GUAM**COMMUNITY**COLLEGE

Curriculum Manual

Academic Year 2020-21

GUAM**COMMUNITY**COLLEGE

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CURRICULUM

MANUAL

A GUIDE TO THE PROCEDURES USED

IN THE

CURRICULUM DEVELOPMENT AND REVISION PROCESSES

AT

GUAM COMMUNITY COLLEGE[1]

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

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

Course Approval Process

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

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

Reviewer's Roles and Responsibilities

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 electronically submitted to CRC via Google Forms.

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

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

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

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 Requirement or General Education Requirement for a specific program. It may also be a stand-alone course.
Hybrid	Courses in which traditional face-to-face seat time may be balanced with online learning activities in 50-50 design format. Hybrid courses should meet each week 50% online and 50% in the classroom.
Lab 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)	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.

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 archiva0l (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. **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 prerequisite(s) that are outside the department;
3. Substantive change in course content;
4. Change(s) which do not fall into the non-substantive change category.

Course Non-Substantive Revision

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

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

PROGRAM CONCEPT
Program Concept

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

*Please note, CRC will not be reviewing General Education courses this academic year unless it is to review for a hybrid modality request.

The following are descriptions of each General Education category:

A. 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:
A1. Will improve students' abilities to read critically and with appreciation of the craft and worth of literature.
A2. Will improve students' abilities to write clearly, concisely, and thoughtfully.
A3. Will improve students' abilities to develop deductive, analytical, and evaluative skills.

B. 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:
B1. Will improve students' abilities to calculate quantitative concepts clearly and precisely.
B2. Will improve students' abilities to analyze and evaluate quantitative information critically in verbal, numerical, symbolic, and graphical settings.
B3. 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.
B4. Will improve students' abilities to differentiate between necessary and unnecessary information when solving a problem.
B5. Will improve students' abilities to interpret the connection of mathematics and its values to other disciplines.

C. 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:
C1.   Will improve students' abilities to explain scientific laws, theories and natural phenomena related to the universe, earth and its organisms.
C2.   Will improve students' critical thinking, problem-solving, and communication skills by implementing the scientific method, data collection, analysis and reporting.
C3.   Will improve students' abilities to explain how science and technology can affect contemporary issues.

D. 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:
D1.   Will improve students' abilities to recognize the theories and concepts of social and behavioral sciences.
D2.   Will improve students' abilities to interpret the interactions of the numerous factors that influence behavior at the individual, cultural, societal, national, or international level.
D3.   Will improve students' abilities to examine social issues and problems.

E. 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:
E1.   Will introduce students to the basics of operating a computer and or modern technological device, its components, and current operational systems.
E2.   Will assist students in improving their keyboarding, electronic filing, and navigational skills.
E3.   Will assist students in efficiently performing basic data processing, basic word processing, and other basic administrative skills.
E4.   Will improve students' abilities to responsibly and ethically use current technology in various social situations.

F. 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:
F1.   Will improve students' abilities to interpret languages, values, traditions, and histories

of different communities.

F2. Will improve students' practice, study, and value of literature, art, music, philosophy, and religion.

F3. Will improve students' abilities to interpret the powers and circumstances, which shape their lives.

START
Author(s) submits document to Dept. Chair (DC) for review. If approved the Author can submit the document to CRC via Google Forms. If rejected, the DC will email the document back to author.

Curriculum Review Committee (CRC)
If approved CRC will email an electornic copy of the document to the Dean. If rejected, CRC will send the electronic copy back to author and DC.

Dean's Review
If approved the Dean will send the document to CRC. If rejected, the Dean will send the document back to the DC. CRC will forward the approved document to VPAA

VPAA's Review
If approved the VPAA will send the document to CRC for other actions. If rejected, the VPAA will send the document back to the Author.

President's Review
*for Adoptions Only
If approved, the President will send the document back to CRC. If rejected, the document will be sent back to the Author.

Admissions & Registration
CRC will notify Admissions to process the document. Admissions will make updates in Banner SIS. A copy of the completed document will be sent to the appropriate stakeholders including the VPAA's office.

Postsecondary and Secondary

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 submissions for secondary and postsecondary that are **approved by May 31st** will go into effect the following academic year. It is recommended that curriculum is submitted early to ensure adequate time for the approval process. Please note that all submissions approved during AY 2020-2021 will not go into effect until AY 2021-2022, requests for implementation before the standard must be approved by the VPAA.

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

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

Course actions may necessitate revision to the Program Approval form.

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

STEP 1 **AUTHOR/S (NO MORE THAN 2)** **Authors** prepares a copy of the course curriculum and submits it to the Department Chair for review.

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

STEP 2 **DEPARTMENT CHAIR**

If **APPROVED**, the Department Chair advises the Author(s) to submit the curriculum via Google Forms to CRC.

If **REJECTED**, the curriculum document, with written feedback, will be 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** Committee consists of the Registrar, Associate Deans, Continuing Education Assistant Director, and Faculty.

If **APPROVED**, the Curriculum Review Committee submits a copy of the approved curriculum to the Dean via email.

If **REJECTED**, the curriculum document, with written feedback, will be email 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 emails a copy of the approved curriculum to CRC. CRC will email the approved document to the VPAA.

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

STEP 5 **VICE PRESIDENT FOR ACADEMIC AFFAIRS**

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

If **REJECTED**, the curriculum document, with written feedback, will be submitted via email back Author and DC. Once changes have been made, Author must resubmit document via email to the Vice President for Academic Affairs and CRC for review and action.

STEP 6 **PRESIDENT (for Adoptions Only)**

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

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

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 action is completed, an email with the processed curriculum document will be sent to Author(s), Department Chair, Curriculum Review Committee, AIER, Bookstore Manager, Counseling and Assessment, and Continuing Education (course curriculum only). Changes will be made in Banner to reflect the term they go into effect. Working catalog draft will also be updated to reflect changes for the AY they go into effect.
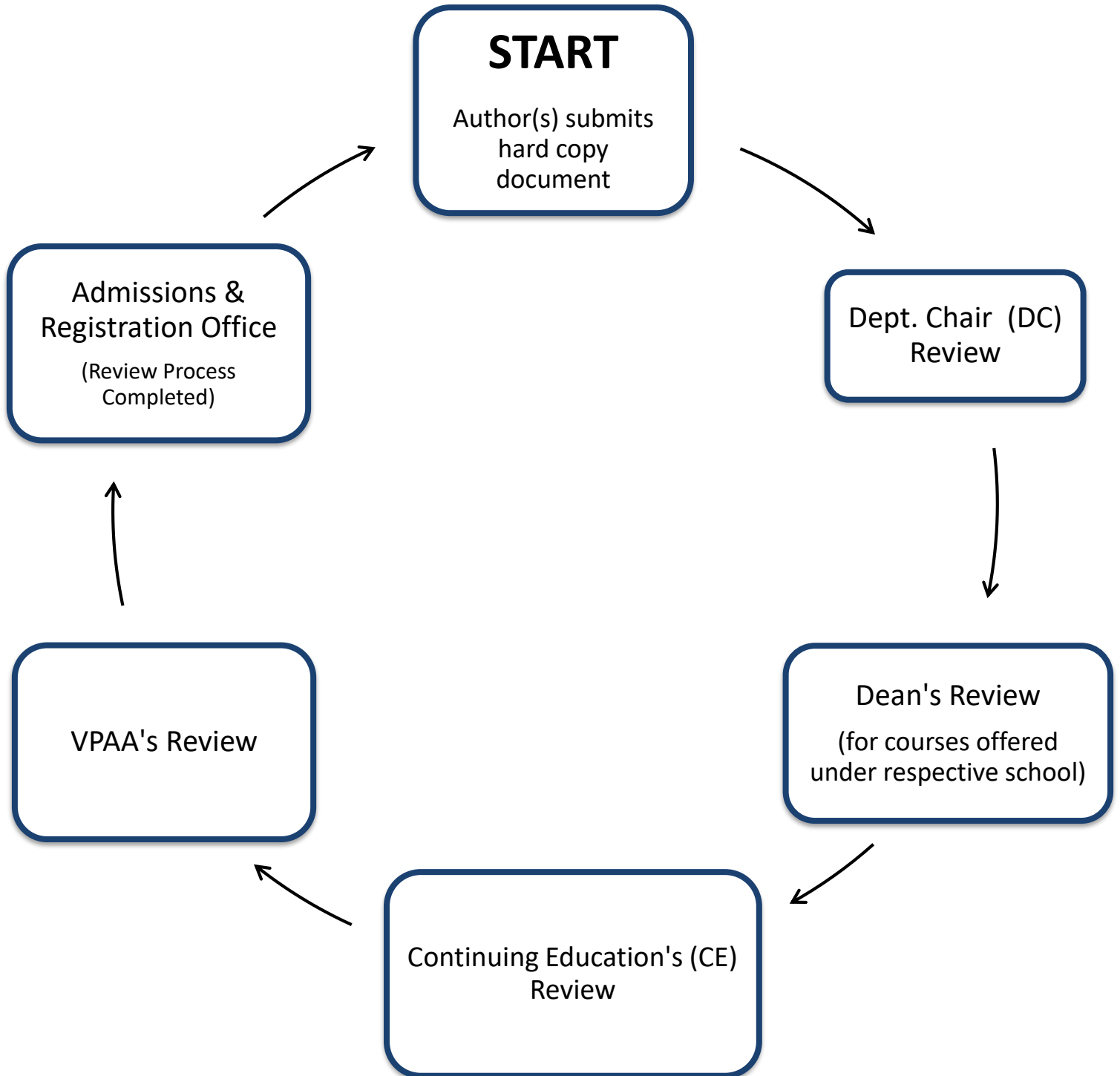
For forms and how to guide, see Appendix A

*Reviewers will each have ten (10) working days of 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. (Please attach Advisory Committee minutes to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum.)

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

   If **APPROVED**, the DC/PS forwards to the Dean for review.
   If **REJECTED,** the curriculum document will be returned to the author with written comments.

STEP 3   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).

START

Author(s) submits document to Dept. Chair (DC) for review. If approved the Author can submit the document to CRC via Google Forms. If rejected, the DC will email the document back to author.

Admissions & Registration Office

CRC will notify A &R to process the document

Curriculum Review Committee (CRC)

If approved CRC will email an electornic copy of the document to the Dean. If rejected, the Dean will send the electronic copy back to author and DC and CRC.

VPAA's Review

If approved the VPAA will send the document to CRC for other actions. If rejected, the VPAA will send the document back to the Author.

Dean's Review

If approved the Dean will send the document to CRC. If rejected, the Dean will send the document back to the DC and CRC. CRC will forward the approved document to VPAA

Postsecondary and Secondary 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 submissions for secondary and postsecondary that are **approved by May 31st** will go into effect the following academic year. It is recommended that curriculum is submitted early to ensure adequate time for the approval process. Please note that all submissions approved during AY 2020-2021 will not go into effect until AY 2021-2022, requests for implementation before the standard must be approved by the VPAA.

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

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

STEP 1 **AUTHOR/S (NO MORE THAN 2)** **Authors** prepares a copy of the archival request and submits it to the Department Chair for review.

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

STEP 2 **DEPARTMENT CHAIR**

If **APPROVED**, the Department Chair advises the Author(s) to submit the archival request via Google Forms to CRC.

If **REJECTED**, the archival request , with written feedback, will be 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** Committee consists of the Registrar, Associate Deans, Continuing Education Assistant Director, and Faculty.

If **APPROVED**, the Curriculum Review Committee submits a copy of the approved archival request to the Dean via email.

If **REJECTED**, the archival request, with written feedback, will be email 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 emails a copy of the approved archival request to CRC. CRC will email the approved document to the VPAA.

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

STEP 5   **VICE PRESIDENT FOR ACADEMIC AFFAIRS**

If **APPROVED**, the Vice President for Academic Affairs will email a copy of the approved archival request to CRC.

If **REJECTED**, the archival request, with written feedback, will be submitted via email back Author and DC. Once changes have been made, Author must resubmit document via email to the Vice President for Academic Affairs and CRC for review and action.

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

START
Author(s) submits document to Dept. Chair (DC) for review. If approved the Author can submit the document to CRC via Google Forms. If rejected, the DC will email the document back to author.

Curriculum Review Committee (CRC)
If approved CRC will email an electornic copy of the document to the Dean. If rejected, CRC will send the electronic copy back to author and DC.

Dean's Review
If approved the Dean will send the document to CRC. If rejected, the Dean will send the document back to the DC and CRC. CRC will forward the approved document to VPAA

VPAA's Review
If approved the VPAA will send the document to CRC for other actions. If rejected, the VPAA will send the document back to the Author.

President's Review
If approved, the President will send the document back to CRC. If rejected, the document will be sent back to the Author.

Admissions & Registration
CRC will notify Admissions to process the document. Admissions will make updates in Banner SIS. A copy of the completed document will be sent to the appropriate stakeholders including the VPAA's office.

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 submissions for secondary and postsecondary that are **approved by May 31ˢᵗ** will go into effect the following academic year. It is recommended that curriculum is submitted early to ensure adequate time for the approval process. Please note that all submissions approved during AY 2020-2021 will not go into effect until AY 2021-2022, requests for implementation before the standard must be approved by the VPAA.

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

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

STEP 1   **AUTHOR/S (NO MORE THAN 2)**   **Authors** prepares a copy of the archival request and submits it to the Department Chair for review.

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

STEP 2   **DEPARTMENT CHAIR**

If **APPROVED**, the Department Chair advises the Author(s) to submit the archival request via Google Forms to CRC.

If **REJECTED**, the archival request , with written feedback, will be 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**   Committee consists of the Registrar, Associate Deans, Continuing Education Assistant Director, and Faculty.

If **APPROVED**, the Curriculum Review Committee submits a copy of the approved program concept to the Dean via email.

If **REJECTED**, the program concept , with written feedback, will be email 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 emails a copy of the approved program concept to CRC. CRC will email the approved document to the VPAA.

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

STEP 5   **VICE PRESIDENT FOR ACADEMIC AFFAIRS**

If **APPROVED**, the Vice President for Academic Affairs will email a copy of the approved program concept to CRC.

If **REJECTED**, the program concept, with written feedback, will be submitted via email back Author and DC. Once changes have been made, Author must resubmit document via email to the Vice President for Academic Affairs and CRC for review and action.
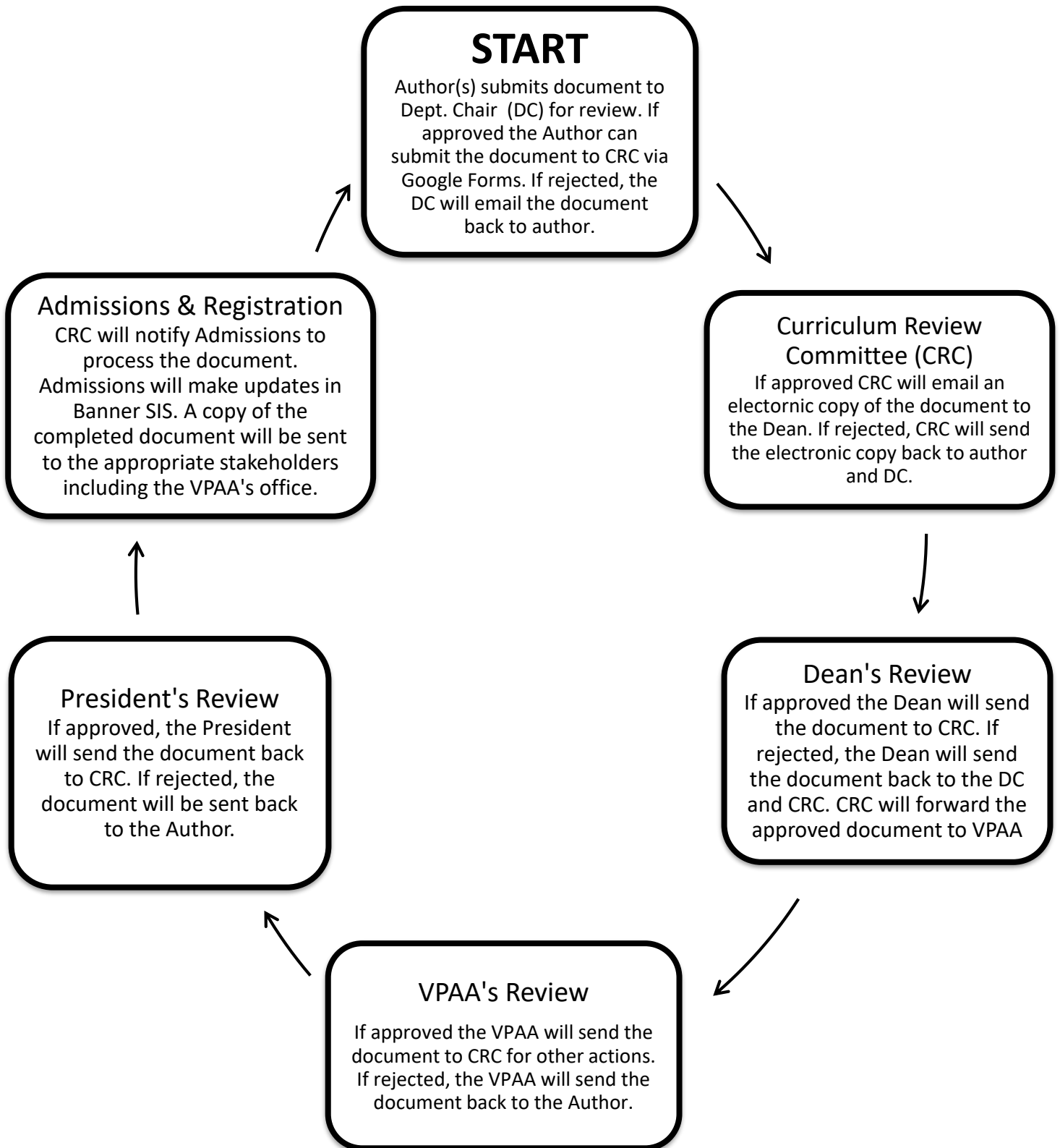
STEP 6   **PRESIDENT**

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

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

STEP 7   **ADMINISTRATIVE ACTION**

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

APPENDICES

GUAM**COMMUNITY**COLLEGE

POST SECONDARY PROGRAM CURRICULUM

AY 2020-2021

Associate Degree Program Title:

Enter in the program title

Formerly (If Applicable include Program Title):

Enter old name if updating program name

College: Choose College from drop down

Division: Choose Division from drop down

Author 1: Enter author's name

Author 2 (optional): Enter second author's name (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

Type of Action: Choose type of action in the drop down

I.   TYPE OF ACTION

RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information). Justification for course re institution:
Enter justification for re-institution of program.

Type of Substantive Action(s) - Please specify the type(s) of substantive change(s) requested
1. **Substantive Change 1**: Choose from the drop down

2. **Substantive Change 2**: Choose from the drop down

3. **Substantive Change 3**: Choose from the drop down

4. **Substantive Change 4**: Choose from the drop down

5. **Substantive Change 5**: Choose from the drop down

6. **Substantive Change 6**: Choose from the drop down

7. **Other (Describe SR changes if not listed above):**
    Enter change if not listed above

Type of Non-Substantive Action(s) - Please specify the type(s) of non-substantive change(s) requested
1. **Non-Substantive Change 1:** Choose from the drop down

2. **Non-Substantive Change 2:** Choose from the drop down

3. **Non-Substantive Change 3:** Choose from the drop down

4. **Non-Substantive Change 4:** Choose from the drop down

5. **Other (Describe NSR changes if not listed above):**
    Enter change if not listed above

II.   INTRODUCTION

Contextual Framework For Adoption or Re Institution:
Why is this program being created or revived?

This is a CTE program and is aligned with following Career Cluster:
Refer to careertech.org Career Clusters
And is aligned with the following Career Pathway:
Refer to careertech.org Career Clusters Pathways

Implementation Term: Choose implementation term

III.   RATIONALE FOR PROPOSAL

Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only):
Explain the need for the adoption of this program. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level (update for currency).:
Describe the employment outlook for this course area. To what job sector/jobs will this program be geared toward? 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?

Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.:
Describe how this program conforms to legal, occupational, or educational requirements (if applicable). Is the program listed in articulation agreements, State Board regulations, or professional certification or licensing requirements? Be sure to specify what requirements apply to what level, etc.

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

Target Population: What population segment is this program geared toward? Examples include recent high school graduates, those interested in a specific field, etc.

IV.   RESOURCE REQUIREMENTS AND ESTIMATED COSTS

Resources (materials, media, equipment) and costs (only add if new for the program):
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).

Facility requirements (only add if new for the program):
Describe classroom and/or laboratory stations/space required to offer this program (if not already provided).

Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?:
Consult with Financial Aid for any questions regarding eligibility requirements for programs.

Comments (optional): This field is optional

V. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLO's (available on the Worklife tab on MyGCC).

Program Description:
Create the program description, be sure to incorporate items from the course outlines and/or program learning outcomes so students have an idea of what they will gain upon completion of the program. This program description will appear in the post-secondary college catalog.

1. **Program Learning Outcomes 1:**
   Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

2. **Program Learning Outcomes 2:**
   Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

3. **Program Learning Outcomes 3:**
   Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

4. **Program Learning Outcomes 4:**

5. **Program Learning Outcomes 5:**

These PLOs can be measured and learning is demonstrated: Choose Yes or No

VI. PROGRAM DESCRIPTION & CONTENT

Program Title: Enter Program Title

General Education Requirements (19 is the minimum number of credits):
Enter the number of credits for the general education requirements, for example: 19-20

Major Requirements (minimum number of credits) this includes any General Education Courses that are required outside of the standard Gen Ed section:
Enter the number of credits for the major requirements, for example: 38

Electives (minimum number of credits):
If applicable, enter the number of credits for electives, for example: 2

Total Number of Credits for Associates:
Enter in the total number of credits required for the program. Please note that 60 is the minimum for Associate Degrees.

General Education Requirements Breakdown

1. **English (EN 110 and EN 110A are equivalents):**
   Choose one of the following drop downs or choose the default which means a student can complete any of the listed courses to meet the English requirement.

2. **Mathematics:**
   Choose one of more of the following courses or choose the default which means a student can complete any of the listed courses to meet the Mathematics requirement.

3. **Literacy for Life:**
   Choose one of more of the following courses or choose the default which means a student can complete any of the listed courses to meet the Literacy for Life requirement.

4. **Humanities & Fine Arts:**
   Choose one of more of the following courses or choose the default which means a student can complete any of the listed courses to meet the Humanities & Fine Arts requirement.

5. **Natural & Physical Sciences (All options are 4 credits):**
   Choose one of more of the following courses or choose the default which means a student can complete any of the listed courses to meet the Natural & Physical Sciences requirement.

6. **Social & Behavioral Sciences:**
   Choose one of more of the following courses or choose the default which means a student can complete any of the listed courses to meet the Social & Behavioral Sciences requirement.

List Major Requirements (alpha/number/title/credits) this includes any General Education courses in addition to what is required under General Education Requirements. Include total number of credits:

List all the major courses that are required for the program, for example:
HM110 Introduction to Community Services 3
HM150 Human Development Diversity 3
HM180 Human Services Practicum Orientation 3
HM201 Social Welfare and Development: Global Challenges 3
HM205 Foundations of Case Management 3
HM225 Substance Abuse Prevention 3
HM250 Ethics and Values in Human Services 3
HM292 Human Services Practicum 3
PY120 General Psychology 3

Total: 27

List Elective Courses (or provide category, optional) include total:
List any elective courses or provide guidance if electives are open. For example, if there aren't specific courses "9 credits in Education related courses" is acceptable.

Eligibility Requirements or Prerequisite requirements (if applicable):
List any required requirements for eligibility if applicable.

Articulation (if applicable - DCAPS, UOG, etc.):
List any articulation agreements

Course Sequence by Semester

Semester One (please include subject/course number/title/credits:
List the courses that should be taken the first semester of this program see example below:
MA110A Finite Mathematics 3
CS151 Windows Applications 3
Humanities Requirement   3-4
PS140   American Government 3
EN110 English Composition 3
Semester One Credit Total: 15-16

Semester Two (please include subject/course number/title/credits:
List the courses that should be taken the second semester of this program see example below:
CJ101 Juvenile Justice Process 3
CJ107   Introduction to Corrections 3
CJ204   Introduction to Criminology 3
CJ209 Concept of Police Operations 3
Semester Two Credit Total: 12

Semester Three (please include subject/course number/title/credits:
List the courses that should be taken the third semester of this program see example below:
CUL145 Culinary Math 3
CS151 Windows Applications 3
PY125 Interpersonal Relations 3
EN125 Human Speech and Communication 3
SI110/110L Environmental Science(3) & Environmental Science Laboratory (1) 4
Semester Three Credit Total: 16

Semester Four (please include subject/course number/title/credits:
List the courses that should be taken the second semester of this program see example below:
CUL120 Food Safety and Sanitation 2
FSM100 Introduction to the Foodservice Profession 2
FSM110 Professional Dining Room Service: Theory 2
FSM110L Professional Dining Room Service: Laboratory 1
FSM115 Purchasing and Receiving 2
Semester Four Credit Total: 9

Semester Five (please include subject/course number/title/credits:

Semester Five Credit Total:

Semester Six (please include subject/course number/title/credits:

Semester Six Credit Total:

VII.   Advisory Committee Minutes

Please copy and paste meeting minutes or submit to CRC via email gcc.crc@guamcc.edu:
Copy and paste meeting minutes or email CRC

GUAM**COMMUNITY**COLLEGE

POST SECONDARY CERTIFICATE CURRICULUM
AY 2020-2021

Certificate Program Title:
Enter in program title

Formerly (If Applicable include Program Title):
Enter old name if updating the program name

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

Type of Action: Choose from the drop down

I.   TYPE OF ACTION

RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information). Justification for course re institution:

Type of Substantive Action(s) - Please specify the type(s) of substantive change(s) requested

1. **Substantive Change 1:** <u>Choose from the drop down</u>

2. **Substantive Change 2:** <u>Choose from the drop down</u>

3. **Substantive Change 3:** <u>Choose from the drop down</u>

4. **Substantive Change 4:** <u>Choose from the drop down</u>

5. **Substantive Change 5:** <u>Choose from the drop down</u>

6. **Substantive Change 6:** <u>Choose from the drop down</u>

7. **Other (Describe SR changes if not listed above):**
   Enter change if not listed above

Type of Non-Substantive Action(s) - Please specify the type(s) of non-substantive change(s) requested

1. **Non-Substantive Change 1:** <u>Choose from the drop down</u>

2. **Non-Substantive Change 2:** <u>Choose from the drop down</u>

3. **Non-Substantive Change 3:** <u>Choose from the drop down</u>

4. **Non-Substantive Change 4:** <u>Choose from the drop down</u>

5. **Other (Describe NSR changes if not listed above):**
   Enter change if not listed above

II.   INTRODUCTION

Contextual Framework for Adoption or Re Institution:
Why is this program being created or revived?

This is a CTE program and is aligned with following Career Cluster:
Refer to careertech.org Career Clusters
And is aligned with the following Career Pathway:
Refer to careertech.org Career Clusters Pathways

Implementation Term: Choose implementation term

III.   RATIONALE FOR PROPOSAL

Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only):
Explain the need for the adoption of this certificate program. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level (update for currency).:
Describe the employment outlook for this course area. To what job sector/jobs will this program be geared toward? 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?

Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.:
Describe how this program conforms to legal, occupational, or educational requirements (if applicable). Is the program listed in articulation agreements, State Board regulations, or professional certification or licensing requirements? Be sure to specify what requirements apply to what level, etc.

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

Target Population:
What population segment is this program geared toward? Examples include recent high school graduates, those interested in a specific field, etc.

IV.   RESOURCE REQUIREMENTS AND ESTIMATED COSTS

Resources (materials, media, equipment) and costs (only add if new for the program):
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).

Facility requirements (only add if new for the program):
Describe classroom and/or laboratory stations/space required to offer this program (if not already provided).

Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?:
Consult with Financial Aid for any questions regarding eligibility requirements for programs.

Comments (optional):
This field is optional

V. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLO's (available on the Worklife tab on MyGCC).

Program Description:
Create the program description, be sure to incorporate items from the course outlines and/or program learning outcomes so students have an idea of what they will gain upon completion of the program. This program description will appear in the post-secondary college catalog.

Program Learning Outcomes 1:
Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 2:
Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 3:
Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 4:

Program Learning Outcomes 5:

These PLOs can be measured and learning is demonstrated.:
Choose either "Yes" or "No".

VI. PROGRAM DESCRIPTION & CONTENT

Program Title:
Enter Program Title

Major Requirements (minimum number of credits) this includes any General Education Courses that are required:
Enter the number of credits for the major requirements, for example: 24

Electives (minimum number of credits):
If applicable, enter the number of credits for electives, for example: 6

Total Number of Credits for Certificate:
Enter in the total number of credits required for the program. Please note that 30 is the minimum for Certificate programs.

List Certificate Course Requirements (alpha/number/credits) this includes any General Education courses if applicable and include total:
List all the major courses that are required for the program, for example:

HM110 Introduction to Community Services 3
HM150 Human Development Diversity 3
HM180 Human Services Practicum Orientation 3
HM201 Social Welfare and Development: Global Challenges 3
HM205 Foundations of Case Management 3
HM225 Substance Abuse Prevention 3
HM250 Ethics and Values in Human Services 3
HM292 Human Services Practicum 3
PY120 General Psychology 3

Total: 27

List Elective Courses (or provide category, optional) include total:
List any elective courses or provide guidance if electives are open. For example, if there aren't specific courses "9 credits in Education related courses" is acceptable.

Eligibility Requirements or Prerequisite requirements (if applicable):
List any required requirements for eligibility if applicable.

Articulation (if applicable - DCAPS, UOG, etc.):
List any articulation agreements

Please copy and paste meeting minutes or submit to CRC via email gcc.crc@guamcc.edu :
Copy and paste or email meeting minutes to CRC

GUAM**COMMUNITY**COLLEGE

PROGRAM CONCEPT CURRICULUM
AY 2020-2021

Program Title:
Enter in program title

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

Program Concept Title: Enter in proposed program title

This is a CTE program and is aligned with following Career Cluster:
Refer to careertech.org Career Clusters
And is aligned with the following Career Pathway:
Refer to careertech.org Career Clusters Pathways

Program Description:
Describe the program in general terms.

Program Learning Outcomes 1:
Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 2:
Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 3:
Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 4:

Program Learning Outcomes 5:

How do the PLOs align with industry standards?:
Align PLOs with industry standards. Identify the title and source of the skill standards for this program.

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

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.

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.

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

POST SECONDARY & SECONDARY COURSE ARCHIVAL
AY 2020-2021

Course Alpha: Enter Course Alpha (AC, CT, AST ,CTE etc.)

Course Number: Enter Course Number (110, 130, 200, etc.)

Course Title: Enter Course Title

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter Author Name

Author 2 (optional): Author 2 is optional

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

COURSE ARCHIVAL

1. **Justification for course archival:**
   Enter reason why the course is being archived

2. **Plans and implementation date for phasing out this course:**
   When will this course be archived.

3. **Plans for students currently enrolled in the course or enrolled in the program requiring the course:**
   If this course is connected to a program, how will this be addressed for students who have not taken the course yet? What active course will substitute?

POST SECONDARY & SECONDARY PROGRAM ARCHIVAL
AY 2020-2021

Program Title:
Enter Program Title

Program Type:
Choose Post-secondary or Secondary

College: Choose TSS or TPS

Division: Choose Division

Author 1: Author's name

Author 2 (optional): Optional

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

PROGRAM ARCHIVAL

1. **Justification for program archival:**
   Enter the reason why the program is being archived

2. **Plans and implementation date for phasing out this program:**
   How and when will this program be archived?

3. **Plans for students currently enrolled in the program:**
   Enter what the plan is for students who are currently enrolled.

SECONDARY PROGRAM CURRICULUM
AY 2020-2021

Secondary Program Title:
Enter in the program title

Formerly (If Applicable include Program Title):
Enter old name if updating program name

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

Type of Action: Choose from the drop down

I. TYPE OF ACTION

RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information). Justification for course re institution:
Enter justification for re-institution of program.

Type of Substantive Action(s) - Please specify the type(s) of substantive change(s) requested

1. **Substantive Change 1**: Choose from the drop down

2. **Substantive Change 2**: Choose from the drop down

3. **Substantive Change 3**: Choose from the drop down

4. **Substantive Change 4**: Choose from the drop down

5. **Substantive Change 5**: Choose from the drop down

6. **Substantive Change 6**: Choose from the drop down

7. **Other (Describe SR changes if not listed above):**
   Enter change if not listed above

Type of Non-Substantive Action(s) - Please specify the type(s) of non-substantive change(s) requested

1. **Non-Substantive Change 1:** Choose from the drop down

2. **Non-Substantive Change 2:** Choose from the drop down

3. **Non-Substantive Change 3:** Choose from the drop down

4. **Non-Substantive Change 4:** Choose from the drop down

5. **Other (Describe NSR changes if not listed above):**
   Enter change if not listed above

II. INTRODUCTION

Contextual Framework for Action(s) Requested:
Why are the following changes being requested for this program?

This is a CTE program and is aligned with following Career Cluster:
Refer to careertech.org Career Clusters
And is aligned with the following Career Pathway:
Refer to careertech.org Career Clusters Pathways

Implementation Term: Choose implementation term

III. RATIONALE FOR PROPOSAL

Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only):
Explain the need for the adoption of this program. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level (update for currency).:
Describe the employment outlook for this course area. To what job sector/jobs will this program be geared toward? 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?

Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.:
Describe how this program conforms to legal, occupational, or educational requirements (if applicable). Is the program listed in articulation agreements, State Board regulations, or professional certification or licensing requirements? Be sure to specify what requirements apply to what level, etc.

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

Target Population:
What population segment is this program geared toward?

IV. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

Resources (materials, media, equipment) and costs (only add if new for the program):
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).

Facility requirements (only add if new for the program):
Describe classroom and/or laboratory stations/space required to offer this program (if not already provided).

V. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the Secondary Catalog followed by the Student Learning Outcomes – Program Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLO's (available on the Worklife tab on MyGCC. Please note that programs that articulate to GCC Post Secondary Programs must contain the same description and SLOs although additional SLOs can be added on.

Program Description:

Create the program description, be sure to incorporate items from the course outlines and/or program learning outcomes so students have an idea of what they will gain upon completion of the program. This program description will appear in the secondary college catalog.

Program Learning Outcomes 1:

Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 2:

Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 3:

Program Learning Outcomes: List three to five Program Learning Outcomes for the program. Refer to the SLO Handbook found on the Worklife tab in MyGCC for assistance in developing PLOs.

Program Learning Outcomes 4:

Program Learning Outcomes 5:

These PLOs can be measured and learning is demonstrated.:

Choose either "Yes" or "No".

VI. PROGRAM DESCRIPTION & CONTENT

Program Title: Enter Program Title

Major Requirements:

Enter the number of credits for the major requirements, for example; 5

Electives (optional):

If applicable, enter the number of credits for electives, for example; 2

Work Experience (optional):

If applicable, enter the number of credits for work experience, for example; 1.5

Total Number of Credits:

Enter in the total number of credits required for the program, please keep in mind work experience is optional.

List Major Requirements (alpha/number/title/credits) Include total number of credits:

CTTE101 Intro to Comp Systems and Info Tech 1
CTTE102 Javascript Programming 1
CTTE103 Java I 1
CTTE104 Python Programming 1
CTTE105 Intro to Linux 1
CTTE106 Network Communications 1

List Elective Courses:
List elective courses if applicable

Eligibility Requirements or Prerequisite requirements (if applicable):
Enter in requirements if appicable

DCAPS articulation (please specify which program(s):
Specify which GCC post secondary program this program articulates to.

Course Sequence by Semester
Semester One (please include subject/course number/title/credits:
CTTE101 Intro to Comp Systems and Info Tech 1
Semester One Credit Total: 1

Semester Two (please include subject/course number/title/credits:
CTTE102 Javascript Programming 1
Semester Two Credit Total: 1

Semester Three (please include subject/course number/title/credits:
CTTE103 Java I 1
Semester Three Credit Total: 1

Semester Four (please include subject/course number/title/credits:
CTTE104 Python Programming 1
Semester Four Credit Total: 1

Semester Five (please include subject/course number/title/credits:
CTTE105 Intro to Linux
Semester Five Credit Total: 1

Semester Six (please include subject/course number/title/credits:
CTTE106 Network Communications 1
Semester Six Credit Total: 1

VII. ADVISORY COMMITTEE MINUTES

Advisory Committee Minutes
Please copy and paste meeting minutes or submit to CRC via email gcc.crc@guamcc.edu :
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. Meeting minutes can also be emailed to CRC.

GUAM**COMMUNITY**COLLEGE

POST SECONDARY COURSE ADOPTION OR RE INSTITUTION AY 2020-2021

Post-Secondary Course Alpha and Number:

Enter Course alpha and number (ex: AC 110)

Post-Secondary Course Title:

Enter in the course title

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

Type of Action: Choose from the drop down (this form is only for Adoptions or Re Institutions)

RE-INSTITUTION ONLY (attach a copy of the most recently approved course curriculum). Provide justification for course re institution:
If this is a re institution, provide justification.

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard II.A.15.:
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

I. Course Information

Course Alpha: Enter Course Alpha (CT, AC, IN, etc.)

Course Number: Enter Course Number (110, 115, 210, etc.)

Course Title: Enter Course Title

Number of credits: Enter Credit Amount the Course

Delivery Format: Choose from dropdown (Lecture, Lecture/Lab, Lab 2, Practicum, etc.)

Contact Hours: Contact hours should reflect credits x format (3 x 15 = 45, etc.)

Online and Hybrid Modality Request: If requesting to offer this course as a hybrid or online, choose appropriate drop down.

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.

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 (UOG, DCAPS, etc.):
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. List if the course can articulate with another University or College (articulation agreement must be active and on file)

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 2021, fall 2022, etc.)

II.   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 college catalog.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)
Upon successful completion of this course, students will be able to:

Student Learning Outcome 1:
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.

Student Learning Outcome 2:
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.

Student Learning Outcome 3:
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.

Student Learning Outcome 4:

Student Learning Outcome 5:

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.

III.   Program Affiliation

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

Program 1: List a program that requires this course

Program 2: List additional programs if applicable

Program 3: List additional programs if applicable

Program 4: List additional programs if applicable

IV.   CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to:
Refer to careertech.org Career Clusters

If a CTE course, specify which Career Pathway it is aligned to:
Refer to careertech.org Career Clusters Pathways

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

V.   Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals:
Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

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?

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or 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?

Results of course evaluation that supports the request. Copy and paste evaluation data or test results:
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?

VI.   Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. If no new resources are required, put N/A:
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).

Please list any new facility requirements and costs associated if applicable. If no new facilities are required, put N/A:
Describe classroom and/or laboratory stations/space required to offer this course (if not already provided).

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Enter in title
Book 1 Edition (Starting edition): Enter in the initial edition to order
Book 1 Author 1: Enter in the primary author
Book 1 Author 2: secondary author (if applicable)
Book 1 Publisher: Enter the publisher
Book 1 13-Digit ISBN: Enter the ISBN 13

Book 2 Title:
Book 2 Edition (Starting edition):
Book 2 Author 1:
Book 2 Author 2:
Book 2 Publisher:
Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites:
List instructional references to be used by the instructor and provide a bibliography for further study by students.

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.):
List resources that are needed from the LRC

VIII. Detailed Course Outline (Outline Must Be Detailed and Include Subtopics)

Detailed SLOs:
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.

IX. Advisory Committee Minutes

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. Meeting minutes can also be emailed to CRC.

GUAM**COMMUNITY**COLLEGE

POST SECONDARY COURSE REVISION
AY 2020-2021

Post-Secondary Course Alpha and Number:
Enter Course alpha and number (ex: AC 110)

Post-Secondary Course Title:
Enter in the course title

Formerly (If Applicable include Alpha Number Course Title):
Enter Former Course alpha, number, and title (ex: AC 110 Introduction to Accounting)

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

I.   TYPE OF ACTION

Select the type of action that applies

Revision Change (Check all that apply):
Choose from the drop down

Revision Other:
If change option is not listed above, please state here.

II.   COURSE INFORMATION

Course Alpha: Enter Course Alpha (CT, AC, IN, etc.)

Course Number: Enter Course Number (110, 115, 210, etc.)
New Course Number (If applicable):

Course Title: Enter Course Title
New Course Title (if applicable):

Number of credits: Enter Credit Amount the Course

Delivery Format: Choose from dropdown (Lecture, Lecture/Lab, Lab 2, Practicum, etc.)

Contact Hours: Contact hours should reflect credits x format (3 x 15 = 45, etc.)

Online and Hybrid Modality Request: If requesting to offer this course as a hybrid or online, choose appropriate drop down.

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.

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 (UOG, DCAPS, etc.):
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. List if the course can articulate with another University or College (articulation agreement must be active and on file)

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 2021, fall 2022, etc.)

III.   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 college catalog.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)
Upon successful completion of this course, students will be able to:

Student Learning Outcome 1:
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.

Student Learning Outcome 2:
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.

Student Learning Outcome 3:
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.

Student Learning Outcome 4:

Student Learning Outcome 5:

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.

IV.   Program Affiliation
This post-secondary course is connected to the following program(s):

Program 1: List a program that requires this course

Program 2: List additional programs if applicable

Program 3: List additional programs if applicable

Program 4: List additional programs if applicable

V.   CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to:
Refer to careertech.org Career Clusters

If a CTE course, specify which Career Pathway it is aligned to:
Refer to careertech.org Career Clusters Pathways

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

VI.   Rationale for Proposal

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?

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or 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?

Results of course evaluation that supports the request. Copy and paste evaluation data or test results:
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?

VII.   Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. If no new resources are required, put N/A:
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).

Please list any new facility requirements and costs associated if applicable. If no new facilities are required, put N/A:
Describe classroom and/or laboratory stations/space required to offer this course (if not already provided).

VIII.   Textbook Reference, Equipment, and Supplies

Book 1 Title: Enter in title
Book 1 Edition (Starting edition): Enter in the initial edition to order
Book 1 Author 1: Enter in the primary author
Book 1 Author 2: secondary author (if applicable)
Book 1 Publisher: Enter the publisher
Book 1 13-Digit ISBN: Enter the ISBN 13

Book 2 Title:
Book 2 Edition (Starting edition):
Book 2 Author 1:
Book 2 Author 2:
Book 2 Publisher:
Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites:
List instructional references to be used by the instructor and provide a bibliography for further study by students.

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.):
List resources that are needed from the LRC

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

Detailed SLOs:
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.

X.   ADVISORY COMMITTEE MINUTES (COPY AND PASTE MEETING MINUTES)

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. Meeting minutes can also be emailed to CRC.

SECONDARY COURSE CURRICULUM
AY 2020-2021

Secondary Course Alpha and Number:
Enter Course Alpha (VECT 053, etc.)

Secondary Course Title:
Enter Course Title

Formerly (If Applicable include Alpha Number Course Title):
Provide information if it is changing

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

I. TYPE OF ACTION

Select the type of action that applies

Revision Change Request 1: Choose from the drop down

Revision Change Request 2: Choose from the drop down

Revision Change Request 3: Choose from the drop down

Revision Change Request 4: Choose from the drop down

Revision Change Request 5: Choose from the drop down

Revision Other:
Enter change if not listed above

(Re institution Only) Justification for course re institution:
If this is a re institution, provide justification.

(Re institution Only) Arrangements made for students, in compliance with ACCJC Standard II.A.15.:
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II. COURSE INFORMATION

Course Alpha: Enter Course Alpha (CTMK, etc.)

Course Number: Enter Course Number (053, 073, etc.)

New Course Number (If applicable): Enter if applicable

Course Title: Enter Course Title

New Course Title (if applicable): If title is changing, enter here

Delivery Format: Choose the appropriate delivery format for the course

Secondary Carnegie Units Per Semester (Fall/Spring):
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 Total per Academic Year:
How many credits are accumulated during the entire school year.

Contact Hours Per Semester (Fall/Spring):
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).

Contact Hours Total Per Academic Year : How many contact hours are accumulated during the school year.

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.

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.

GCC Post-secondary Course Equivalent (alpha/number/title):
If this course articulates to a GCC post-secondary course? If so, please list.

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.)

III.   COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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.

Student Learning Outcome 1:
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.

Student Learning Outcome 2:
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.

Student Learning Outcome 3:
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.

Student Learning Outcome 4:

Student Learning Outcome 5:

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.

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

Program 1: List a secondary program that requires this course

Program 2: List additional programs if applicable

Specify which Career Cluster this course is aligned to:
Refer to careertech.org Career Clusters

Specify which Career Pathway this course is aligned to:
Refer to careertech.org Career Clusters Pathways

IV.   RATIONALE FOR PROPOSAL

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.

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?

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or 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?

Results of course evaluation that supports the request. Copy and paste evaluation data or test results:
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?

V.   RESOURCE REQUIREMENTS AND ESTIMATED COSTS

Please list any new resources and costs associated if applicable. If no new resources are required, put N/A:
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).

Please list any new facility requirements and costs associated if applicable. If no new facilities are required, put N/A:
Describe classroom and/or laboratory stations/space required to offer this course (if not already provided).

VI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

Book 1 Title: Enter the title
Book 1 Edition (Starting edition): Enter the initial edition (or year) to order
Book 1 Author 1: Enter in the primary author
Book 1 Author 2: secondary author (if applicable)
Book 1 Publisher: Enter the publisher
Book 1 13-Digit ISBN: Enter the ISBN 13

Book 2 Title:
Book 2 Edition (Starting edition):
Book 2 Author 1:
Book 2 Author 2:
Book 2 Publisher:
Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites:
List instructional references to be used by the instructor and provide a bibliography for further study by students.

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.):
List resources that are needed from the LRC

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

Detailed SLOs:
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.

VIII. ADVISORY COMMITTEE MINUTES (COPY AND PASTE MEETING MINUTES)

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. Meeting minutes can also be emailed to CRC.

DUAL COURSE CURRICULUM AY 2020-2021

Post-Secondary Course Alpha and Number:
Enter Course alpha and number (ex: AC 110)

Post-Secondary Course Title:
Enter in the course title

Formerly (If Applicable include Alpha Number Course Title):
Enter Former Course alpha, number, and title (ex: AC 110 Introduction to Accounting)

Secondary Course Alpha and Number:
Enter Course Alpha (VECT 053, etc.)

Secondary Course Title:
Enter Course Title

Formerly (If Applicable include Alpha Number Course Title):
Provide information if it is changing

College: Choose TSS or TPS

Division: Choose Division

Author 1: Enter author's name

Author 2 (optional): Enter second author (if applicable)

Date Submitted to CRC: 09/12/2020

Date Reviewed by CRC:

Post Secondary Change Request: Choose from the drop down

Secondary Change Request: Choose from the drop down

I. TYPE OF ACTION

Post Secondary Change Request

Post Secondary Change Request 1: Choose from the drop down
Revision Change Request 1: Choose from the drop down

Post Secondary Change Request 2: Choose from the drop down
Revision Change Request 2: Choose from the drop down

Post Secondary Change Request 3: Choose from the drop down
Revision Change Request 3: Choose from the drop down

Post Secondary Change Request 4: Choose from the drop down
Revision Change Request 4: Choose from the drop down

Post Secondary Change Request 5: Choose from the drop down
Revision Change Request 5: Choose from the drop down
Revision Other: Enter change if not listed above

(Re institution Only) Justification for course re institution:
If this is a re institution, provide justification.

(Re institution Only) Arrangements made for students, in compliance with ACCJC Standard II.A.15.:
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Secondary Change Request

Secondary Change Request 1: Choose from the drop down
Revision Change Request 1: Choose from the drop down

Secondary Change Request 2: Choose from the drop down
Revision Change Request 2: Choose from the drop down

Secondary Change Request 3: Choose from the drop down
Revision Change Request 3: Choose from the drop down

Secondary Change Request 4: Choose from the drop down
Revision Change Request 4: Choose from the drop down

Secondary Change Request 5: Choose from the drop down
Revision Change Request 5: Choose from the drop down
Revision Other: Enter change if not listed above

(Re institution Only) Justification for course re institution:
If this is a re institution, provide justification.

(Re institution Only) Arrangements made for students, in compliance with ACCJC Standard II.A.15.:
When programs are eliminated or program requirements are significantly changed, the institution

makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.   COURSE INFORMATION

Post Secondary Course Information
Course Alpha: Enter Course Alpha (CT, AC, IN, etc.)
Course Number: Enter Course Number (110, 115, 210, etc.)
Course Title: Enter Course Title

Secondary Course Information
Course Alpha: Enter Course Alpha (CTMK, etc.)
Course Number: Enter Course Number (053, 073, etc.)
Course Title: Enter Course Title

Number of Credits:
Post Secondary
Delivery Format: Choose from dropdown (Lecture, Lecture/Lab, Lab 2, Practicum, etc.)
Number of credits: Enter Credit Amount the Course
Contact Hours: Contact hours should reflect credits x format (3 x 15 = 45, etc.)

Secondary
Delivery Format: Choose the appropriate delivery format for the course
Secondary Carnegie Units Per Semester (Fall/Spring):
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 Total per Academic Year:
How many credits are accumulated during the entire school year.
Contact Hours Per Semester (Fall/Spring):
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).
Contact Hours Total Per Academic Year :
How many contact hours are accumulated during the school year.

Post Secondary Course Other
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.

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 (UOG, DCAPS, etc.): List articulations to other institutions

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 2021, fall 2022, etc.)

Secondary Course Other
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.
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.
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.)

III.   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.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)
Upon successful completion of this course, students will be able to:

Student Learning Outcome 1:
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.

Student Learning Outcome 2:
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.

Student Learning Outcome 3:
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.

Student Learning Outcome 4:

Student Learning Outcome 5:

These SLOs can be measured and learning is demonstrated.:

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

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.

IV.   Program Affiliation

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

Post Secondary Program 1: List a post secondary program that requires this course

Post Secondary Program 2: List additional programs if applicable

Post Secondary Program 3: List additional programs if applicable

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

Secondary Program 1: List a secondary program that requires this course

Secondary Program 2: List additional programs if applicable

Secondary Program 3: List additional programs if applicable

V.   CTE Career Cluster & Pathway

Specify which Career Cluster this course is aligned to: Refer to careertech.org Career Clusters

Specify which Career Pathway this course is aligned to: Refer to careertech.org Career Clusters Pathways

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

VI.   Rationale for Proposal

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.

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?

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or 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?

Results of course evaluation that supports the request. Copy and paste evaluation data or test results:
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?

VII.   Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. If no new resources are required, put N/A:
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).

Please list any new facility requirements and costs associated if applicable. If no new facilities are required, put N/A:
Describe classroom and/or laboratory stations/space required to offer this course (if not already provided).

VIII.   Textbook Reference, Equipment, and Supplies

Book 1 Title: Enter the title
Book 1 Edition (Starting edition): Enter the initial edition (or year) to order
Book 1 Author 1: Enter in the primary author
Book 1 Author 2: secondary author (if applicable)
Book 1 Publisher: Enter the publisher
Book 1 13-Digit ISBN: Enter the ISBN 13

Book 2 Title:
Book 2 Edition (Starting edition):

Book 2 Author 1:
Book 2 Author 2:
Book 2 Publisher:
Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites:
List instructional references to be used by the instructor and provide a bibliography for further study by students.

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.):
List resources that are needed from the LRC

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

Detailed SLOs:
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.

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

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. Meeting minutes can also be emailed to CRC.

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		☐	☐	
DEAN		☐	☐	
ASSISTANT DIRECTOR **Continuing Education & Workforce Development**	Rowena E. Perez	☐	☐	
VP for ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐	
REGISTRAR	Tina M. Quinata	☐	☐	

CE-SPECIFIC OURSE APPROVAL FORM

    FOR ADOPTION AND SUBSTANTIVE REVISION

_____

I.   **TYPE OF ACTION**
    Check the type of action that applies. If previous Course Guide exists, please attach.

    A. ☐   Adoption

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

II.   **INTRODUCTION**
    The course is connected to the following program(s):

III.   **COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES**
    This course description will appear in the College Catalog followed by the Student Learning
    Outcomes Course Level.
    Course Description:

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

    STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)
    Upon successful completion of this course, students will be able to:

        1.
        2.
        3.
        4.
        5.

V.   **RATIONALE FOR PROPOSAL**
    If this course is connected to a program, answer A, D and E. If this course is not connected to a
    program, answer A-D.
    A.   Reason this proposal should be adopted in light of the College's mission statement and
        educational goals

    B.   An assessment of Industry or Community need

C.   Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D.   Results of course and course guide evaluation.

E.   Program requirements (associate degree, certificate, diploma) served by this course

V.   **RESOURCE REQUIREMENTS AND COSTS**

A.   Resources (materials, media, and equipment) and costs

B.   Personnel requirements (administrative, instructional and support staff) and costs

C.   Facility requirements and costs

D.   Funding source(s)

E.   Impact, financial or otherwise, this course may have on the School/College

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

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

Carnegie Units: per semester
Semester Hours: per semester
   E.   Catalog Description (Moved to Section III. See page 2)
   F.   Prerequisite(s)
   G.   Co-requisites(s)
   H.   Articulation
        Secondary Programs/Courses
        University of Guam
        Others
   I.   Target Population

   J.   Cost to Students (specify any lab fees)

VIII.   COURSE DESIGN

IX.   COURSE OUTLINE

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

XI.   MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII.   TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES
   A.   Required Textbook(s)

   B.   Reference(s) and Bibliography

   C.   Equipment/Facilities

   D.   Instructional Supplies Needed

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

       ☐ No

       Comments:

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

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

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

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR / PROGRAM SPECIALIST		☐	☐	
DEAN		☐	☐	
ASSISTANT DIRECTOR Continuing Education & Workforce Development	**Rowena Perez**	☐	☐	
VP for ACADEMIC AFFAIRS	**R. Ray R. Somera, Ph.D.**	☐	☐	
REGISTRAR	**Tina M. Quinata**	☐	☐	

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:

G U A M   C O M M U N I T Y   C O L L E G E
B O A R D   O F   T R U S T E E S

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 N

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

Nuventive Improve

GUAM**COMMUNITY**COLLEGE

Academic Year	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Semester	**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/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** 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
Group B-Certificate Program Unit (curriculum expired/expiring)	**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 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	**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

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-Indusry 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	Program Name or Course #	AY 2019-2020	AY 2020-2021	Program Name or Course #	AY 2019-2020	AY 2020-2021
AST100		Course Assessment	CD292		Course Assessment	CJ292	Curriculum Review	
AST110	Curriculum Review		CE121	Curriculum Review		CM101		Course Assessment
AST113	Curriculum Review-Industry Cert-LDHEV		CE210	Curriculum Review		CM102		Course Assessment
AST120		Course Assessment	CE211	Curriculum Review		CM104A		Course Assessment
AST123	Curriculum Review-Industry Cert-LDHEV	Course Assessment	CE213	Curriculum Review		CM104B		Course Assessment
AST130		Course Assessment	CE214	Curriculum Review		CM292	Curriculum Review	
AST133	Curriculum Review-Industry Cert-LDHEV		CE215	Curriculum Review		CS101		Course Assessment
AST140	Curriculum Review		CE221	Curriculum Review		CS102	Curriculum Review	
AST143	Curriculum Review-Industry Cert-LDHEV		CE222	Curriculum Review		CS103	Curriculum Review	
AST150		Course Assessment	CE224	Curriculum Review		CS104		Course Assessment
AST160	Curriculum Review		CE225	Curriculum Review		CS110	Curriculum Review	
AST170	Curriculum Review		CH110	GENED REVIEW		CS112		Course Assessment
AST180A		Course Assessment	CH111	GENED REVIEW		CS151	GENED REVIEW	
AST180B	Curriculum Review		CHLS102	Curriculum Review		CS152	GENED REVIEW	
AST210	Curriculum Review		CJ100	Curriculum Review		CS202	Curriculum Review	
AST220		Course Assessment	CJ101	Curriculum Review		CS203	Curriculum Review	
AST230	Curriculum Review		CJ102	Curriculum Review		CS204	Curriculum Review	
AST240	Curriculum Review		CJ104	Curriculum Review		CS205	Curriculum Review	
AST250	Curriculum Review		CJ107	Curriculum Review		CS206	Curriculum Review	
AST260	Curriculum Review		CJ122	Curriculum Review		CS210A	Curriculum Review	
AST270	Curriculum Review		CJ126	Curriculum Review		CS211		Course Assessment
AST280	Curriculum Review		CJ126L	Curriculum Review		CS212		Course Assessment
CD110		Course Assessment	CJ132		Course Assessment	CS213		Course Assessment
CD140		Course Assessment	CJ135		Course Assessment	CS252	Curriculum Review	
CD180		Course Assessment	CJ140	Curriculum Review		CS266		Course Assessment
CD221		Course Assessment	CJ145	Curriculum Review		CS290		Course Assessment
CD240		Course Assessment	CJ148	Curriculum Review		CS292		Course Assessment
CD260	Curriculum Review		CJ150		Course Assessment	CS299		Course Assessment
CD285	Curriculum Review		CJ200	Curriculum Review		CT100		Course Assessment
			CJ204		Course Assessment	CT140		Course Assessment
			CJ205		Course Assessment	CT152		Course Assessment
			CJ206	Curriculum Review		CT152A		Course Assessment
			CJ209	Curriculum Review		CT153		Course Assessment
			CJ225	Curriculum Review		CT154A		Course Assessment
			CJ250	Curriculum Review		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	
CTTT054		Course Assessment
CTTT055A		Course Assessment
CTTT055B		Course Assessment
CTTT064		Course Assessment
CTTT065	Curriculum Review	
CTTT065B		Course Assessment
CTTT074	Curriculum Review	
CTTT075A		Course Assessment
CTTT075B		Course Assessment
CTTT075		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	Program Name or Course #	AY 2019-2020	AY 2020-2021	Program Name or Course #	AY 2019-2020	AY 2020-2021
EE266	Curriculum Review		FSM254		Course Assessment	HS157		Course Assessment
EE267		Course Assessment	FSM269A		Course Assessment	HS158		Course Assessment
EE268		Course Assessment	FSM269B		Course Assessment	HS160		Course Assessment
EE271		Course Assessment	FSM269C		Course Assessment	HS208	Curriculum Review	
EE275		Course Assessment	FSM270		Course Assessment	HS211		Course Assessment
EE283		Course Assessment	FSM292		Course Assessment	HS215		Course Assessment
EE292	Curriculum Review		FSM299		Course Assessment	HS216		Course Assessment
EM112	Curriculum Review		HI121	GENED REVIEW		HS217	Curriculum Review	
EMS103	Curriculum Review		HI122	GENED REVIEW		HS254		Course Assessment
EN068		Course Assessment	HI176	Curriculum Review		HS255		Course Assessment
EN081		Course Assessment	HL120		Course Assessment	HS257		Course Assessment
EN091		Course Assessment	HL130	Curriculum Review		HS265		Course Assessment
EN096		Course Assessment	HL131	Curriculum Review-Industry Cert-CNA		HS266		Course Assessment
EN097		Course Assessment	HL135		Course Assessment	HS268		Course Assessment
EN110	GENED REVIEW		HL150		Course Assessment	HS292		Course Assessment
EN111	GENED REVIEW		HL161	Curriculum Review		HS292A	Curriculum Review	
EN125	GENED REVIEW		HL190		Course Assessment	HS292B	Curriculum Review	
EN194		Course Assessment	HL201		Course Assessment	HS294A	Curriculum Review	
EN210	GENED REVIEW		HL202	Curriculum Review		HU120	GENED REVIEW	
FA192	Curriculum Review		HL252		Course Assessment	HU220	GENED REVIEW	
FS100	Curriculum Review		HM110	Curriculum Review		IN145		Course Assessment
FS101	Curriculum Review		HM110	Curriculum Review		IN170		Course Assessment
FS103	Curriculum Review		HM150	Curriculum Review		IN180		Course Assessment
FS104	Curriculum Review		HM180	Curriculum Review		IN220		Course Assessment
FS105	Curriculum Review		HM201	Curriculum Review		IN292		Course Assessment
FS107	Curriculum Review		HM201	Curriculum Review		JA110	GENED REVIEW	
FSM100		Course Assessment	HM205	Curriculum Review		JA111	GENED REVIEW	
FSM110		Course Assessment	HM225	Curriculum Review		JA211	Curriculum Review	
FSM110L		Course Assessment	HM250	Curriculum Review		KE110		Course Assessment
FSM115		Course Assessment	HM292	Curriculum Review		KE111		Course Assessment
FSM130		Course Assessment	HS135	Curriculum Review		MA052	Curriculum Review	
FSM154		Course Assessment	HS150		Course Assessment	MA065	Curriculum Review	
FSM155		Course Assessment	HS152		Course Assessment	MA094		Course Assessment
FSM222		Course Assessment	HS155		Course Assessment	MA096		Course Assessment
FSM240		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	Program Name or Course #	AY 2019-2020	AY 2020-2021	Program Name or Course #	AY 2019-2020	AY 2020-2021
MA098		Course Assessment	MS160		Course Assessment	PY120	GENED REVIEW	
MA110A	GENED REVIEW		MS161		Course Assessment	PY125	GENED REVIEW	
MA115		Course Assessment	MS180(formerly HL140)		Course Assessment	RE100	Curriculum Review	
MA161A	GENED REVIEW		MS210	Curriculum Review		RES130		Course Assessment
MA161B	GENED REVIEW		MS220		Course Assessment	RES269A		Course Assessment
ME161A	Curriculum Review		MS221	Curriculum Review		SI051		Course Assessment
ME161B	Curriculum Review		MS225		Course Assessment	SI061		Course Assessment
ME171A	Curriculum Review		MS292		Course Assessment	SI101	GENED REVIEW	
MHT100A		Course Assessment	NU101	Curriculum Review-Industry Cert-CNA		SI101L	GENED REVIEW	
MHT100B		Course Assessment	NU110		Course Assessment	SI102	Curriculum Review	
MHT110	Curriculum Review		NU140		Course Assessment	SI103	GENED REVIEW	
MHT120	Curriculum Review		NU160		Course Assessment	SI103L	GENED REVIEW	
MHT130	Curriculum Review		NU220		Course Assessment	SI105	GENED REVIEW	
MHT140		Course Assessment	NU230		Course Assessment	SI105L	GENED REVIEW	
MHT150	Curriculum Review		NU240		Course Assessment	SI106		Course Assessment
MHT160	Curriculum Review		NU250		Course Assessment	SI110	GENED REVIEW	
MHT170	Curriculum Review		NU280		Course Assessment	SI110L	GENED REVIEW	
MHT210		Course Assessment	NU281		Course Assessment	SI120	Curriculum Review	
MHT230		Course Assessment	NU292		Course Assessment	SI122/CJ122	Curriculum Review	
MHT270	Curriculum Review		OA101	Curriculum Review		SI125	Curriculum Review	
MK123		Course Assessment	OA103		Course Assessment	SI129		Course Assessment
MK124		Course Assessment	OA109		Course Assessment	SI129L		Course Assessment
MK125		Course Assessment	OA130		Course Assessment	SI131	GENED REVIEW	
MK205		Course Assessment	OA210		Course Assessment	SI131L	GENED REVIEW	
MK206		Course Assessment	OA211		Course Assessment	SI132		Course Assessment
MK208		Course Assessment	OA220		Course Assessment	SI132L		Course Assessment
MK224		Course Assessment	OA230		Course Assessment	SI141	GENED REVIEW	
MK292		Course Assessment	OA240	Curriculum Review		SI142	Curriculum Review	
MS101		Course Assessment	OA250	Curriculum Review		SI150		Course Assessment
MS120		Course Assessment	OA292	Curriculum Review		SI150L		Course Assessment
MS121		Course Assessment	OR101	Curriculum Review		SI155	Curriculum Review	
MS125		Course Assessment	PI101	GENED REVIEW		SM108		Course Assessment
MS140		Course Assessment	PS140	Curriculum Review		SM205		Course Assessment
MS141		Course Assessment	PY100	GENED REVIEW		SM208		Course Assessment
MS145		Course Assessment				SM211		Course Assessment

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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
Group B- Certificate Program Unit Group D- Special Program Unit	(curriculum expired/expiring)	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation
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.

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

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

1989-1990 Academic Affairs Committee
> Sandra Liberty, Chair (1987-1989), David Schofield, Chair (1989-1991)
> Others: Dennis Slyter, Bernice Carbullido, Carol Freeborn, Laura Parris, Carlo Veltri, Claudia Taitano

1992-1993 ACADEMIC AFFAIRS TASK FORCE, CURRICULUM COMMITTEE
> Members of the Academic Affairs Task Force were responsible for the 1994 revision. Their goals were to establish a repository for curriculum, define the responsibilities and roles of signatories on curriculum guide cover sheets, and provide clarity to the 1990 "Curriculum Process and Procedures" manual.
> Coordinator: Les S. McKinney; Facilitators: Kathleen Fields, David Watt
> Writers:
>> Programs   Reilly Ridgell, Judith Geil, Phoebe Wall, Robert Jahier, Patrick Watson, 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

1994-1996 CURRICULUM MANUAL PILOT PHASE
> Upon approval by President John T. Cruz on April 22, 1994, *The Curriculum Manual,* 1994, began a pilot phase. The newly formed Curriculum Committee, a curriculum development and editing resource group, provided much input during the pilot process.
>> Facilitator: Carol Waltner, Program Specialist, Curriculum

1994-1995 Academic Affairs Committee
> Chairperson: David Schofield

1994-1995 Curriculum Committee
> Chairperson: Nancy Hall; Recorder: Barbara Bouchard-Miller
> Members: Leslie Kosky, Janice Milligan, Janice Yatar, John Armstrong, Antonita Blas, Bernice Carbullido, Robert Gomez, Carol Freeborn, Dorothy Cruz, Phoebe Wall

1995-1996 Academic Affairs Committee
> Chairperson: Harry Uyehara

1996-1997 Academic Affairs Committee
> Chairperson: Bertha Reid

1995-1996 Curriculum Committee
> Chairpersons: Nancy Hall, Carol Freeborn
> Recorder: Barbara Bouchard-Miller

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

1997-1998 Academic Affairs Committee
Chairperson: Lani Gamble

1998-1999 Academic Affairs Committee
Chairpersons: Dennis Slyter, Clare Lizama
Members: Liberty Viray, Judy Salas, Janice Milligan, Bernice Carbullido, Lani Gamble, Sarah Leon Guerrero

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

Feb 2004   Revision   Academic Affairs Committee
Chairperson: Marsha Postrozny

January 2008   Curriculum Committee
Chairpersons: Marsha Postrozny, Tony San Nicolas
Members: Ron Abshire, Doreen Blas, Clare Camacho, Carol Cruz, Donna Cruz, Julie Cruz-Jones, Cecilia Delos Santos, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Chuck Meno, Paul Parvin, Nenita Perez, Bunny Sgambelluri, Carl Torres, Ray Valenzuela.
Special thanks to Mike Setzer and Elaine Fejerang - design of the SLO Map template

2008-2009   Curriculum Committee
Chairpersons: Tony San Nicolas, Paul Parvin (Chair-Elect)
Members: Ron Abshire, Robert Balajadia, Doreen Blas, Carol Cruz, Julie Cruz-Jones, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Nenita Perez, Marsha Postrozny (as administrator), Liv Switzer, Carl Torres, Ray Valenzuela.

2009-2010   Curriculum Committee
Chairpersons: Amada Manzana, R. Gary Hartz (Chair-Elect)
Reviewing Members: Doreen Blas, Katherine Chargualaf, Eric Chong, Kevin Dietrichs, Frank Evangelista, John Michael Jocson, Nenita Perez, Marsha Postrozny (administrator), Sally Sablan, Marivic Schrage, Dr. Anthony Jay Sunga, Carl Torres, Renato Valenzuela
CTE Career Pathways "Pathfinders": Eric Chong, Christopher Dennis, R. Gary Hartz, Amada Manzana, Tony San Nicolas, Marivic Schrage

2010-2011 Learning Outcomes Committee
Chairpersons: R. Gary Hartz, Eric Chong (Chair-Elect)
Reviewing Members: Hernalin Analista, John Armstrong, Sandy Balbin, Emma Bataclan, Lisa Baza-Cruz, Eric Chong, Donna Cruz, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Paul Parvin, Nenita Perez, Vicky Schrage
General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2011-2012 Learning Outcomes Committee
Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)
Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Eric Chong, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Nenita Perez,

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

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

2012-2013 Learning Outcomes Committee
Chairpersons: R. Gary Hartz (Fall 2012), Patty Terlaje (Spring 2013)
Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Simone Bollinger, Frank   Evangelista, Yvonne Flores, Norma Guerrero, Polli Huseby, John Michael Jocson, Paul Kerner, Rose Marie Nanpei, Nenita Perez, Esther Rios, Sally Sablan, Benjamin Sison, Dr. Anthony Jay Sunga
General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli Huseby, John Michael Jocson

2013-2014 Learning Outcomes Committee
Chairpersons: Patty Terlaje, Norma R. Guerrero (Chair-Elect)
Reviewing Members: Sandy Balbin, Therese Datuin, Tressa Dela Cruz, Frank Evangelista, Yvonne Flores, Catherine Leon Guerrero, Brian Muna, Rose Marie Nanpei, Dr. Anthony Jay Sunga, Desiree Ventura
General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli Huseby, John Michael Jocson

2014-2015   Learning Outcomes Committee
Chairpersons: Norma R. Guerrero, Rose Marie Nanpei (Chair-Elect), Patricia Terlaje (Past-Chair)
Reviewing Members: Sandy Balbin, Carol Cruz, Tressa Dela Cruz, Yvonne Flores, Catherine Leon Guerrero, Brian Muna, Dr. Anthony Jay Sunga, Wilson Tam, Desiree Ventura

2015-2016   Learning Outcomes Committee
Chairpersons: Rose Marie Nanpei, Tressa Dela Cruz (Chair-Elect), Norma Guerrero (Past-Chair)
Reviewing Members: Sandy Balbin, Jonah Concepcion, Carol Cruz, Yvonne Flores, John Jocson, Catherine Leon Guerrero, Brian Muna, Melissa Palomo, Dr. Anthony Jay Sunga, Patricia Terlaje, Desiree Ventura

2016-2017   Learning Outcomes Committee
Chairpersons: Tressa Dela Cruz, Dr. Anthony Jay Sunga (Chair-Elect), Rose Marie Nanpei (Past-Chair)
Reviewing Members: Sandy Balbin, Carol Cruz, Jonah Concepcion, Tressa Dela Cruz, Yvonne Flores, John Jocson, Catherine Leon Guerrero, Brian Muna, Melissa Palomo, Dr. Anthony Jay Sunga, Patricia Terlaje, Desiree Ventura

2017-2018   Curriculum Review Committee
Chairpersons: Dr. Anthony Jay Sunga (Chair), Tina Quinata (Co-Chair)
Committee members: Christine Matson, Dr. Elizabeth Diego, Pilar Williams, R. Gary Hartz, Rowena Ellen Perez, Marlena Montague, Ava Garcia, Daniel Okada (ad-hoc), Ana Mari Atoigue (ad-hoc)

2018-2019 Curriculum Review Committee

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

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

2019-2020 Curriculum Review Committee

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

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

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SCHOLARSHIPS & FINANCIAL AID
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