:
Title 2: ISBN-10:

If the textbook is changed, it is the responsibility of the Department Chair to advise the bookstore of said changes.

E. Reference(s) and Bibliography/Websites

List instructional references to be used by the instructor and provide a bibliography for further study by students.

F. Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.)

List resources that are needed from the LRC

X. DETAILED COURSE OUTLINE (OUTLINE MUST BE DETAILED AND INCLUDE SUBTOPICS)

Include the detailed course outline. Primary and secondary topics should be included as to give a holistic picture of the course. Outlines may be either topical or chronological. Note that every item on the course outline requires a matching competency. The numbering system used in the course outline and for the competencies should match.

XI. ADVISORY COMMITTEE REVIEWED AND CONCURRED WITH THE MATERIALS, CONTENT, AND ASSESSMENT USED FOR THIS COURSE. (ATTACH ADVISORY COMMITTEE WRITTEN FEEDBACK I.E., ADVISORY COMMITTEE MEETING MINUTES).

Embed the Advisory Committee minutes into this section to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum. The VPAA will not review documents that do not include the Advisory Committee minutes, or narrative that supports the change from an outsider perspective.

APPENDIX C: GUIDE TO COMPLETING THE DUAL COURSE CURRICULUM DOCUMENT



a.	_____	
	Post-Secondary Course Title (Alpha Number Course Title)	
b.	_____	
	Formerly (If Applicable include Alpha Number Course Title)	
c.	_____	
	Secondary Course Title (Alpha Number Course Title)	
d.	_____	
	Formerly (If Applicable include Alpha Number Course Title)	
e.	_____	f.
	Division	Department
g.	_____	h.
	Author 1	Author 2
i.	_____	_____
	Date Submitted to CRC	Date Reviewed by CRC

j. Identify action to be taken below (check all that apply):

<u>Post-Secondary</u>	<u>Secondary</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Adoption – All signatories
<input type="checkbox"/>	<input type="checkbox"/>	Substantive Revision – All signatories except the President
<input type="checkbox"/>	<input type="checkbox"/>	Non-substantive Revision - All signatories except the President
<input type="checkbox"/>	<input type="checkbox"/>	Reinstitution – All signatories except the President

COVER SHEET

- a.** Current or proposed course information for post-secondary – Alpha/Number/Title
- b.** Former course information for post-secondary (only if changes are to be made) – Alpha/Number Title
- c.** Current or proposed course information for secondary – Alpha/Number/Title
- d.** Former course information for secondary (only if changes are to be made) – Alpha/Number Title
- e.** Division – Trades and Professional Services (TPS) or Technology and Student Services (TSS)
- f.** Department – Automotive Technology, Construction Trades, etc.
- g.** Author 1 – Author’s name
- h.** Author 2 – Second Author’s name *max two authors can be listed on a curriculum document
- i.** Date Submitted – notate date document was emailed to CRC
- j.** Identify Actions – Check which actions are being requested for the courses listed

DUAL COURSE CURRICULUM

Please note that this form should only be used if a course is offered at the post-secondary and secondary level and they articulate in terms of DCAPS. Please contact the Registrar if you have any questions.

I. TYPE OF ACTION

Select the type of action that applies.

Check the boxes for the type of curriculum action(s) you are requesting for each course level. When submitting to CRC, include a copy of the most current course curriculum for each.

A. **ADOPTION** (This is used when introducing a counterpart to already existing course or if introducing a new course for both levels)

Post-Secondary Course Adoption Secondary Course Adoption

B. **SUBSTANTIVE REVISION** (check all that apply):

Post-Secondary	Secondary	Requested Change Type
<input type="checkbox"/>	<input type="checkbox"/>	Change in number of credit hours
<input type="checkbox"/>	<input type="checkbox"/>	Change in prerequisite(s) or corequisite(s)
<input type="checkbox"/>	<input type="checkbox"/>	Substantive change in course content
<input type="checkbox"/>	<input type="checkbox"/>	Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
<input type="checkbox"/>	<input type="checkbox"/>	Describe above changes and specify changes not listed above:

C. **NON-SUBSTANTIVE REVISION** (check all that apply):

Change in course alpha, number, or title

(original course(s) will be automatically archived)

Post-Secondary Changes

Secondary Changes

NEW ALPHA: _____

NEW ALPHA: _____

NEW NUMBER: _____

NEW NUMBER: _____

NEW TITLE: _____

NEW TITLE: _____

Post-Secondary	Secondary	Requested Change Type
<input type="checkbox"/>	<input type="checkbox"/>	Wording change in the catalog course description that does not significantly change the substance
<input type="checkbox"/>	<input type="checkbox"/>	Change in the course outline that does not significantly change the Course content
<input type="checkbox"/>	<input type="checkbox"/>	Change in textbook
<input type="checkbox"/>	<input type="checkbox"/>	Other: (please specify)

D. RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following Information)

Post-Secondary Course Reinstitution

Secondary Course Reinstitution

Justification for course reinstatement:

Arrangements made for students, in compliance with ACCJC Standard II.A.15.

II. INTRODUCTION

List the program(s) or programs of study to which the course is connected.

If it is required by a program, the course is considered to be connected to that program or program of study. List for both post-secondary and secondary.

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

1. _____
2. _____
3. _____
4. _____
5. _____

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

1. _____
2. _____
3. _____
4. _____

5. _____

Utilizing the Advance CTE Career Clusters resources online, find the applicable Career Cluster as well as Pathway as outlined on the website which best fits the program. For example, the Marketing Career Cluster has five (5) different pathways, choose the pathway which aligns best to learning outcomes.

This is a CTE course and is aligned with _____ Career Cluster.

This is a CTE course aligned with _____ Career Pathway.

(See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information)

III. RATIONALE FOR PROPOSAL

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only).

Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements. Please provide evidence for both levels.

- B. An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent).

Describe the employment outlook for this course area. To what job titles will this course apply? What is the salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what courses will the student need to complete before minimal job qualification is reached? Please include evidence for both levels.

- C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A).

Describe how these courses conform to legal, occupational, or educational requirements. Is the course title or course content listed in articulation agreements, State Board regulations, or professional certification or licensing requirements? Be sure to specify what requirements apply to what level, etc.

- D. Results of course evaluation that supports request (attach evaluation or assessment results, for adoptions put N/A).

Describe the results of any evaluation of offerings as a special project course. Data may include: How many students were enrolled? How many completed the course? Did enrollment meet expectations in terms of numbers and student background (prerequisite knowledge and skills)? Is the course outline satisfactory? What was successful? What was difficult and should be changed?

IV. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

- A. Resources (materials, media, and equipment) and costs (only list resources that would be new and required for the course).

List and needed materials, media, equipment and their associated costs. Equipment should be specific to occupations for which training is provided. Include maintenance costs for equipment, if applicable (if not already acquired). Lists should be level specific if they differ.

- B. Facility requirements and costs (only list requests that are new to the course)

Describe classroom and/or laboratory stations/space required to offer this course (if not already provided). Please list this for both levels.

V. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. *Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).

COURSE DESCRIPTION:

Create the course description, be sure to incorporate items from the course outline so students have an idea of what they will learn in the course. This course description will appear in the post-secondary college catalog and secondary catalog.

A. STUDENT LEARNING OUTCOMES (POST SECONDARY AND SECONDARY) – COURSE LEVEL (LIST 3-5)

Student Learning Outcomes: List three to five Student Learning Outcomes of the course. Refer to the SLO Handbook found on the *Worklife* tab in MyGCC for assistance in developing SLOs. These SLOs are for both the post-secondary and secondary course.

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

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

- These SLOs can be measured and learning is demonstrated.
- These SLOs align to States’ Career Cluster Initiatives (SCCI) (www.careertech.org/) standards.

VI. COURSE DETAILS

Write the course alpha, number, and title for post-secondary and secondary. Consult the Registrar for information regarding selection of the alpha and number for adoptions or if you are changing the course alpha or number of a current course. The course title is what will be considered the long course title. It may be longer than 30 characters. Please note that if the title does not fit in the course building section, the title will be modified (truncated) to fit. The integrity of the course will be title will be preserved.

A. COURSE INFOMRATION

POST SECONDARY COURSE :

ALPHA _____

NUMBER _____

TITLE _____

SECONDARY COURSE :

ALPHA _____

NUMBER _____

TITLE _____

B. NUMBER OF CREDITS:

For delivery format indicate the course type for post-secondary and secondary respectively. Please remember that secondary courses only have the option of lecture, lecture/lab, or lab. If lab, identify whether it is a Category 1 or Category 2 lab. Indicate the number of student contact hours required for this course. These hours refer only to the hours that the student is expected to be in class (outside study time is not included).

Post-Secondary Credits: _____ Per: _____

Secondary Carnegie Units: _____ Per: _____

C. CONTACT HOURS:

POST-SECONDARY CONTACT HOUR BREAKDOWN

Delivery Format (If more than one, please check all that apply and provide corresponding contact hours)		Contact Hours
1	<input type="checkbox"/> Lecture or Lecture/Lab 15 Contact Hours = 1 Credit Category Lab 1 — Instructional Labs The equivalent of an academic course taught in a lab environment. Direct Instruction fills the entire class period.	
2	<input type="checkbox"/> Clinical:	
3	<input type="checkbox"/> Practicum:	
4	<input type="checkbox"/> Lab 2: 45 Contact Hours = 1 Credit Category 2 — Lecture/ Application/ Practice Labs Seventy-five (75%) of lecture course. Lecture and Practice sessions are clearly identified as separate activities.	
Total Hours		

If applicable, Lab Category *Category 1 and 2 as defined in the 2017-2023 GCC Faculty BOT Contract, Article XVIII.B.4.a.2.

D. HYBRID MODALITY REQUESTED (Post-Secondary Course Only) Yes No

E. PREREQUISITE (limit one): _____

List and describe a prerequisite required for this course on the post-secondary level if applicable. Does entry into this course require that the student have had any prior training, coursework, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite. When thinking about adding a prerequisite, does the student need to take the class in question in order to pass this course? If the answer is no, then it should not be listed as a prerequisite. There is a limit of one course to be listed as a prerequisite.

F. COREQUISITE (limit one): _____

List and describe a co-requisite required for this course on the post-secondary level if applicable. Is there a requirement that the student be involved in another activity in conjunction with enrollment in this course? Does

the student need to enroll in another course while taking this course? There is a limit of one course to be listed as a corequisite.

G. ARTICULATION: _____

List if the course can articulate with another University or College (articulation agreement must be active and on file)

SECONDARY CONTACT HOUR BREAK DOWN

Delivery Format (If more than one, please check all that apply and provide corresponding contact hours)		Contact Hours
1	<input type="checkbox"/> Lecture	
2	<input type="checkbox"/> Lab 1 Category Lab 1 — Instructional Labs The equivalent of an academic course taught in a lab environment. Direct Instruction fills the entire class period.	

H. PREREQUISITE (limit one): _____

List and describe a prerequisite required for this course on the secondary level if applicable. Does entry into this course require that the student have had any prior training, coursework, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite. When thinking about adding a prerequisite, does the student need to take the class in question in order to pass this course? If the answer is no, then it should not be listed as a prerequisite. There is a limit of one course to be listed as a prerequisite.

I. COREQUISITE (limit one): _____

List and describe a co-requisite required for this course on the secondary level if applicable. Is there a requirement that the student be involved in another activity in conjunction with enrollment in this course? Does the student need to enroll in another course while taking this course? There is a limit of one course to be listed as a corequisite.

VII. IMPLEMENTATION SCHEDULE

Post-secondary course curriculum can only go into effect at the beginning of an Academic Year. Please specify the academic year to which this curriculum will be implemented (fall 2020, fall 2021, etc.)

Post-Secondary Course Implementation: _____

Secondary course curriculum is more flexible and can go into effect when needed (first or second semester). Please specify the term and academic year to which this curriculum will be implemented (fall 2020, spring 2021, etc.)

Secondary Course Implementation: _____

Please note that due to the Chalani 365 model, course curriculum received by December 13th are guaranteed to be reviewed in time to go into effect the following academic year.

VIII. MEANS OF STUDENT ASSESSMENT

Describe the student evaluation methods, criteria, standards, and instruments that all instructors teaching these courses must follow. Please specify for each level if they will be assessed differently. Do not limit this response to

your specific evaluation system for this course. Are there departmental evaluation standards the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance? Will instructors use examination developed by industry partner? Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

IX. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

List the required textbook for the course. The textbook reference must include the complete citation; use correct bibliographical form. The ISBN number must be added. When entering the edition/year use the phrase "(what the current edition or year being used now) or latest edition" for example, if the book is currently in the 5th edition you would write: "5th edition or latest edition). This will allow a historical record of what edition (or year) the updated curriculum started with while still allowing your department to order newer editions of the textbook without submitting a non-substantive revision form. If the textbook is being changed, the DC must be sure to advise the bookstore of the changes.

A. Required Textbook(s) for Post-Secondary

Title 1: ISBN-10:
Title 2: ISBN-10:

B. Required Textbook(s) for Secondary (If Applicable)

Title 1: ISBN-10:
Title 2: ISBN-10:

If the post-secondary textbook is changed, it is the responsibility of the Department Chair to advise the bookstore of said changes.

C. Reference(s) and Bibliography/Websites

List instructional references to be used by the instructor and provide a bibliography for further study by students.

D. Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.)

List resources that are needed from the LRC

X. DETAILED COURSE OUTLINE (OUTLINE MUST BE DETAILED AND INCLUDE SUBTOPICS)

Include the detailed course outline. Primary and secondary topics should be included as to give a holistic picture of the course. Outlines may be either topical or chronological. Note that every item on the course outline requires a matching competency. The numbering system used in the course outline and for the competencies should match.

XI. ADVISORY COMMITTEE REVIEWED AND CONCURRED WITH THE MATERIALS, CONTENT, AND ASSESSMENT USED FOR THIS COURSE. (ATTACH ADVISORY COMMITTEE WRITTEN FEEDBACK I.E., ADVISORY COMMITTEE MEETING MINUTES).

Embed the Advisory Committee minutes into this section to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum. The VPAA will not review documents that do not include the Advisory Committee minutes, or narrative that supports the change from an outsider perspective.

APPENDIX D: GUIDE TO COMPLETING THE POSTSECONDARY & SECONDARY ARCHIVAL FORM



POST SECONDARY & SECONDARY PROGRAM OR COURSE ARCHIVAL

AY 2019-2020

a.

Course Title (Alpha, Number, Course Title) or Program Title

b.

Division

c.

Department

d.

Author 1

e.

Author 2

f.

Date Submitted to CRC

Date Reviewed by CRC

COVER SHEET

- a. Current or proposed course information – Alpha/Number/Title
- b. Division – Trades and Professional Services (TPS) or Technology and Student Services (TSS)
- c. Department – Automotive Technology, Construction Trades, etc.
- d. Author 1 – Author’s name
- e. Author 2 – Second Author’s name (if applicable) *maximum two faculty can author a curriculum document
- f. Date Submitted to CRC – add date emailed to CRC

PROGRAM OR COURSE ARCHIVAL

COURSE ARCHIVAL

1. Justification for course archival

Explain the rationale for the archival, is the course being replaced, is the curriculum no longer relevant, etc.

2. Plans and implementation date for phasing out this course

When will the course be archived? Will it be that upcoming AY or further into the future? Archivals proposed to go into effect following AY will need to be submitted by December 2019 for guaranteed review for the following AY.

3. Plans for students currently enrolled in the course or enrolled in the program requiring the course

For students who currently require the course for their program, is a substitute course identified? Is there a plan to relay this information to the students affected?

PROGRAM ARCHIVAL

1. Justification for program archival

Explain the rationale for the archival, is the program being replaced, is the program no longer relevant, etc.

2. Plans and implementation date for phasing out this program

When will the program be archived? Will it be that upcoming AY or further into the future? Archivals proposed to go into effect following AY should be submitted no later than December 13, 2019 for guaranteed review.

3. Plans for students currently enrolled in the program

For students who currently in the program, how will they be phased out?

APPENDIX E: GUIDE TO COMPLETING THE PROGRAM CONCEPT FORM



PROGRAM CONCEPT

AY 2019-2020

a.

Program Title

b.

Division

c.

Department

d.

Author 1

e.

Author 2

f.

Date Submitted to CRC

Date Reviewed by CRC

COVER SHEET

- a. Proposed Program Title
- b. Division – Trades and Professional Services (TPS) or Technology and Student Services (TSS)
- c. Department – Automotive Technology, Construction Trades, etc.
- d. Author 1 – Author’s name
- e. Author 2 – Second Author’s name (if applicable) *maximum two faculty can author a curriculum document
- f. Date Submitted to CRC – add date emailed to CRC

Final approval is given when approved by individual reviewers and the approved document is submitted to CRC.

PROGRAM CONCEPT

I. Description

1. Identification:

Include the title of the proposed program, Career Cluster, and Pathways. Describe the program in general terms. Include the Student Learning Outcomes (SLOs) of the program. Align SLOs with industry standards. Identify the title and source of the skill standards for this program.

2. Target group:

Describe the population you intend to serve and include anything unique about this group.

II. Statement of Need

This section includes the reasons the program should be developed. It should include the comments of industry representatives and advisory committee members regarding the ways this curriculum will meet the needs of students and the community. Department of Labor projections for the job market and any other information which supports the development of this curriculum should be included.

While it is important to be brief, say as much as needed to justify the resources which will be expended to develop this curriculum.

III. Financial Statement

In this section, you should describe the costs of this program. You should be able to defend the allocation of resources to this program. You may suggest reallocation plans for existing resources. It is prudent to identify any unusual or unique needs.

Specifically, indicate whether the program requires additional or reallocation of: personnel, facilities, equipment, and materials. Indicate approximate costs involved.

IV. Implementation

State the projected date(s) for implementation. If the program is to be implemented in phases, indicate this.

APPENDIX F

GCC Procedures for Textbook Selection

INTRODUCTION

The purpose of GCC's textbook selection process is to provide direction for textbook evaluation and review as well as to ensure that educational goals and student learning outcomes are met. The process also aims to provide high quality and comprehensive learning materials while maintaining reasonable costs to the students and ensuring timely availability of resources.

A. REQUIRED TEXTBOOKS (PRIMARY)

1. Selection of textbooks supports the student learning outcomes of the course as reflected in the adopted course guide. Printed textbooks required for classroom use are adopted and used for a minimum of a three-year period. Currency of textbook information should also be considered an important factor when deciding on the duration of textbook use in the classroom.
2. Textbook change procedures:
 - a. Textbooks associated with substantive change in course content are done via the approved course curriculum, which must go through the regular curriculum approval process.
 - b. Textbooks associated with non-substantive change in course content are done via the curriculum approval process and/or through VPAA administrative action, as necessary and appropriate.
3. Textbook selection shall be recommended by a consensus of full-time faculty members in the subject field. Consultation with appropriate adjunct faculty members is strongly recommended.
4. All instructors in all courses must use the adopted textbook, and must use the edition that is available to students in the bookstore. During the semester that a new edition is available, faculty will make every effort to use both the old and the new edition for that one semester.
5. The attached textbook adoption checklist should be used when considering textbooks for selection. Generally, the College should consider the following factors:
 - a. College grade level readability
 - b. Bias-free: job designation; sex-role stereotyping; age discrimination; racial, ethnic, and/or religious bias; all other discriminatory characteristics
 - c. Accuracy: factual, up-to-date; detailed to minimize misinterpretation
 - d. Appropriateness and versatility: appropriate to learners with varying levels of maturity; suitable for a variety of learning environments; language and/or visuals are easy to understand, challenging, but not beyond ability of learning; important and relevant to subject matter area
 - e. Verbal and visual effectiveness: attractively designed; logical development of ideas; stimulating; develops critical thought and creativity
 - f. Cost: available at a cost commensurate with value and probable use based on comparable texts

B. EXAMINATION/REVIEW COPIES

It is the responsibility of the department chair to initiate contact with publishers to obtain examination or review textbook copies. These copies shall be utilized in reviewing textbooks at the department's level for textbook selection.

C. SUPPLEMENTAL TEXTBOOKS

A supplementary text is a required textbook selected by an instructor to supplement the primary text. The process for selecting a supplementary text is the same as the primary text. Supplementary textbooks must be aligned with student learning outcomes. The cost of a supplementary text must be less than \$50.00 per text. A faculty member may submit a request for an exception to the \$50 per text limitation with rationale to the Vice President for Academic Affairs via the Dean. The Vice President for Academic Affairs must approve all supplementary text requests when the cost exceeds \$50.00 per text.

D. OPTIONAL TEXTBOOKS

Optional textbooks are not required for a course. Purchase of an optional text is discretionary for students. When optional textbooks are used, the course syllabus must indicate optional textbooks are not required to be purchased by students, and that their use will not have any bearing on the determination of a final grade in the course. This statement must be included in the syllabus.

E. ORDERING OF TEXTBOOKS

The Materials Management Office, through the bookstore, shall be responsible for the ordering of textbooks in close collaboration with the department chair. The department chair will be responsible for indicating the projected number of textbooks needed for the following semester to the Materials Management Office, no later than the established due date set by the Business Office. Textbooks and information costs shall either be posted at the bookstore, on the college website or on the printed class schedule, as required by federal regulations. Information about e-books should also be disseminated to the campus community, whenever they are adopted.

F. DESK COPIES

The ordering of instructor desk copies is the department chair's responsibility. The Materials Management Office, through the bookstore, will assist in providing contact information of the publisher. Departments may also purchase a copy of the textbook from the Bookstore.

G. DIGITAL BOOKS

Non-printed or digital books (better known as e-books) should be secured, if available, as an alternative to printed copies. It is the responsibility of the Materials Management Office, to make the arrangements to offer e-books to students.

H. IN-HOUSE FACULTY TEXTBOOKS

GCC faculty members and employees who have authored textbooks must recuse themselves from the textbook selection process if their textbook is being considered for adoption for a particular course.

I. COPYRIGHTED MATERIALS

All employees shall adhere to federal and local copyright laws in addition to GCC policies regarding the use of textbooks and other classroom materials.



APPENDIX G: 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	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR/PROGRAM SPECIALIST		<input type="checkbox"/>	<input type="checkbox"/>	
DEAN		<input type="checkbox"/>	<input type="checkbox"/>	
ASSISTANT DIRECTOR Continuing Education & Workforce Development	Rowena E. Perez	<input type="checkbox"/>	<input type="checkbox"/>	
VP for ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	
REGISTRAR	Tina M. Quinata	<input type="checkbox"/>	<input type="checkbox"/>	

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.

IV. 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

- I. 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. (Please attach Advisory Committee minutes to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum.)

Yes

No

Comments:

APPENDIX H: CE-SPECIFIC CEU OR NOT FOR CREDIT COURSE



Continuing Education & Workforce Development

CE-Specific CEU or NOT FOR credit Course

Approval / Modification Form

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	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR / PROGRAM SPECIALIST		<input type="checkbox"/>	<input type="checkbox"/>	
DEAN		<input type="checkbox"/>	<input type="checkbox"/>	
ASSISTANT DIRECTOR Continuing Education & Workforce Development	Rowena Perez	<input type="checkbox"/>	<input type="checkbox"/>	
VP for ACADEMIC AFFAIRS	R. Ray R. Somera, Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	
REGISTRAR	Tina M. Quinata	<input type="checkbox"/>	<input type="checkbox"/>	

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 I: CREDIT HOUR POLICY 345

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



APPENDIX J:

Guam Community College
Assessment (CCA) and Curriculum (CRC) Cycle Schedule
2019~2025

Academic Year	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Due Date	October 14, 2019	March 9, 2020	October 12, 2020	March 8, 2021	October 11, 2021	March 14, 2022	October 10, 2022	March 13, 2023	October 9, 2023	March 11, 2024	October 14, 2024	March 10, 2025
Group A- Associate/Certificate Program Unit	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM Review	CURRICULUM Review
	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation
Group B- Certificate Program Unit	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)
Group D- Special Program Unit	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)	(curriculum expired)
Group C- Administrative and Student Service Units	Student Services Unit Assessment Plan & Data Collection	Student Services Unit Assessment Report & Implementation	Administrative Unit Assessment Plan & Data Collection	Administrative Unit Assessment Report & Implementation	Student Services Unit Assessment Plan & Data Collection	Student Services Unit Assessment Report & Implementation	Administrative Unit Assessment Plan & Data Collection	Administrative Unit Assessment Report & Implementation	Student Services Unit Assessment Plan & Data Collection	Student Services Unit Assessment Report & Implementation	Administrative Unit Assessment Plan & Data Collection	Administrative Unit Assessment Report & Implementation
	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation

Program Name or Course #	AY 2019-2020	AY 2020-2021
AA-Culinary Arts	Program Assessment	
AA-Education	Program Assessment	
AA-Liberal Studies	Curriculum Review	Program Assessment
AS-Accounting	Program Assessment	
AS-Automotive Service Technology-GST	Curriculum Review	Program Assessment
AS-Automotive Service Technology-MST	Program Assessment	
AS-Civil Engineering Technology	Curriculum Review	Program Assessment
AS-Computer Networking	Program Assessment	
AS-Computer Science	Program Assessment	
AS-Criminal Justice	Curriculum Review	Program Assessment
AS-Early Childhood Education	Program Assessment	
AS-Emergency Management	Curriculum Review	Program Assessment
AS-Foodservice Management	Program Assessment	
AS-Human Services	Curriculum Review	Program Assessment
AS-International Hotel Management	Program Assessment	
AS-Marketing	Program Assessment	
AS-Medical Assisting	Program Assessment	
AS-Office Technology	Program Assessment	
AS-Practical Nursing	Program Assessment	
AS-Pre-Architectural Drafting	Curriculum Review	Program Assessment
AS-Supervision & Management	Program Assessment	
AS-Surveying Technology	Curriculum Review	Program Assessment
AS-Tourism & Travel Management	Program Assessment	
AS-Visual Communications	Program Assessment	
Cert-Automotive Service Technology	Curriculum Review	Program Assessment
Cert-Computer Aided Design & Drafting	Curriculum Review	Program Assessment
Cert-Computer Science	Curriculum Review	Program Assessment
Cert-Construction Technology	Program Assessment	
Cert-Criminal Justice	Curriculum Review	Program Assessment
Cert-Early Childhood Education	Program Assessment	

Program Name or Course #	AY 2019-2020	AY 2020-2021
Cert-Education	Program Assessment	
Cert-Emergency Management	Curriculum Review	Program Assessment
Cert-Environmental Technician	Curriculum Review	Program Assessment
Cert-Family Services	Curriculum Review	Program Assessment
Cert-Fire Science Technology	Curriculum Review	Program Assessment
Cert-Medical Assisting	Program Assessment	
Cert-Medium/Heavy Truck Diesel Technology	Curriculum Review	Program Assessment
Cert-Office Technology	Curriculum Review	Program Assessment
Cert-Practical Nursing	Program Assessment	
Cert-Sign Language Interpreting	Program Assessment	
Cert-Supervision & Management	Program Assessment	
Cert-Surveying Technology	Curriculum Review	Program Assessment
CEWD-Adult Basic Education (ABE)	Curriculum Review	Program Assessment
CEWD-English as a Second Language (ESL)	Curriculum Review	Program Assessment
Diploma-Adult High School Diploma Program (AHS)	Program Assessment	
Industry Certification-Cosmetology	Program Assessment	
Industry Certification-Hybrid Electric Vehicle Technology	Curriculum Review-Industry Cert-LDHEV	Program Assessment
Secondary-Allied Health (Health Careers and Science)	Program Assessment	
Secondary-Automotive (Automotive Service Technology)	Curriculum Review	Program Assessment
Secondary-Automotive (Collision Repair & Refinishing Technology)	Curriculum Review	Program Assessment
Secondary-Construction Trades-Carpentry & AutoCAD	Curriculum Review	Program Assessment
Secondary-Early Childhood Education	Curriculum Review	Program Assessment
Secondary-Electronics & Computer Networking	Curriculum Review	Program Assessment

Program Name or Course #	AY 2019-2020	AY 2020-2021
Secondary-HVAC	Program Assessment	
Secondary-Marketing Education Program	Curriculum Review	Program Assessment
Secondary-Tourism (Lodging Management)	Curriculum Review	Program Assessment
Secondary-Tourism (ProStart)	Program Assessment	
Secondary-Visual Communications	Curriculum Review	Program Assessment
Secondary-Work Experience	Curriculum Review	Program Assessment
AC100		Course Assessment
AC110		Course Assessment
AC150		Course Assessment
AC210	Curriculum Review	
AC211		Course Assessment
AC212		Course Assessment
AC225		Course Assessment
AC233	Curriculum Review	
AC240		Course Assessment
AC250		Course Assessment
AC280		Course Assessment
AC292		Course Assessment
AE103		Course Assessment
AE121		Course Assessment
AE122		Course Assessment
AE138	Curriculum Review	
AE150		Course Assessment
AE160		Course Assessment
AE170		Course Assessment
AE216	Curriculum Review	
AEMA050		Course Assessment
AEMA060		Course Assessment
AEMA070		Course Assessment
ASL100	GENED REVIEW	
ASL110	GENED REVIEW	
ASL120		Course Assessment
ASL130	Curriculum Review	

Important Note: Deviations from this schedule will depend on institutional needs and priorities, as determined by the VPAA, in consultation with the committee chairs.

Program Name or Course #	AY 2019-2020	AY 2020-2021
AST100		Course Assessment
AST110	Curriculum Review	
AST113	Curriculum Review-Industry Cert-LDHEV	
AST120		Course Assessment
AST123	Curriculum Review-Industry Cert-LDHEV	Course Assessment
AST130		Course Assessment
AST133	Curriculum Review-Industry Cert-LDHEV	
AST140	Curriculum Review	
AST143	Curriculum Review-Industry Cert-LDHEV	
AST150		Course Assessment
AST160	Curriculum Review	
AST170	Curriculum Review	
AST180A		Course Assessment
AST180B	Curriculum Review	
AST210	Curriculum Review	
AST220		Course Assessment
AST230	Curriculum Review	
AST240	Curriculum Review	
AST250	Curriculum Review	
AST260	Curriculum Review	
AST270	Curriculum Review	
AST280	Curriculum Review	
CD110		Course Assessment
CD140		Course Assessment
CD180		Course Assessment
CD221		Course Assessment
CD240		Course Assessment
CD260	Curriculum Review	
CD285	Curriculum Review	

Program Name or Course #	AY 2019-2020	AY 2020-2021
CD292		Course Assessment
CE121	Curriculum Review	
CE210	Curriculum Review	
CE211	Curriculum Review	
CE213	Curriculum Review	
CE214	Curriculum Review	
CE215	Curriculum Review	
CE221	Curriculum Review	
CE222	Curriculum Review	
CE224	Curriculum Review	
CE225	Curriculum Review	
CH110	GENED REVIEW	
CH111	GENED REVIEW	
CHLS102	Curriculum Review	
CJ100	Curriculum Review	
CJ101	Curriculum Review	
CJ102	Curriculum Review	
CJ104	Curriculum Review	
CJ107	Curriculum Review	
CJ122	Curriculum Review	
CJ126	Curriculum Review	
CJ126L	Curriculum Review	
CJ132		Course Assessment
CJ135		Course Assessment
CJ140	Curriculum Review	
CJ145	Curriculum Review	
CJ148	Curriculum Review	
CJ150		Course Assessment
CJ200	Curriculum Review	
CJ204		Course Assessment
CJ205		Course Assessment
CJ206	Curriculum Review	
CJ209	Curriculum Review	
CJ225	Curriculum Review	
CJ250	Curriculum Review	

Program Name or Course #	AY 2019-2020	AY 2020-2021
CJ292	Curriculum Review	
CM101		Course Assessment
CM102		Course Assessment
CM104A		Course Assessment
CM104B		Course Assessment
CM292	Curriculum Review	
CS101		Course Assessment
CS102	Curriculum Review	
CS103	Curriculum Review	
CS104		Course Assessment
CS110	Curriculum Review	
CS112		Course Assessment
CS151	GENED REVIEW	
CS152	GENED REVIEW	
CS202	Curriculum Review	
CS203	Curriculum Review	
CS204	Curriculum Review	
CS205	Curriculum Review	
CS206	Curriculum Review	
CS210A	Curriculum Review	
CS211		Course Assessment
CS212		Course Assessment
CS213		Course Assessment
CS252	Curriculum Review	
CS266		Course Assessment
CS290		Course Assessment
CS292		Course Assessment
CS299		Course Assessment
CT100		Course Assessment
CT140		Course Assessment
CT152		Course Assessment
CT152A		Course Assessment
CT153		Course Assessment
CT154A		Course Assessment
CT154B		Course Assessment

Important Note: Deviations from this schedule will depend on institutional needs and priorities, as determined by the VPAA, in consultation with the committee chairs.

Program Name or Course #	AY 2019-2020	AY 2020-2021
CT158	Curriculum Review	
CT165A		Course Assessment
CT165B		Course Assessment
CT165C		Course Assessment
CT165D		Course Assessment
CT172	Curriculum Review	
CT173		Course Assessment
CT182		Course Assessment
CT183		Course Assessment
CT185A		Course Assessment
CT185B		Course Assessment
CT185C		Course Assessment
CT193	Curriculum Review	
CT196A		Course Assessment
CT196B		Course Assessment
CT197	Curriculum Review	
CT197A	Curriculum Review	
CT197B		Course Assessment
CT292	Curriculum Review	
CTCH060	Curriculum Review	
CTCT053		Course Assessment
CTCT073		Course Assessment
CTCT080	Curriculum Review	
CTCT081	Curriculum Review	
CTCT085A		Course Assessment
CTCT085B		Course Assessment
CTCT085C		Course Assessment
CTEC050	Curriculum Review	
CTEC051	Curriculum Review	
CTEC060	Curriculum Review	
CTEC061	Curriculum Review	
CTEC089	Curriculum Review	
CTEE051A	Curriculum Review	
CTEE051B		Course Assessment
CTEE065		Course Assessment

Program Name or Course #	AY 2019-2020	AY 2020-2021
CTEE066	Curriculum Review	
CTEE080		Course Assessment
CTEE081		Course Assessment
CTEE083		Course Assessment
CTHC050	Curriculum Review	
CTHC060	Curriculum Review	
CTHC070	Curriculum Review	
CTME050A	Curriculum Review	
CTME050B	Curriculum Review	
CTME061A	Curriculum Review	
CTME061B	Curriculum Review	
CTME065	Curriculum Review	
CTME066	Curriculum Review	
CTME071A	Curriculum Review	
CTME071B	Curriculum Review	
CTME075	Curriculum Review	
CTME077	Curriculum Review	
CTMK050	Curriculum Review	
CTMK060	Curriculum Review	
CTMK062	Curriculum Review	
CTMK070	Curriculum Review	
CTMK072		Course Assessment
CTNU062	Curriculum Review	
CTPV079	Curriculum Review	
CTSI050	Curriculum Review	
Cтті054		Course Assessment
Cтті055A		Course Assessment
Cтті055B		Course Assessment
Cтті064		Course Assessment
Cтті065	Curriculum Review	
Cтті065B		Course Assessment
Cтті074	Curriculum Review	
Cтті075A		Course Assessment
Cтті075B		Course Assessment
Cтті075		Course Assessment

Program Name or Course #	AY 2019-2020	AY 2020-2021
CTVC051		Course Assessment
CTVC052		Course Assessment
CTVC053		Course Assessment
CTVC054		Course Assessment
CUL120-HS203		Course Assessment
CUL140		Course Assessment
CUL145-HS145		Course Assessment
CUL160		Course Assessment
CUL180-HS238		Course Assessment
CUL200		Course Assessment
CUL220		Course Assessment
CUL240		Course Assessment
CUL293		Course Assessment
CUL293A		Course Assessment
CUL293B		Course Assessment
CUL299		Course Assessment
EC110	Curriculum Review	
ED150		Course Assessment
ED180		Course Assessment
ED220		Course Assessment
ED231		Course Assessment
ED265		Course Assessment
ED292		Course Assessment
EE103	Curriculum Review	
EE104	Curriculum Review	
EE107	Curriculum Review	
EE112	Curriculum Review	
EE116	Curriculum Review	
EE130		Course Assessment
EE131		Course Assessment
EE211		Course Assessment
EE215	Curriculum Review	
EE242		Course Assessment
EE243		Course Assessment
EE265	Curriculum Review	

Important Note: Deviations from this schedule will depend on institutional needs and priorities, as determined by the VPAA, in consultation with the committee chairs.

Program Name or Course #	AY 2019-2020	AY 2020-2021
EE266	Curriculum Review	
EE267		Course Assessment
EE268		Course Assessment
EE271		Course Assessment
EE275		Course Assessment
EE283		Course Assessment
EE292	Curriculum Review	
EM112	Curriculum Review	
EMS103	Curriculum Review	
EN068		Course Assessment
EN081		Course Assessment
EN091		Course Assessment
EN096		Course Assessment
EN097		Course Assessment
EN110	GENED REVIEW	
EN111	GENED REVIEW	
EN125	GENED REVIEW	
EN194		Course Assessment
EN210	GENED REVIEW	
FA192	Curriculum Review	
FS100	Curriculum Review	
FS101	Curriculum Review	
FS103	Curriculum Review	
FS104	Curriculum Review	
FS105	Curriculum Review	
FS107	Curriculum Review	
FSM100		Course Assessment
FSM110		Course Assessment
FSM110L		Course Assessment
FSM115		Course Assessment
FSM130		Course Assessment
FSM154		Course Assessment
FSM155		Course Assessment
FSM222		Course Assessment
FSM240		Course Assessment

Program Name or Course #	AY 2019-2020	AY 2020-2021
FSM254		Course Assessment
FSM269A		Course Assessment
FSM269B		Course Assessment
FSM269C		Course Assessment
FSM270		Course Assessment
FSM292		Course Assessment
FSM299		Course Assessment
HI121	GENED REVIEW	
HI122	GENED REVIEW	
HI176	Curriculum Review	
HL120		Course Assessment
HL130	Curriculum Review	
HL131	Curriculum Review-Industry Cert-CNA	
HL135		Course Assessment
HL150		Course Assessment
HL161	Curriculum Review	
HL190		Course Assessment
HL201		Course Assessment
HL202	Curriculum Review	
HL252		Course Assessment
HM110	Curriculum Review	
HM110	Curriculum Review	
HM150	Curriculum Review	
HM180	Curriculum Review	
HM201	Curriculum Review	
HM201	Curriculum Review	
HM205	Curriculum Review	
HM225	Curriculum Review	
HM250	Curriculum Review	
HM292	Curriculum Review	
HS135	Curriculum Review	
HS150		Course Assessment
HS152		Course Assessment
HS155		Course Assessment

Program Name or Course #	AY 2019-2020	AY 2020-2021
HS157		Course Assessment
HS158		Course Assessment
HS160		Course Assessment
HS208	Curriculum Review	
HS211		Course Assessment
HS215		Course Assessment
HS216		Course Assessment
HS217	Curriculum Review	
HS254		Course Assessment
HS255		Course Assessment
HS257		Course Assessment
HS265		Course Assessment
HS266		Course Assessment
HS268		Course Assessment
HS292		Course Assessment
HS292A	Curriculum Review	
HS292B	Curriculum Review	
HS294A	Curriculum Review	
HU120	GENED REVIEW	
HU220	GENED REVIEW	
IN145		Course Assessment
IN170		Course Assessment
IN180		Course Assessment
IN220		Course Assessment
IN292		Course Assessment
JA110	GENED REVIEW	
JA111	GENED REVIEW	
JA211	Curriculum Review	
KE110		Course Assessment
KE111		Course Assessment
MA052	Curriculum Review	
MA065	Curriculum Review	
MA094		Course Assessment
MA096		Course Assessment
MA097		Course Assessment

Important Note: Deviations from this schedule will depend on institutional needs and priorities, as determined by the VPAA, in consultation with the committee chairs.

Program Name or Course #	AY 2019-2020	AY 2020-2021
MA098		Course Assessment
MA110A	GENED REVIEW	
MA115		Course Assessment
MA161A	GENED REVIEW	
MA161B	GENED REVIEW	
ME161A	Curriculum Review	
ME161B	Curriculum Review	
ME171A	Curriculum Review	
MHT100A		Course Assessment
MHT100B		Course Assessment
MHT110	Curriculum Review	
MHT120	Curriculum Review	
MHT130	Curriculum Review	
MHT140		Course Assessment
MHT150	Curriculum Review	
MHT160	Curriculum Review	
MHT170	Curriculum Review	
MHT210		Course Assessment
MHT230		Course Assessment
MHT270	Curriculum Review	
MK123		Course Assessment
MK124		Course Assessment
MK125		Course Assessment
MK205		Course Assessment
MK206		Course Assessment
MK208		Course Assessment
MK224		Course Assessment
MK292		Course Assessment
MS101		Course Assessment
MS120		Course Assessment
MS121		Course Assessment
MS125		Course Assessment
MS140		Course Assessment
MS141		Course Assessment
MS145		Course Assessment

Program Name or Course #	AY 2019-2020	AY 2020-2021
MS160		Course Assessment
MS161		Course Assessment
MS180(formerly HL140)		Course Assessment
MS210	Curriculum Review	
MS220		Course Assessment
MS221	Curriculum Review	
MS225		Course Assessment
MS292		Course Assessment
NU101	Curriculum Review-Industry Cert-CNA	
NU110		Course Assessment
NU140		Course Assessment
NU160		Course Assessment
NU220		Course Assessment
NU230		Course Assessment
NU240		Course Assessment
NU250		Course Assessment
NU280		Course Assessment
NU281		Course Assessment
NU292		Course Assessment
OA101	Curriculum Review	
OA103		Course Assessment
OA109		Course Assessment
OA130		Course Assessment
OA210		Course Assessment
OA211		Course Assessment
OA220		Course Assessment
OA230		Course Assessment
OA240	Curriculum Review	
OA250	Curriculum Review	
OA292	Curriculum Review	
OR101	Curriculum Review	
PI101	GENED REVIEW	
PS140	Curriculum Review	
PY100	GENED REVIEW	

Program Name or Course #	AY 2019-2020	AY 2020-2021
PY120	GENED REVIEW	
PY125	GENED REVIEW	
RE100	Curriculum Review	
RES130		Course Assessment
RES269A		Course Assessment
SI051		Course Assessment
SI061		Course Assessment
SI101	GENED REVIEW	
SI101L	GENED REVIEW	
SI102	Curriculum Review	
SI103	GENED REVIEW	
SI103L	GENED REVIEW	
SI105	GENED REVIEW	
SI105L	GENED REVIEW	
SI106		Course Assessment
SI110	GENED REVIEW	
SI110L	GENED REVIEW	
SI120	Curriculum Review	
SI122/CJ122	Curriculum Review	
SI125	Curriculum Review	
SI129		Course Assessment
SI129L		Course Assessment
SI131	GENED REVIEW	
SI131L	GENED REVIEW	
SI132		Course Assessment
SI132L		Course Assessment
SI141	GENED REVIEW	
SI142	Curriculum Review	
SI150		Course Assessment
SI150L		Course Assessment
SI155	Curriculum Review	
SM108		Course Assessment
SM205		Course Assessment
SM208		Course Assessment
SM211		Course Assessment

Important Note: Deviations from this schedule will depend on institutional needs and priorities, as determined by the VPAA, in consultation with the committee chairs.

Program Name or Course #	AY 2019-2020	AY 2020-2021
SM215		Course Assessment
SM220		Course Assessment
SM225	Curriculum Review	
SM230		Course Assessment
SM240		Course Assessment
SM245		Course Assessment
SM292	Curriculum Review	
SO099		Course Assessment
SO130	GENED REVIEW	
SS063		Course Assessment
SS081		Course Assessment
SS082		Course Assessment
SU100	Curriculum Review	
SU101	Curriculum Review	
SU230	Curriculum Review	
SU240	Curriculum Review	

Program Name or Course #	AY 2019-2020	AY 2020-2021
SU241	Curriculum Review	
SU250	Curriculum Review	
SU251	Curriculum Review	
SU280	Curriculum Review	
SU292	Curriculum Review	
TH101	GENED REVIEW	
VC101	GENED REVIEW	
VC102	Curriculum Review	
VC125		Course Assessment
VC126		Course Assessment
VC127 (formerly VC172)		Course Assessment
VC128 (formerly VC102)		Course Assessment
VC131	Curriculum Review	
VC135		Course Assessment
VC141	Curriculum Review	
VC145	Curriculum Review	

Program Name or Course #	AY 2019-2020	AY 2020-2021
VC161	Curriculum Review	
VC165	Curriculum Review	
VC172	Curriculum Review	
VC201		Course Assessment
VC211		Course Assessment
VC212 (formerly VC131)		Course Assessment
VC221		Course Assessment
VC222		Course Assessment
VC231		Course Assessment
VC232		Course Assessment
VC291		Course Assessment
VC292		Course Assessment
VC292	Curriculum Review	
WE115	Curriculum Review	
WE220	Curriculum Review	

**Assessment (CCA) and Curriculum (CRC) Cycle Schedule
2019-2021**

		AY 2019-2020		AY 2020-2021	
Semester		Fall 2019	Spring 2020	Fall 2020	Spring 2021
Due Date		October 14, 2019	March 9, 2020	October 12, 2020	March 8, 2021
Group A- Associate/ Associate-Certificate Program Unit	(curriculum not expired)	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation
	(curriculum expired/expiring)	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation
Group B- Certificate Program Unit					
Group D- Special Program Unit					
Group C- Administrative and Student Service Units		Student Services Unit Assessment Plan & Data Collection	Student Services Unit Assessment Report & Implementation	Administrative Unit Assessment Plan & Data Collection	Administrative Unit Assessment Report & Implementation

Important Note: Deviations from this schedule will depend on institutional needs and priorities, as determined by the VPAA, in consultation with the committee chairs.

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.

- AY 2019-2020 Curriculum Review Committee
Chairpersons: Dr. Anthony Jay Sunga (Chair), Tina Quinata (Co-Chair)
Committee members: Christine Matson, R. Gary Hartz, Ava Garcia, Marivic Schrage, Eric Chong, Zhaopei Teng, Daniel Okada (ad-hoc), and Ana Mari Atoigue (ad-hoc)
- AY 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, Daniel Okada (ad-hoc), Rosita Quitugua (ad-hoc), and Ana Mari Atoigue (ad-hoc)
- AY 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, Marlena Montague, Ava Garcia, Daniel Okada (ad-hoc), Ana Mari Atoigue (ad-hoc)
- AY 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
- AY 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
- AY 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
- AY 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
- AY 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

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- AY 2011-2012 Learning Outcomes Committee
Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)
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- AY 2010-2011 Learning Outcomes Committee
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General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby
- AY 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
- AY 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.
- 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
- Feb 2004 Revision Academic Affairs Committee
Chairperson: Marsha Postrozny
- AY 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

- AY 1997-1998 Academic Affairs Committee
Chairperson: Lani Gamble
- AY 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
- AY 1996-1997 Academic Affairs Committee
Chairperson: Bertha Reid
- AY 1995-1996 Academic Affairs Committee
Chairperson: Harry Uyehara
- AY 1994-1995 Academic Affairs Committee
Chairperson: David Schofield
- AY 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
- AY 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
- AY 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, Mike Callo
Courses Judith Geil, Carol Freeborn, Nancy Hall
Reviewers: All of the participants plus Ginger Porter, Sandra Liberty, and David Schofield
Technical Support: Clare Mendiola
- AY 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
- AY 1978-1980 Naomi (Sandy) Wahl, Chair: Academic Affairs Committee



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