

The Curriculum Manual

REVISED AUGUST 2017



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THE CURRICULUM MANUAL

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

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

INTRODUCTION

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

The manual is designed to assist faculty, departments, and academic administrators of GCC in the development of new programs and courses and in the revision of existing programs and courses, to reflect and in compliance with the following ACCJC accreditation standards: (Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.)

CURRICULUM REVIEW COMMITTEE

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

CHARGE

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

MISSION STATEMENT

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

VISION STATEMENT

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

PHILOSOPHY

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

Curricular Processes

Program Approval Process

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

| PROCESS | FORM REQUIRED |
|--------------------------------|-----------------------|
| <i>Adding a Program</i> | |
| Concept | Program Concept |
| Adoption | Program Approval Form |
| <i>Revising a Program</i> | |
| Substantive | Program Approval Form |
| Non-substantive | Program Approval Form |
| <i>Archiving a Program</i> | Archival Memorandum |
| <i>Reinstituting a Program</i> | Program Approval Form |

Course Approval Process

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

| PROCESS | FORM REQUIRED |
|---|----------------------|
| <i>Adding a Course</i> | |
| Adoption | Course Approval Form |
| <i>Revising a Course</i> | |
| Substantive | Course Approval Form |
| Non-substantive | Course Approval Form |
| <i>Archiving a Course</i> | |
| Course Archival | Archival Memorandum |
| <i>Reinstituting an Archived Course</i> | Course Approval 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.

Reviewers will each have ten (10) working days from date of receipt to review a curriculum document and provide feedback to the author. A longer time period may be necessary however to ensure thorough and systematic review. Curriculum reviewers listed are encouraged to provide recommendations. Note: The curriculum process for secondary programs and courses & Continuing Education (CE) courses is a manual process, thus signatures are required. Postsecondary curriculum proposals, including archival, are electronically routed through **Acalog**, a catalog management software implemented at the college since 2014.

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

AUTHOR

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

DEPARTMENT AND DEPARTMENT CHAIRPERSON

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

REGISTRAR

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

CURRICULUM REVIEW COMMITTEE

Beginning AY2017-2018, CRC is comprised of faculty members and academic administrators, (including hoc relevant staff) who are responsible for the form and content of any curriculum document submitted to the committee. In addition to its curriculum approval responsibility, the CRC reviews 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 awhile 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. |
| 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 Technical Requirement or a Related Technical Requirement and/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. |
| Lab *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 | 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. |
| Online | 100% of the course instruction is delivered in an asynchronous instructional mode. Students do not need to be on campus for any portion of coursework or evaluation. |
| 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 enroll in a course. |
| Program | A series of courses that culminates in a diploma, certificate, or degree. |

IMPORTANT THINGS TO CONSIDER

ADOPTION

Adoption (Course)

The Author reviews any evidence to support course adoption. The Author shall gather data relating to the quality and desirability of the course; request information from departmental personnel, the Dean, and industry and community experts. **Note:** When proposed program changes are being submitted, please note that courses attached to the program must be reviewed first prior to review of the program as a whole.

Adoption (Program)

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

An evaluation of the proposed program must be conducted. The information gathered during the evaluation will provide evidence for the program adoption. **Note:** When proposed course changes are being submitted, please note that programs must be reviewed for potential impact on course offerings.

ARCHIVAL

Course Archival

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

The archived course is removed from the Course Description section and/or the General Education list in the GCC Catalog and any program narrative or list of program requirements in the Catalog. ***If the course serves program requirements***, a “Program Substantive Revision” form must also be completed. **Note:** When proposed program changes are being submitted, please note that courses must be reviewed first prior to review of the program as a whole.

Program Archival

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

Though archived program is removed from the Catalog, arrangement must be made to comply with ACCJC Standard II.A.15, that is, making appropriate arrangements so that enrolled students complete their programs on time without disruption. Program courses, i.e. Technical Core and Related Technical, 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 Technical/Core requirements;
3. Distribution of requirements affecting General Education, Technical/Core requirements, or Related Technical or General Education 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 technical and/or General Education requirements that do not change the distribution of requirements.
4. Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course 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.)

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.

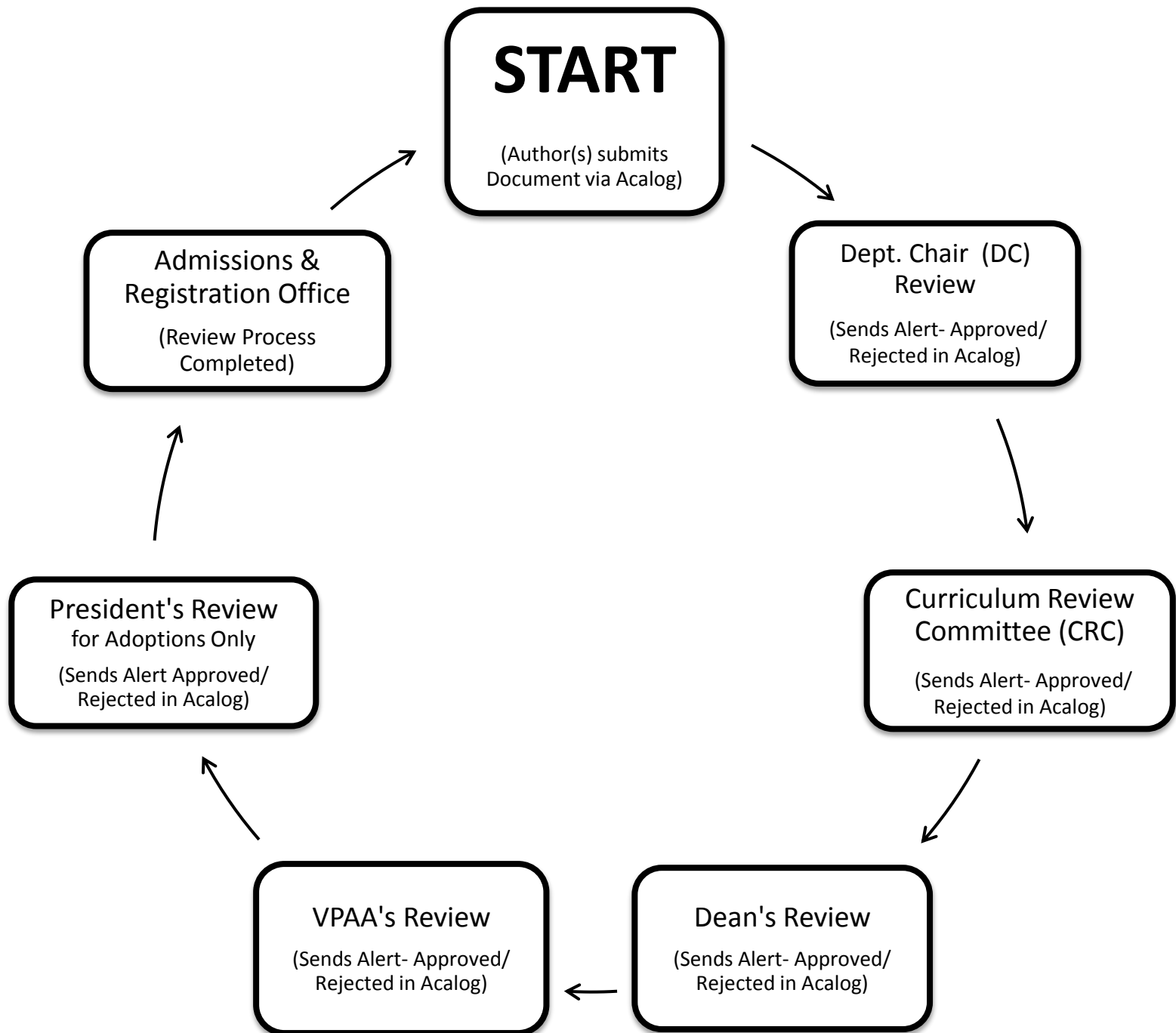
Courses in Humanities and Fine Arts:

- 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.

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

Curriculum Review Process

For Postsecondary



CURRICULUM REVIEW STEPS

for Postsecondary

refer to Appendix A (Course), Appendix B (Program)

The Curriculum Approval Process should begin on **January 31st for spring submissions and August 31st for fall submissions** in order to ensure the timely review and approval of curriculum documents.

Reviewers will each have ten (10) working days of receipt to review a curriculum document. A longer time period may be necessary however to ensure thorough and systematic review. It is the responsibility of the Author and/or Department Chair to track the status of the document.

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

Only curriculum forms available on the Worklife tab 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 Worklife tab.

STEP 1 AUTHOR/S (NO MORE THAN 2) **Postsecondary Authors** prepare a digital copy of the course curriculum and upload to Acalog.

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 sends an alert to the Curriculum Review Committee.

If **REJECTED**, the curriculum document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made (using track changes), Author must upload revised document and send an Acalog alert 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 sends an alert to the Dean.

If **REJECTED**, the curriculum document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made (using track changes), Author must upload revised document and send an Acalog alert to Curriculum Review Committee for review and action.

STEP 4 DEAN

If **APPROVED**, the Dean sends alert to the Vice President for Academic Affairs.

If **REJECTED**, the curriculum document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made, Author must upload revised document and send an Acalog alert to the Dean for review and action.

STEP 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the Vice President for Academic Affairs will send an alert to the ***President*** (for Adoptions) or to the ***Registrar*** (for all other actions).

If **REJECTED**, the curriculum document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made (using track changes), Author must upload revised document and send an Acalog alert to the Vice President for Academic Affairs for review and action.

STEP 6 PRESIDENT (for Adoptions Only)

If **APPROVED**, the President will send an alert to the Admissions and Registration Office for action.

If **REJECTED**, the curriculum document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made, Author must upload revised document and send an Acalog alert to the President for review and action.

STEP 7 ADMISSIONS & REGISTRATION OFFICE

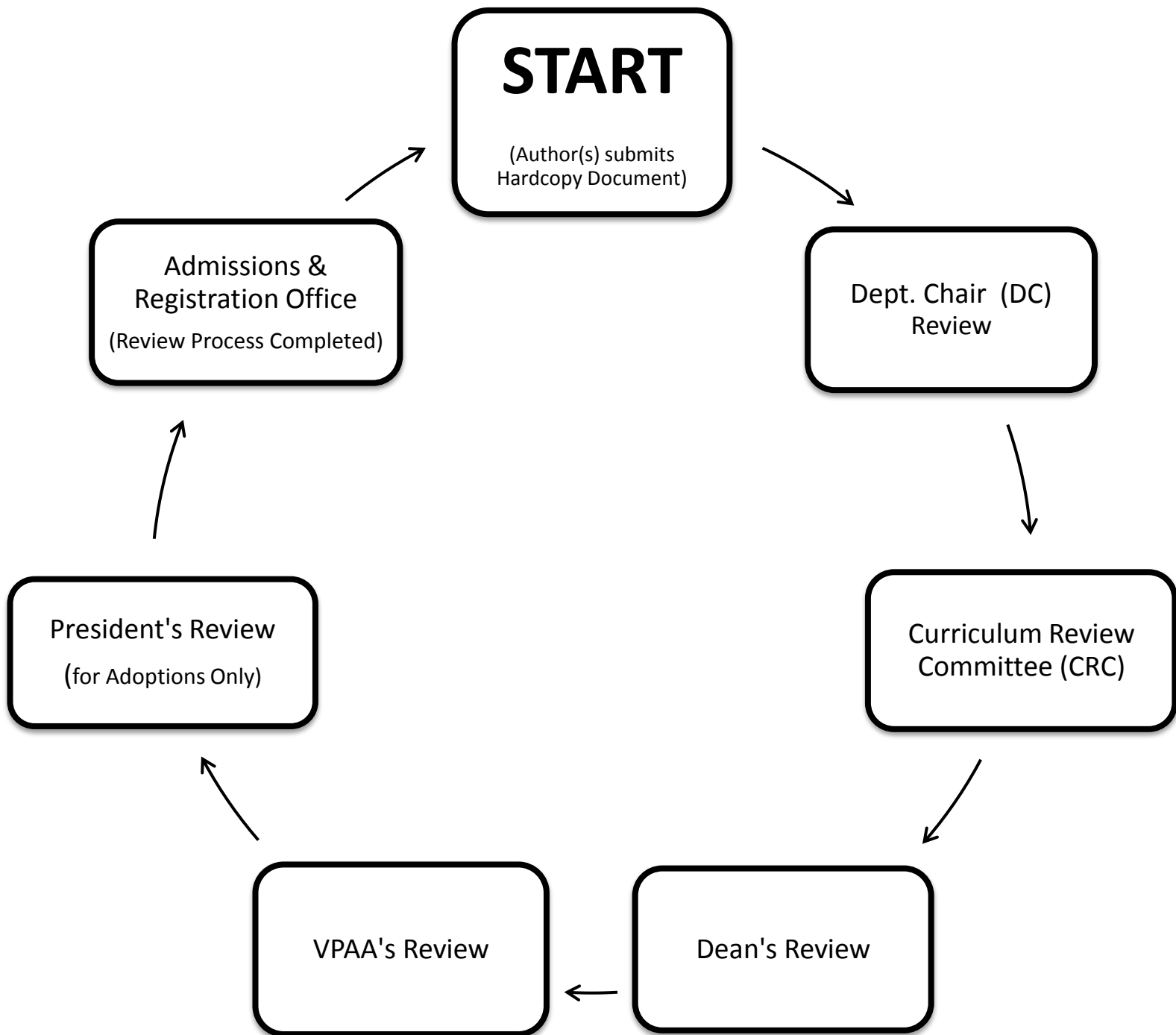
Once document has been approved at all levels, the Admissions and Registration Office will alert administrative staff to take required action.

STEP 8 ADMINISTRATIVE ACTION

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

Curriculum Review Process

For Secondary



CURRICULUM REVIEW STEPS

for Secondary

refer to Appendix A (Course), Appendix B (Program)

Curriculum Approval Process should begin on **January 31st for spring submissions and August 31st for fall submissions** in order to ensure the timely review and approval of curriculum documents.

Reviewers will each have ten (10) working days of receipt to review a curriculum document. A longer time period may be necessary however to ensure thorough and systematic review. It is the responsibility of the Author and/or Department Chair to track the status of the document.

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.

STEP 1 AUTHOR/S (NO MORE THAN 2) *Secondary Authors* provide a hardcopy of proposed curriculum and route manually to their respective Department Chairs.

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

STEP 2 DEPARTMENT CHAIR

If **APPROVED**, the Department Chair will route hardcopy document to the Curriculum Review Committee.

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author. Once changes have been made, the Author must resubmit revised document to the Dean for review and action.

STEP 3 CURRICULUM REVIEW COMMITTEE Committee consists of the Registrar, Associate Deans, Continuing Education Associate Director, and Faculty.

If **APPROVED**, the Curriculum Review Committee will route the document to the Dean.

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author. Once changes have been made, the Author must resubmit revised document to the Curriculum Review Committee for review and action.

STEP 4 DEAN

If **APPROVED**, the Dean will route document to the Vice President for Academic Affairs.

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author. Once changes have been made, the Author must resubmit revised document to the Dean for review and action.

STEP 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the Vice President for Academic Affairs will route document to the **President** (for Adoptions) or to the **Registrar** (for all other actions).

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author. Once changes have been made, the Author must resubmit revised document to the Vice President for Academic Affairs for review and action.

STEP 6 PRESIDENT (for Adoptions Only)

If **APPROVED**, the President will route document to the Registrar.

If **REJECTED**, the curriculum document, with written feedback, will be returned to the Author. Once changes have been made, the Author must resubmit revised document to the President for review and action.

STEP 7 ADMISSIONS & REGISTRATION OFFICE

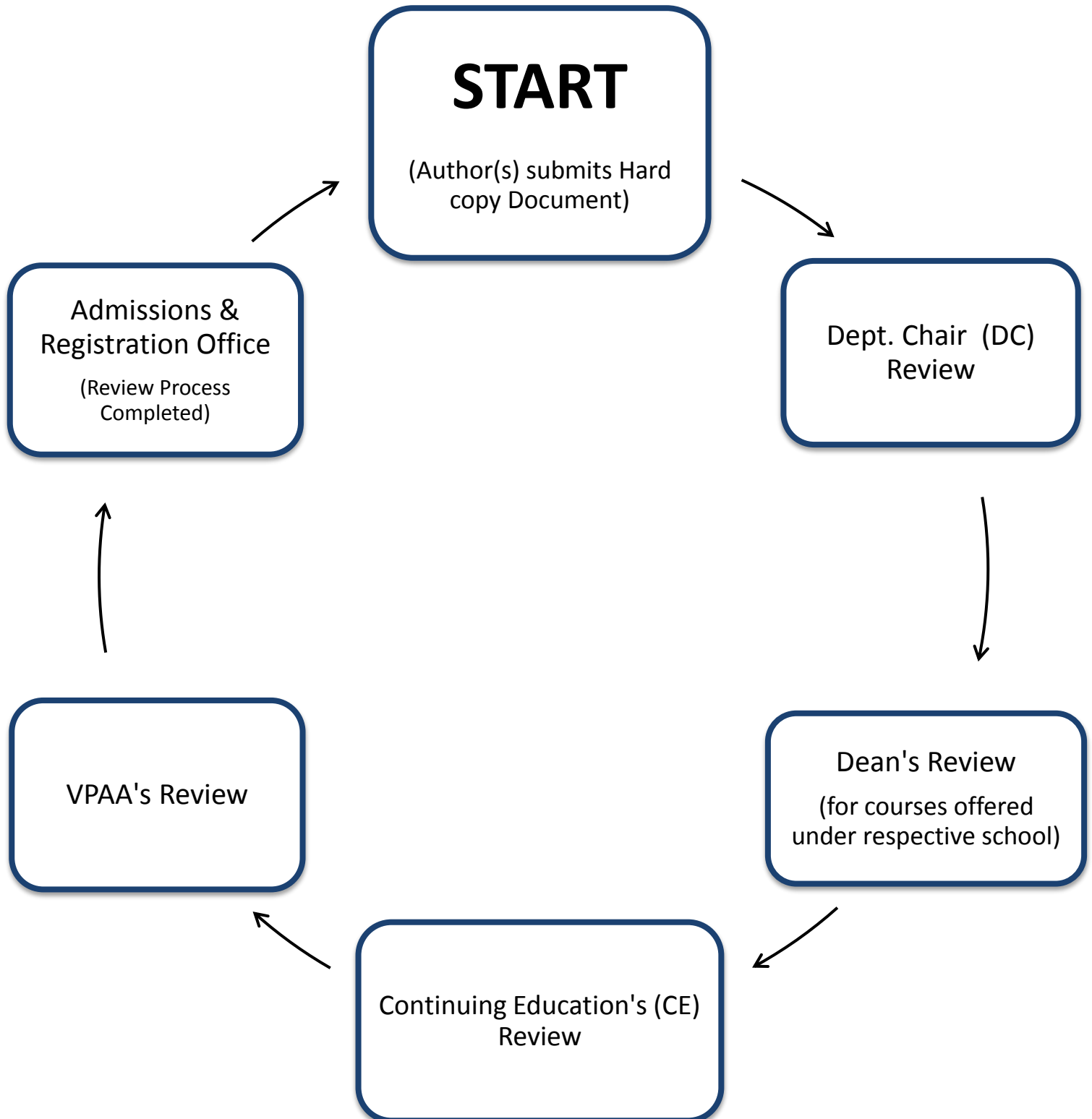
Once document has been approved at all levels, Admissions and Registration Office will alert administrative staff to take required action.

STEP 8 ADMINISTRATIVE ACTION

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

Curriculum Review Process

For Continuing Education



CURRICULUM REVIEW STEPS

for Continuing Education

*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 4 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 5 ADMISSIONS & REGISTRATION

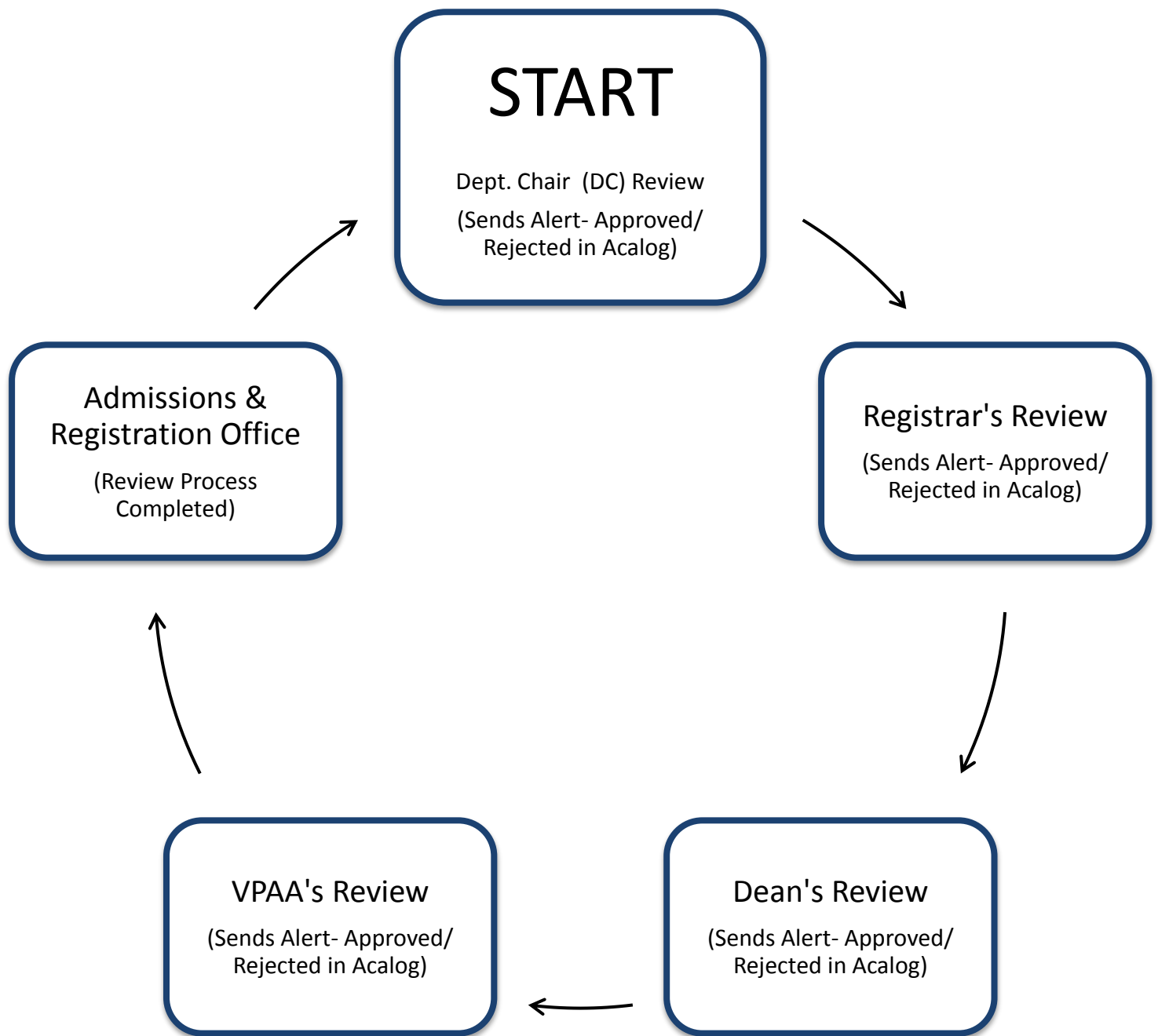
Once document has been approved at all levels, Admissions and Registration Office will alert administrative staff to take required action.

STEP 6 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).

Archival Review Process

For Postsecondary



ARCHIVAL REVIEW STEPS

for Postsecondary

(refer to Appendix C)

Curriculum Approval Process should begin on **January 31st for spring submissions and August 31st for fall submissions** in order to ensure the timely review and approval of curriculum documents.

Reviewers will each have ten (10) working days of receipt to review a curriculum document. A longer time period may be necessary however to ensure thorough and systematic review. It is the responsibility of the Author and/or Department Chair to track the status of the document.

Only curriculum forms available on the Worklife tab 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 Worklife tab.

STEP 1 DEPARTMENT CHAIR

The Department Chair prepares an electronic copy of the archival request and uploads document to **Acalog**.

STEP 2 REGISTRAR

If **APPROVED**, the Registrar sends alert to the Dean.

If **REJECTED**, written feedback (using track changes) will be uploaded to **Acalog** and an alert will be sent to DC. DC must respond to questions and concerns in writing via **Acalog** and send an alert to the Registrar. After questions and concerns have been satisfactorily addressed, Registrar will approve in **Acalog** and send an alert to the Dean for review and action.

STEP 3 DEAN

If **APPROVED**, the Dean sends alert to the Vice President for Academic Affairs.

If **REJECTED**, written feedback (using track changes) will be uploaded to Acalog and an alert will be sent to DC. DC must respond to questions and concerns in writing via Acalog and send an alert to the Dean. After questions and concerns have been satisfactorily addressed, Dean will approve in Acalog and send an alert to the Vice President for Academic Affairs.

STEP 4 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the Vice President for Academic Affairs sends alert to the **Registrar**.

If **REJECTED**, written feedback (using track changes) will be uploaded to Acalog and an alert will be sent to DC. DC must respond to questions and concerns in writing via Acalog and send an alert to the Vice President for Academic Affairs. After questions and concerns have been satisfactorily addressed, Vice President for Academic Affairs will approve in Acalog and send an alert to the Registrar.

STEP 5 ADMISSIONS & REGISTRATION OFFICE

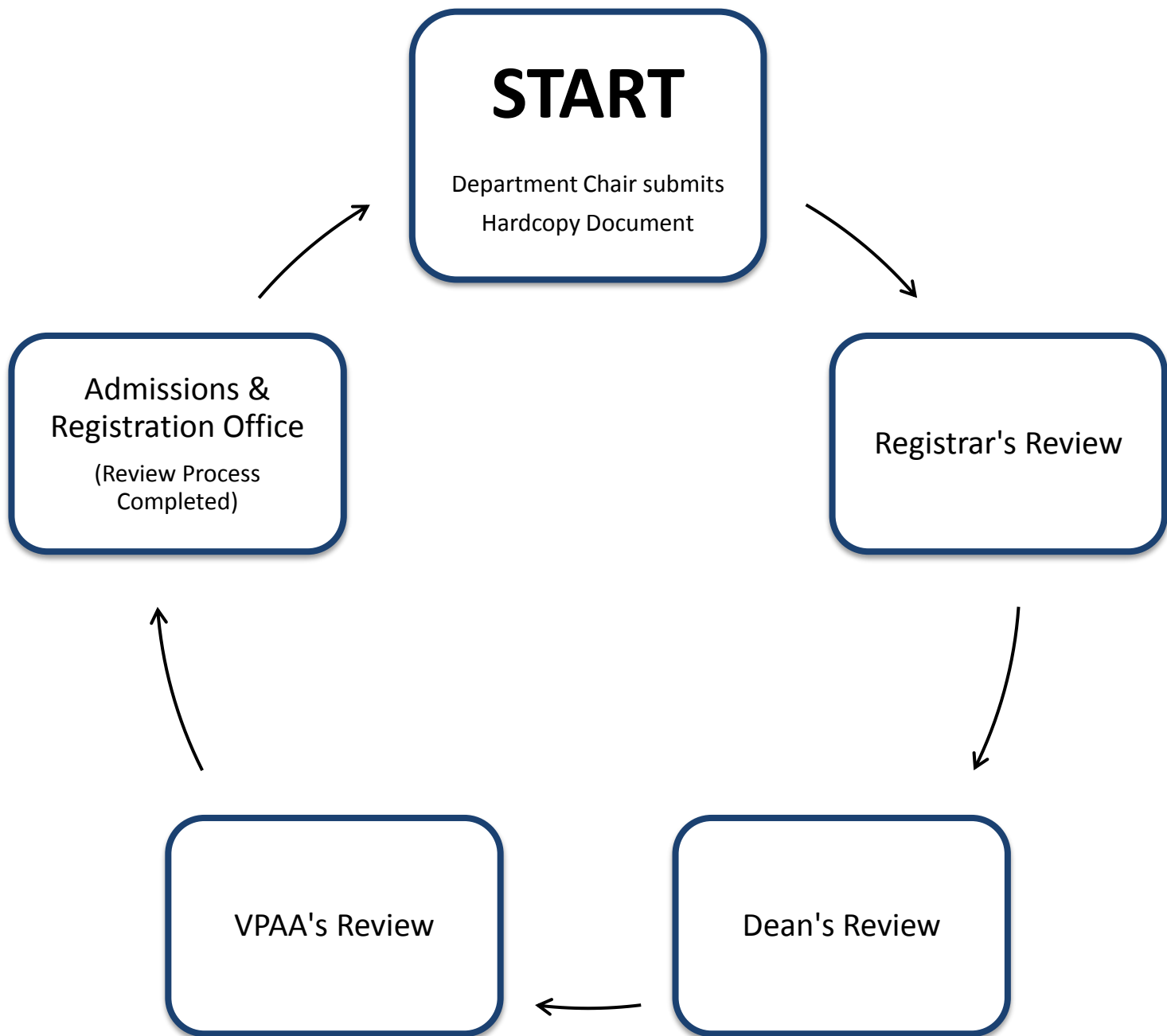
Once document has been approved at all levels, Admissions and Registration office will alert administrative staff to take required action.

STEP 6 ADMINISTRATIVE ACTION

Once action is completed, an email notification, through **Acalog**, will be sent to Department Chair, AIER, and Bookstore Manager.

Archival Review Process

For Secondary



ARCHIVAL REVIEW STEPS

For Secondary refer to Appendix C

Curriculum Approval Process should begin on **January 31st for spring submissions and August 31st for fall submissions** in order to ensure the timely review and approval of curriculum documents.

Reviewers will each have **ten (10) working days of receipt to review** a curriculum document. A longer time period may be necessary however to ensure thorough and systematic review. It is the responsibility of the Author and/or Department Chair to track the status of the document.

Only curriculum forms available on the Worklife tab 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 Worklife tab.

STEP 1 DEPARTMENT CHAIR

For secondary courses and programs, Department Chair provides a hardcopy of request and routes manually.

STEP 2 REGISTRAR

If **APPROVED**, the Registrar will route document to the Dean.

If **REJECTED**, written feedback will be sent to the DC. Once changes have been made, the DC must resubmit revised document to the Registrar for review and action.

STEP 3 DEAN

If **APPROVED**, the Dean will route document to the Vice President for Academic Affairs.

If **REJECTED**, written feedback will be sent to the DC. Once changes have been made, the DC must resubmit revised document to the Dean for review and action.

STEP 5 VICE PRESIDENT FOR ACADEMIC AFFAIRS

If **APPROVED**, the Vice President for Academic Affairs will route document to the Registrar.

If **REJECTED**, written feedback will be sent to the DC. Once changes have been made, the DC must resubmit revised document to the Vice President for Academic Affairs for review and action.

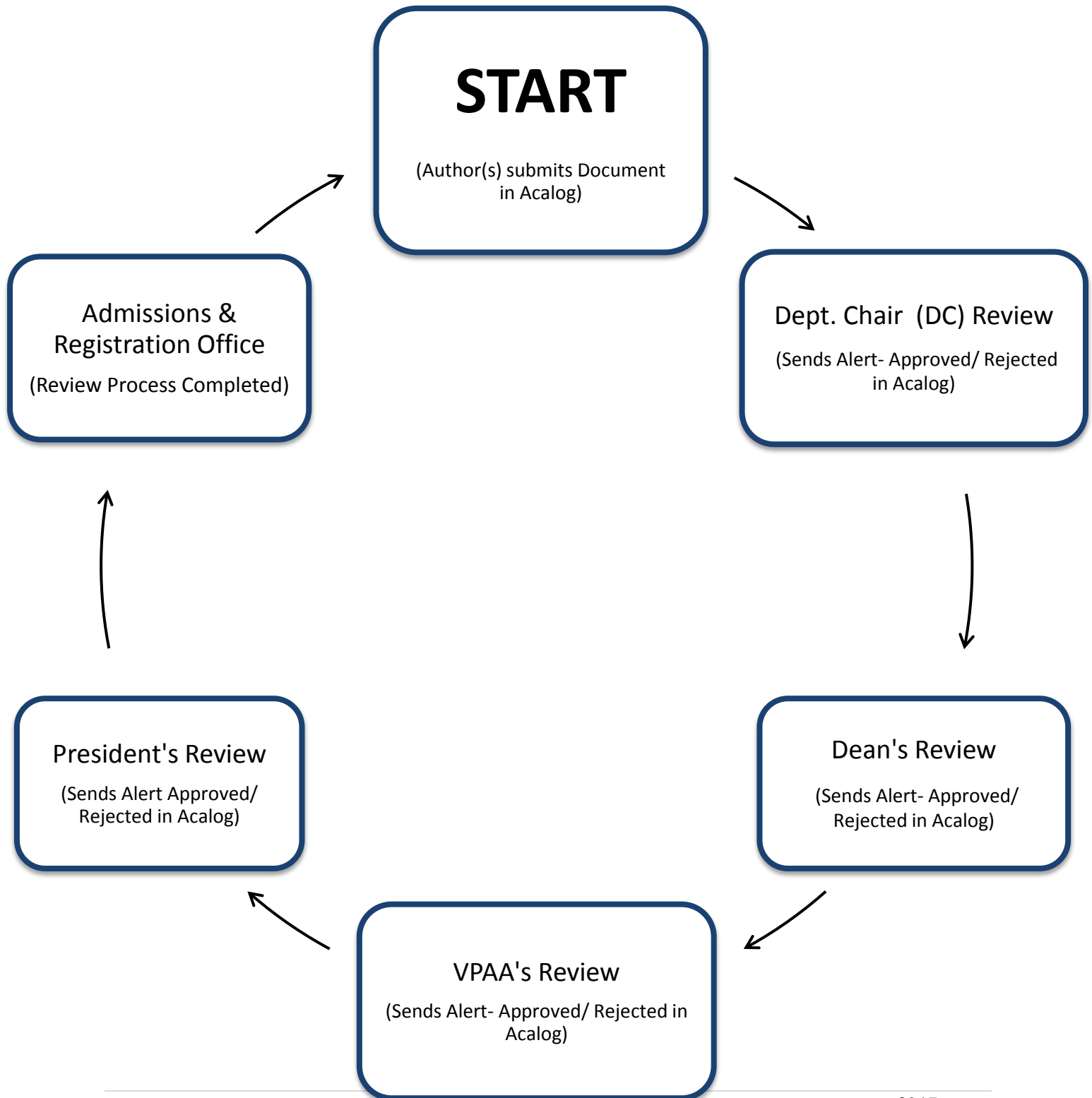
STEP 6 ADMISSIONS & REGISTRATION OFFICE

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 notification, through **Acalog**, will be sent to Department Chair, AIER, and Bookstore Manager.

Program Concept Review Process



PROGRAM CONCEPT REVIEW STEPS

refer to Appendix D

Curriculum Approval Process should begin on **January 31st for spring submissions and August 31st for fall submissions** in order to ensure the timely review and approval of curriculum documents.

Reviewers will each have **ten (10) working days of receipt to review** a curriculum document. A longer time period may be necessary however to ensure thorough and systematic review. It is the responsibility of the Author and/or Department Chair to track the status of the document.

Only curriculum forms available on the Worklife tab 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 Worklife tab.

- STEP 1 AUTHOR/S (NO MORE THAN 2)** **Postsecondary Authors** prepare a digital copy of the program concept document and upload to **Acalog**.
- STEP 2 DEPARTMENT CHAIR**
If **APPROVED**, the Department Chair sends an alert to the Dean.

If **REJECTED**, the program concept document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made (using track changes), Author must upload revised document and send an Acalog alert to the Department Chair for review and action.
- STEP 3 DEAN**
If **APPROVED**, the Dean sends alert to the Vice President for Academic Affairs.

If **REJECTED**, the program concept document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made, Author must upload revised document and send an Acalog alert to the Dean for review and action.
- STEP 4 VICE PRESIDENT FOR ACADEMIC AFFAIRS**
If **APPROVED**, the Vice President for Academic Affairs will send an alert to the President.

If **REJECTED**, the program concept document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made (using track changes), Author must upload revised document and send an Acalog alert to the Vice President for Academic Affairs for review and action.
- STEP 5 PRESIDENT**
If **APPROVED**, the President will send an alert to the Admissions and Registration Office for action.

If **REJECTED**, the program concept document, with written feedback (using track changes), will be uploaded and an alert will be sent to Author. Once changes have been made, Author must upload revised document and send an Acalog alert to the President for review and action.
- STEP 6 ADMISSIONS & REGISTRATION OFFICE FINAL ACTION**
Once document has been approved at all levels, Admissions and Registration office will alert respective administrative staff to take required action.
- STEP 7 ADMINISTRATIVE ACTION**
Once notification is received, administrative staff will take appropriate action. Once action is completed, an email notification will be sent to Author(s), Department Chair, Administrative Assistant, and AIER.

APPENDICES

Appendix A



COURSE CURRICULUM

Click here to enter text.

Course Title (Alpha, Number, Course Title)

*if applicable, please indicate, former title of course in parenthesis

Click here to enter text.

School

Click here to enter text.

Department

Click here to enter text.

Author(s)

Click here to enter text.

Date Submitted

Identify action to be taken below:

Substantive Revision (SR) - all signatories except President

Final approval is given when approved by individual reviewers is verified in **Acalog** version auditing.

Course Curriculum

I. TYPE OF ACTION

Select the type of action that applies.

A. ☐ **ADOPTION**

B. ☐ **SUBSTANTIVE REVISION** (attach a copy of the most recently approved course curriculum and update the following Information)

Select all that apply:

- ☐ Change in number of credit hours
- ☐ Change in prerequisite(s) that are outside the department
- ☐ Substantive change in course content
- ☐ Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
- ☐ Describe above changes and specify changes not listed above
[Click here to enter text.](#)

C. **NON-SUBSTANTIVE REVISION** (attach a copy of the most recently approved course curriculum and update the following Information)

Select all that apply:

- ☐ Change in course alpha, number, or title
NEW: ALPHA NUMBER TITLE
- ☐ Wording change in the catalog course description that does not significantly change the substance
- ☐ Change in the course outline that does not significantly change the Course content
- ☐ Change in course prerequisites where both course and prerequisite are offered within the same Department
- ☐ Change in textbook
- ☐ Other: [Click here to enter text.](#)

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

Justification for course reinstitution:

[Click here to enter text.](#)

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

[Click here to enter text.](#)

II. INTRODUCTION

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

Click here to enter text.

Please check appropriate box:

- A. ☐ This is a CTE course and is aligned with Click here to enter text.
Career Cluster and Click here to enter text. Career Pathway.

(See <http://www.careertech.org/career-clusters/glance/clusters-occupations.html> for more information)

- B. ☐ This course is a **proposed** General Education course.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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

A. COURSE DESCRIPTION:

Click here to enter text.

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

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

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.
4. Click here to enter text.
5. Click here to enter text.

☐ These SLOs can be measured and learning is demonstrated.

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

IV. RATIONALE FOR PROPOSAL

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
Click here to enter text.
- B. An assessment of industry or community need
Click here to enter text.
- C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements, if applicable.
Click here to enter text.
- D. Results of course evaluation that supports request
Click here to enter text.
- E. Program requirements (associate degree, certificate, diploma) served by this course
Click here to enter text.

V. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

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

[Click here to enter text.](#)

- B. Facility requirements and costs

[Click here to enter text.](#)

- C. Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?

☐ Yes

☐ No

Comments: [Click here to enter text.](#)

VI. IMPLEMENTATION SCHEDULE

- A. Implementation date: [Click here to enter text.](#)

*Document must be approved by the **second week of March** for implementation the following **fall semester** OR the **second week of October** for implementation the following **spring semester**. A time period outside of these deadlines is subject to VPAA approval.*

- B. Course Offering: [Click here to enter text.](#)

VII. COURSE DESCRIPTION

- A. COURSE:

ALPHA

NUMBER

[Click here to enter text.](#) [Click here to enter text.](#)

- B. COURSE TITLE(S):

Long Title: [Click here to enter text.](#)

Abbreviated Title (30 characters maximum): [Click here to enter text.](#)

- C. CONTACT HOURS

| | Delivery Format *indicate type below | If applicable, Lab Category *Category 1 and 2 as defined in the 2017-2023 GCC Faculty BOT Contract, Article XVIII.B.4.a.2. | Contact Hours |
|---|--|--|---|
| 1 | <input type="checkbox"/> Lecture: | | Click here to enter text. |
| 2 | <input type="checkbox"/> Online/DE: | | Click here to enter text. |
| 3 | <input type="checkbox"/> Hybrid: | | Click here to enter text. |
| 4 | <input type="checkbox"/> Clinical: | | Click here to enter text. |
| 5 | <input type="checkbox"/> Practicum: | | Click here to enter text. |
| 6 | <input type="checkbox"/> Lab : Category 1 — Instructional Labs The equivalent of an academic course taught in a lab environment. Direct Instruction fills the entire class period. Category 2 — Lecture/ Application/ Practice Labs Seventy-five (75%) of lecture course. Lecture and Practice sessions are clearly identified as separate activities. | <input type="checkbox"/> Lab 1 <input type="checkbox"/> Lab 2 | Click here to enter text. |
| | | TOTAL HOURS: | Click here to enter text. |

D. NUMBER/TYPE OF CREDITS

Carnegie Units:

[Click here to enter text.](#) per semester

Credits:

[Click here to enter text.](#) per semester

E. PREREQUISITE(S)

[Click here to enter text.](#)

F. CO-REQUISITES(S)

[Click here to enter text.](#)

G. ARTICULATION

Secondary Programs/Courses:

[Click here to enter text.](#)

University of Guam:

[Click here to enter text.](#)

Others:

[Click here to enter text.](#)

H. TARGET POPULATION:

[Click here to enter text.](#)

VIII. COURSE DESIGN (Instructional method - e.g. traditional (face-to-face) or non-traditional (online or hybrid).

[Click here to enter text.](#)

IX. COURSE OUTLINE

[Click here to enter text.](#)

X. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

[Click here to enter text.](#)

XI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

*When considering a change of textbook, attach a certification of the number of existing textbooks from the GCC bookstore. (Appendix E)

A. Required Textbook(s)

Title:

[Click here to enter text.](#)

ISBN-10:

[Click here to enter text.](#)

B. Reference(s) and Bibliography

[Click here to enter text.](#)

C. Equipment/Facilities

[Click here to enter text.](#)

D. Instructional Supplies Needed

[Click here to enter text.](#)

E. ☐ Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course. (attach Advisory Committee written feedback i.e., Advisory Committee meeting minutes.

Comments:



SECONDARY COURSE CURRICULUM

Click here to enter text.

Course Title (Alpha, Number, Course Title)

*if applicable, please indicate former title of course in parenthesis

Click here to enter text.

School

Click here to enter text.

Department

Click here to enter text.

Author(s)

Click here to enter text.

Date Submitted

Identify action to be taken below:

Substantive Revision (SR) - all signatories except President

| | APPROVED BY NAME | APPROVED | DISAPPROVED | DATE | ACTION |
|----------------------|---------------------------|--------------------------|--------------------------|-----------------------------|--------|
| DEPARTMENT CHAIR | Click here to enter text. | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| REGISTRAR | Click here to enter text. | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| DEAN | Click here to enter text. | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| VP, ACADEMIC AFFAIRS | Dr. R. Ray D. Somera | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| PRESIDENT | Dr. Mary A.Y. Okada | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |

Secondary Course Curriculum

I. TYPE OF ACTION

Select the type of action that applies.

- A. ☐ **ADOPTION** (attach a copy of the most recently approved course curriculum and update the following Information)
- B. ☐ **SUBSTANTIVE REVISION** (attach a copy of the most recently approved course curriculum and update the following Information)

Select all that apply:

- ☐ Change in number of credit hours
- ☐ Change in prerequisite(s) that are outside the department
- ☐ Substantive change in course content
- ☐ Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
- ☐ Describe above changes and specify changes not listed above

[Click or tap here to enter text.](#)

- C. **NON-SUBSTANTIVE REVISION** (attach a copy of the most recently approved course curriculum and update the following Information)

Select all that apply:

- ☐ Change in course alpha, number, or title.
NEW: ALPHA NUMBER TITLE
- ☐ Wording change in the catalog course description that does not significantly change the substance
- ☐ Change in the course outline that does not significantly change the Course content
- ☐ Change in course prerequisites where both course and prerequisite are offered within the same Department
- ☐ Change in textbook
- ☐ Other [Click or tap here to enter text.](#)

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

Justification for course reinstitution:

[Click here to enter text.](#)

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

[Click here to enter text.](#)

II. INTRODUCTION

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

Click here to enter text.

Please check appropriate box:

- A. ☐ This is a CTE course and is aligned with Click here to enter text.
Career Cluster and Click here to enter text. Career Pathway.

(See <http://www.careertech.org/career-clusters/glance/clusters-occupations.html> for more information)

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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

A. COURSE DESCRIPTION:

Click here to enter text.

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

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

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.
4. Click here to enter text.
5. Click here to enter text.

☐ These SLOs can be measured and learning is demonstrated.

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

IV. RATIONALE FOR PROPOSAL

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
Click here to enter text.
- B. An assessment of industry or community need
Click here to enter text.
- C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements, if applicable.
Click here to enter text.
- D. Results of course evaluation that supports request
Click here to enter text.
- E. Program requirements (associate degree, certificate, diploma) served by this course
Click here to enter text.

V. RESOURCE REQUIREMENTS AND ESTIMATED COSTS (PENDING FUNDING AVAILABILITY)

- A. Resources (materials, media, and equipment) and costs
Click here to enter text.
- B. Facility requirements and costs
Click here to enter text.
- C. Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?
☐ Yes ☐ No Comments: Click here to enter text.

VI. IMPLEMENTATION SCHEDULE

- A. Implementation date: Click here to enter text.
Document must be approved by the second week of March for implementation the following fall semester. A time period outside of this deadline is subject to VPAA approval.
- B. Course Offering: Click here to enter text.

VII. COURSE DESCRIPTION

A. COURSE :

ALPHA **NUMBER**
Click here to enter text. Click here to enter text.

B. COURSE TITLE(S):

Long Title: Click here to enter text.

Abbreviated Title (30 characters maximum): Click here to enter text.

C. CONTACT HOURS AND NUMBER OF STUDENTS

| | Delivery Format *indicate type below | If applicable, Lab Category <small>*Category 1 and 2 as defined in the 2017-2023 GCC Faculty BOT Contract, Article XVIII.B.4.a.2.</small> | Contact Hours |
|---------------------|--|---|---------------------------|
| 1 | <input type="checkbox"/> Lecture: | | Click here to enter text. |
| 2 | <input type="checkbox"/> Online/DE: | | Click here to enter text. |
| 3 | <input type="checkbox"/> Hybrid: | | Click here to enter text. |
| 4 | <input type="checkbox"/> Clinical: | | Click here to enter text. |
| 5 | <input type="checkbox"/> Practicum: | | Click here to enter text. |
| 6 | <input type="checkbox"/> Lab : <small>Category 1 — Instructional Labs The equivalent of an academic course taught in a lab environment. Direct Instruction fills the entire class period. Category 2 — Lecture/ Application/ Practice Labs Seventy-five (75%) of lecture course. Lecture and Practice sessions are clearly identified as separate activities.</small> | <input type="checkbox"/> Lab 1 <input type="checkbox"/> Lab 2 | Click here to enter text. |
| TOTAL HOURS: | | | Click here to enter text. |

Carnegie Units: Click here to enter text. per semester
Credits: Click here to enter text. per semester

E. PREREQUISITE(S) Click here to enter text.

F. **CO-REQUISITES(S)** [Click here to enter text.](#)

G. **ARTICULATION**

Secondary Programs/Courses: [Click here to enter text.](#)

University of Guam: [Click here to enter text.](#)

Others: [Click here to enter text.](#)

H. **TARGET POPULATION:** [Click here to enter text.](#)

VIII. COURSE DESIGN (Instructional method - e.g. traditional (face-to-face) or non-traditional (online or hybrid))

[Click here to enter text.](#)

IX. COURSE OUTLINE

[Click here to enter text.](#)

X. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

[Click here to enter text.](#)

XI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

*When considering a change of textbook, attach a certification of the number of existing textbooks from the GCC bookstore. (Appendix E)

A. Required Textbook(s)

Title: [Click here to enter text.](#)

ISBN-10: [Click here to enter text.](#)

B. Reference(s) and Bibliography

[Click here to enter text.](#)

C. Equipment/Facilities

[Click here to enter text.](#)

D. Instructional Supplies Needed

[Click here to enter text.](#)

E. ☐ Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course. (attach Advisory Committee written feedback i.e., Advisory Committee meeting minutes.

Comments: [Click here to enter text.](#)



Continuing Education & Workforce Development

CE-Specific - Course Approval form

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

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

☐ Course Adoption

☐ Course Substantive Revision

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

CE-SPECIFIC COURSE APPROVAL FORM

FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

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

A. ☐ Adoption

B. ☐ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

☐ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

☐ Identify specific changes not listed above:

II. INTRODUCTION

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

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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

Course Description:

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

Catalog Year:

Page Numbers:

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

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

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

IV. RATIONALE FOR PROPOSAL

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

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
- B. An assessment of Industry or Community need
- C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
- D. Results of course and course guide evaluation.
- E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS

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

VI. IMPLEMENTATION SCHEDULE

- C. 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.
- D. 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:



Continuing Education & Workforce Development

CE-Specific CEU or NOT FOR credit Course

Approval / Modification Form

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

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

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

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

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

I. COURSE ALPHA/TITLE:

II. CONTACT HOURS:

III. ☐ ____ CEU(s) ☐ Non For Credit

IV. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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

Course Description:

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

Catalog Year: Page Numbers:

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

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

SLO 1:

SLO 2:

SLO 3:

SLO 4:

SLO 5:

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

VI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

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

Guide To Completing Course Curriculum

Use this guide as you complete the Course Curriculum Form; it describes each item that may be necessary for you to address.

- **Only** curriculum forms available on the worklife tab on MyGCC are to be used when proposing curriculum. All other forms will be returned to the Author or Department Chair.
- Integral changes outside the purview of CRC (i.e. Financial Aid) may necessitate an update and change to the course curriculum to ensure College guidelines are met despite submission to **Acalog** the previous academic year(s).
- A Course Guide non-substantive revision or archival action (i.e., adoption, substantive revision, or archival) may necessitate a program change. If that is the case, also complete an appropriate Program Curriculum Form.

Course Guide

COVER SHEET

Fill in the information requested: department name, school name, course alpha/number/title, author(s), and date submitted to the department. Check the type of action requested.

I. TYPE OF ACTION

Select the type of curriculum action you are requesting. Attach a copy of the most recently approved course curriculum.

II. INTRODUCTION

Provide information about the course's relationship to instructional programs.

- A. List the program(s) or programs of study to which the course is connected.
Is the course a Technical Requirement or a Related Technical or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program or program of study.
- B. Indicate if the curriculum is a proposed General Education course, if applicable.

III. COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES

- A. Course Description: Include course description. This course description will appear in the college catalog
- B. 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.

IV. RATIONALE FOR PROPOSAL

Provide the rational for the action requested.

- A. Reason for Proposal:
Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.
- B. Assessment of Industry or Community need:
Describe the employment outlook for this course area. To what job titles will this course apply? What is the salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what courses will the student need to complete before minimal job qualification is reached?
- C. Conformity of this course to legal and other external requirements:

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

D. Results of course evaluation that supports request:

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?

E. Program Requirements:

Identify degree, certificate, or diploma programs for which this course is either a Technical Requirement or a Related Technical or General Education Requirement. How many and what kind of program credits does the course satisfy? Is the course to be added to the Catalog list of general education courses?

V. RESOURCE REQUIREMENTS

Provide the information about required resources.

Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

A. Resources:

List 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.

B. Facility Requirements:

Describe classroom and/or laboratory stations/space required to offer this course.

C. Title IV Federal Student Aid:

Indicate whether or not the proposed curriculum meets requirement for Title IV Federal Student Aid.

VI. IMPLEMENTATION SCHEDULE

A. Implementation Date:

Indicate the first term that the course will be offered when approved

B. Course Offering:

Indicate how often the course will be offered and in which semester/year.

VII. COURSE DESCRIPTION

A. Course:

Write the course alpha and number. Consult the Registrar for information regarding selection of the alpha and number.

B. Course Title:

Write two course titles: 1) may be longer than 30 characters, and 2) must be less than 30 characters. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 30 characters. There are times, however, when it is desirable to have a longer course title to convey more about the course (i.e., catalog entry, recruiting purposes, etc.). You must, however, provide the Registrar with a title of 30 characters or less to be used for data entry.

C. Contact Hours:

For delivery format indicate whether course is a clinical, hybrid, lab, lecture, online, or practicum. If lab, identify whether it is a Category 1 or Category 2 lab. Indicate the number of student contact hours required for this course. These hours refer only

to the hours that the student is expected to be in class (outside study time is not included).

D. Number/Type of Credits:

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

E. Prerequisite(s):

List and describe any prerequisites required for this course. 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(s). EN110 is a pre-requisite for all non-CTE courses 200 level and above.

F. Co-requisite(s):

List and describe any co-requisites required for this course. 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?

G. Articulation:

Describe any articulation agreements related to this course that have been made or are anticipated, if any. What articulation benefits can a student expect after completing this course? Is the course currently on the articulation list for transfer to UOG? Does the course articulate with DOE or GCC secondary courses? Is there articulation between GCC secondary and postsecondary courses or programs? Is there a Dual Credit Articulated Program of Study (DCAPS) Agreement?

H. Target population:

Describe the target population for course enrollment.

VIII. COURSE DESIGN

The Course Guide is provided to an instructor—it serves as the instructor's guide in organizing and implementing the course. In this section, provide information that the instructor will need in order to teach the *course*. Describe the course design. Describe recommended instructional methods and/or experiences needed to achieve the outcomes. Describe any required instructional supplies and equipment and how the instructor might obtain them. Describe how this course relates to other courses in a program.

IX. COURSE OUTLINE

Write the course outline. 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. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

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.

XI. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES

A. Required Textbook(s)

When considering a change of textbook, attach a certification of the number of existing books from the GCC bookstore. (Appendix E)

List the required textbook for the course. The textbook reference must include the complete citation; use correct bibliographical form. The ISBN number must be added. The phrase "or latest edition" may allow your department to order newer editions of the textbook without submitting a Non-substantive revision form.

Supplemental student references must also be listed. Example of format: Jones, J. (2008). *Essentials of Electronics*. San Francisco, CA: Mosby.

B. Reference(s) and Bibliography

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

C. Equipment/Facilities

List necessary equipment or specialized facilities needed for the course.

D. Instructional Supplies

Other than regular teaching supplies, e.g. pens, paper, etc., list any supplies needed by the instructor and/or student. Specify whether the student provides the items. Are student costs for the items reflected in the Course Curriculum (VII. I. Cost to Students).

E. Indicate whether or not your Advisory Committee reviewed and concurred with the materials used for this course and write comments if applicable. Attach Advisory Committee minutes to support proposed curriculum change for all Career and Technical Education (CTE) and Adult Education curriculum

Appendix B



PROGRAM CURRICULUM

Click here to enter text.

Program Title

*if applicable, please indicate former title in parenthesis

Click here to enter text.

School

Click here to enter text.

Department

Click here to enter text.

Author(s)

Click here to enter a date.

Date Submitted

Identify action to be taken below:

Substantive Revision (SR) - all signatories except President

Final approval is given when approved by individual reviewers is verified in Acalog version auditing.

Program Curriculum

I. TYPE OF ACTION

Identify the type of action that applies. (**If previous program approval form exists, please attach.**)

- A. ☐ **Adoption** (attach a copy of the most recently approved course curriculum and update the following information)
- B. ☐ **Substantive Revision** (attach a copy of the most recently approved course curriculum and update the following information)

Select all that apply:

- ☐ Change in number of credit hours
- ☐ Change in Technical/Core Requirements
- ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements
- ☐ Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
- ☐ Change in program title

NEW TITLE Click or tap here to enter text.

- ☐ Describe above changes and specify changes not listed above:
Click or tap here to enter text.

- C. **Non-Substantive Revision** (attach a copy of the most recently approved course curriculum and update the following information)

Select all that apply:

- ☐ Wording change in the catalog program description that does not significantly change the program content
- ☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements
- ☐ Change in program General Education Requirements that does not change the distribution of requirements

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

Justification for course reinstitution:

Click here to enter text.

II. INTRODUCTION

A. CONTEXTUAL FRAMEWORK FOR REQUEST FOR ACTION(S)

Click here to enter text.

B. CAREER CLUSTER PATHWAY ALIGNMENT:

(See <http://www.careertech.org/career-clusters/glance/clusters-occupations.html> for more information)

Click here to enter text.

III. 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).

A. MISSION:

Click here to enter text.

B. DESCRIPTION:

Click here to enter text.

C. STUDENT LEARNING OUTCOMES:

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

1 Click here to enter text.

2. Click here to enter text.

3. Click here to enter text.

4. Click here to enter text.

5. Click here to enter text.

☐ These SLOs can be measured and learning is demonstrated.

IV. RATIONALE FOR PROPOSAL

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

Click here to enter text.

B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.

Click here to enter text.

C. 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.

Click here to enter text.

D. Results of program assessment

Click here to enter text.

V. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

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

Click here to enter text.

B. Facility requirements

Click here to enter text.

C. Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?

☐ Yes

☐ No

Comments:

Click here to enter text.

VI. IMPLEMENTATION SCHEDULE

Implementation Term: [Click here to enter text.](#)

Document must be approved by the **second week of March for implementation the following fall semester OR the **second week of October** for implementation the following spring semester, if feasible.*

VII. PROGRAM DESCRIPTION

A. PROGRAM TITLE(S)

Long Title: [Click here to enter text.](#)

Abbreviated Title (30 characters maximum): [Click here to enter text.](#)

B. PROGRAM REVISION

[Click here to enter text.](#)

C. CREDITS (MINIMUM CREDITS REQUIRED)

General Education: [Click here to enter text.](#)

Technical/Core: [Click here to enter text.](#)

Advanced Technical: [Click here to enter text.](#)

Related Tech/Gen Ed: [Click here to enter text.](#)

Electives: [Click here to enter text.](#)

Options: [Click here to enter text.](#)

Total Number of Credits: [Click here to enter text.](#)

D. COURSE SEQUENCE

Semester 1 (Fall):

[Click here to enter text.](#)

Semester 2 (Spring):

[Click here to enter text.](#)

Semester 3 (Fall):

[Click here to enter text.](#)

Semester 4 (Spring):

[Click here to enter text.](#)

Semester 5 (Fall):

[Click here to enter text.](#)

E. TARGET POPULATION

[Click here to enter text.](#)

VIII. PREREQUISITIE(S):

[Click here to enter text.](#)

IX. CO-REQUISITE(S):

[Click here to enter text.](#)

X. CONTENT

List of courses required, to include pre-requisite(s) and co-requisite(s), to complete this program in order as they will appear in the catalog. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval. Please describe as follows (adding a “+.” for existing prerequisites and/or co-requisites:

EN110 – Freshman Composition (3)+

A. General Education Requirements (minimum 19 credits)

Unless listed below, refer to the General Education section of the catalog for details:

Students declared in the program must take the following for their general education requirements.

[Click here to enter text.](#)

B. Technical Requirements:

Courses:

Click here to enter text.

Total Technical Requirements Credits: __Click here to enter text.__

C. Advanced Technical Requirements:

Courses:

Click here to enter text.

Total Advanced Technical Requirements Credits: __Click here to enter text.__

D. Related Technical and General Education Requirements Credits:

Courses:

Click here to enter text.

Total Technical and General Education Requirements Credits: __Click here to enter text.__

E. Elective Requirements:

Courses:

Click here to enter text.

Total Elective Requirements Credits: __Click here to enter text.__

F. Optional:

Courses:

Click here to enter text.

Total Optional Requirements Credits: __Click here to enter text.__

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Click here to enter text.

XII. ARTICULATION

- | | |
|-----------------------|---------------------------|
| A. Secondary programs | Click here to enter text. |
| B. University of Guam | Click here to enter text. |
| C. Others | Click here to enter text. |
1. Attach SLO Map – Program & Course Levels.
 2. Attach Dual Credit Articulated Programs of Study Agreement or DCAPS (if appropriate)



SECONDARY PROGRAM CURRICULUM

Click here to enter text.

Program Title

*if applicable, please indicate former title in parenthesis

Click here to enter text.

School

Click here to enter text.

Department

Click here to enter text.

Author(s)

Click here to enter a date.

Date Submitted

Identify action to be taken below:

Substantive Revision (SR) - all signatories except President

| | APPROVED BY NAME | APPROVED | DISAPPROVED | DATE | ACTION |
|-----------------------------------|---------------------------|--------------------------|--------------------------|-----------------------------|--------|
| DEPARTMENT CHAIR | Click here to enter text. | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| CURRICULUM REVIEW COMMITTEE CHAIR | Click here to enter text. | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| DEAN | Click here to enter text. | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| VP, ACADEMIC AFFAIRS | Dr. R. Ray D. Somera | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |
| PRESIDENT | Dr. Mary A.Y. Okada | <input type="checkbox"/> | <input type="checkbox"/> | Click here to enter a date. | |

Secondary Program Curriculum

I. TYPE OF ACTION

Identify the type of action that applies. (*If previous program approval form exists, please attach.*)

- A. ☐ **Adoption** (attach a copy of the most recently approved course curriculum and update the following information)
- B. ☐ **Substantive Revision** (attach a copy of the most recently approved course curriculum and update the following information)

Select all that apply:

- ☐ Change in number of credit hours
- ☐ Change in Technical/Core Requirements
- ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements
- ☐ Change (addition, revision, etc.) in Student Learning Outcomes (SLOs)
- ☐ Change in program title

NEW TITLE [Click or tap here to enter text.](#)

- ☐ Describe above changes and specify changes not listed above:
[Click or tap here to enter text.](#)

- C. ☐ **Non-Substantive Revision** (attach a copy of the most recently approved course curriculum and update the following information)

Select all that apply:

- ☐ Wording change in the catalog program description that does not significantly change the program content
- ☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements
- ☐ Change in program General Education Requirements that does not change the distribution of requirements.

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

Justification for course reinstitution:

[Click here to enter text.](#)

II. INTRODUCTION

A. CONTEXTUAL FRAMEWORK FOR REQUEST FOR ACTION(S)

Click here to enter text.

B. CAREER CLUSTER PATHWAY ALIGNMENT:

(See <http://www.careertech.org/career-clusters/glance/clusters-occupations.html> for more information)

Click here to enter text.

III. 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 SLOs (available on the Worklife tab on MyGCC).

A. MISSION:

Click here to enter text.

B. DESCRIPTION:

Click here to enter text.

C. STUDENT LEARNING OUTCOMES:

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

1 Click here to enter text.

2. Click here to enter text.

3. Click here to enter text.

4. Click here to enter text.

5. Click here to enter text.

☐ These SLOs can be measured and learning is demonstrated.

IV. RATIONALE FOR PROPOSAL

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

Click here to enter text.

B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.

Click here to enter text.

C. 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.

Click here to enter text.

D. Results of program assessment

Click here to enter text.

V. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

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

Click here to enter text.

B. Facility requirements.

Click here to enter text.

C. Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?

☐ Yes ☐ No Comments: Click here to enter text.

VI. IMPLEMENTATION SCHEDULE

Implementation Term: [Click here to enter text.](#)

Document must be approved by the **second week of March for implementation the following fall semester. A time period outside of this deadline is subject to VPAA approval.*

VII. PROGRAM DESCRIPTION

F. PROGRAM TITLE(S)

Long Title: [Click here to enter text.](#)

Abbreviated Title (30 characters maximum): [Click here to enter text.](#)

G. PROGRAM REVISION

[Click here to enter text.](#)

H. CREDITS (MINIMUM CREDITS REQUIRED)

General Education: [Click here to enter text.](#)

Technical/Core: [Click here to enter text.](#)

Advanced Technical: [Click here to enter text.](#)

Related Tech/Gen Ed: [Click here to enter text.](#)

Electives: [Click here to enter text.](#)

Options: [Click here to enter text.](#)

Total Number of Credits: [Click here to enter text.](#)

I. COURSE SEQUENCE

Semester 1 (Fall):

[Click here to enter text.](#)

Semester 2 (Spring):

[Click here to enter text.](#)

Semester 3 (Fall):

[Click here to enter text.](#)

Semester 4 (Spring):

[Click here to enter text.](#)

Semester 5 (Fall):

[Click here to enter text.](#)

J. Target Population [Click here to enter text.](#)

VIII. PREREQUISITE(S):

[Click here to enter text.](#)

IX. CO-REQUISITE(S):

[Click here to enter text.](#)

X. CONTENT

List of courses required, to include pre-requisite(s) and co-requisite(s), to complete this program in order as they will appear in the catalog. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval. Please describe as follows (adding a “+” for existing prerequisites and/or co-requisites:

EN110 – Freshman Composition (3)+

A. General Education Requirements (minimum 19 credits)

*Unless listed below, refer to the General Education section of the catalog for details:
Students declared in the program must take the following for their general education requirements.*

Click here to enter text.

B. Technical Requirements:

Courses:

Click here to enter text.

Total Technical Requirements Credits: _Click here to enter text.____

C. Advanced Technical Requirements:

Courses:

Click here to enter text.

Total Advanced Technical Requirements Credits: _Click here to enter text.____

D. Related Technical and General Education Requirements Credits

Courses:

Click here to enter text.

Total Technical and General Education Requirements Credits: _Click here to enter text.____

E. Elective Requirements:

Courses:

Click here to enter text.

Total Elective Requirements Credits: __Click here to enter text.____

F. Optional:

Courses:

Click here to enter text.

Total Optional Requirements Credits: ____Click here to enter text.____

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Click here to enter text.

XII. ARTICULATION

A. Secondary programs Click here to enter text.

B. University of Guam Click here to enter text.

C. Other Click here to enter text.

1. Attach SLO Map – Program & Course Levels.
2. Attach Dual Credit Articulated Programs of Study Agreement or DCAPS (if appropriate)

Guide To Completing Program Curriculum

Use this guide as you complete the Program Curriculum Form; it describes each item that may be necessary for you to address.

Only program curriculum forms available on the worklife tab on MyGCC are to be used when proposing the curriculum. All other forms will be returned to the Author or Department Chair.

- Integral changes outside the purview of CRC (i.e. Financial Aid) may necessitate an update and change to the program curriculum to ensure College guidelines are met despite submission to **Acalog** the previous academic year(s).
- A Program Curriculum proposal (i.e., adoption or substantive revision) may necessitate change in program courses. If that is the case, also complete an appropriate Course Curriculum form for the course(s) affected.

Program Curriculum Form

COVER SHEET

Fill out the information requested: department name, school name, program name, name of author, and date submitted to the department for review. Identify the action you are requesting.

I. TYPE OF ACTION

Identify the type of program action you are requesting. Attach the most recently approved program document to your Program Curriculum Form.

II. INTRODUCTION

Provide background information about the program and the action requested.

A. Contextual framework for requested action(s):

Write a brief narrative providing a contextual framework for this request; provide reasons for the requests described above. A history of the program may be appropriate. If applicable, cite references and resources which will further strengthen the program action for which you are seeking approval. The purpose of this information is to provide Program Curriculum reviewers with a framework of sufficient scope and detail in order to adequately review the form.

B. Indicate the Career Cluster and Career Pathway(s) the program is aligned with. See <http://www.careertech.org/career-clusters/glance/clusters-occupations.html> for more information)

III. STUDENT LEARNING OUTCOMES – PROGRAM LEVEL

- A. Mission:** Include program mission. This program mission will appear in the college catalog
- B. Description:** Include program description. This program description will appear in the college catalog
- C. Student Learning Outcomes:** List three to five Program Student Learning Outcomes. Refer to the SLO Handbook found on the **Worklife** tab on MyGCC for assistance in developing SLOs.

IV. RATIONALE FOR PROPOSAL

A. Reason for proposal:

Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements. This section describes the "why" of your request.

B. Employment outlook:

Describe the employment outlook for this program area. What job titles will students be qualified for upon completion of this program? 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 requirements will the student need to complete before minimal job qualification is reached?

C. Conformity of program to requirements:

Describe how this program conforms to requirements of external agencies, professional organizations, educational institutions, etc. How does this program conform to legal, occupational, or educational requirements? Is this program listed in articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

D. Results of program assessment:

The purpose of program assessment is to provide information so that decisions can be made regarding further program implementation. In this section, describe program assessment data gathered and conclusions reached which provide pertinent information for this curricular request.

V. RESOURCE REQUIREMENTS AND ESTIMATED COSTS

It is important to be very specific in this section. Attach dollar amounts to resource requirements. If this cannot be done, state why. Include maintenance costs for equipment, if applicable.

Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

A. Identify resources:

List needed materials, media equipment and their costs. Equipment should be specific to that found in the occupations for which training is provided.

B. Identify facility requirements and costs:

Describe required classroom and/or laboratory stations/space required to offer this program. What are the costs?

C. Identify if the proposed revisions to the program meets the requirements for Title IV Federal Student Aid requirements.

☐ Yes ☐ No Comments:

VI. IMPLEMENTATION SCHEDULE

IMPLEMENTATION DATE:

Project the date this program action will be implemented or take effect. Adoption and/or Substantive Program Approval curriculum documents must be submitted during the Fall CRC's Program Adoption and Substantive deadline prior to the fall implementation timeline.

VII. PROGRAM DESCRIPTION

A. Program Title(s):

Write the program title. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 30 characters. There are times, however, when it is desirable to have a longer program title to convey more about the program; i.e., catalog entry, recruiting purposes, etc. This is not a problem as long as you supply the Registrar with a title of 30 characters or less to be used for data entry. You will provide two program titles: 1) may be longer than 30 characters, and 2) must be less than 30 characters. See the Registrar for additional information.

B. Program Revision:

If the existing catalog narrative and/or course list should be revised, simply copy the catalog page(s) to be revised and attach to the Program Curriculum Form. Indicate the Catalog year and page number on the Program Form, VIIB.

C. Credits:

List the number of credits required for this program. Is the number of total credits appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience, credits realistic? See the Registrar for additional information.

D. Course Sequence:

Provide a semester by semester, sequenced list of courses to be taken by students in order to complete the program. This is the recommended course sequence to be used for student advisement.

E. Target Population:

Describe the target population for program enrollment. If this is a Program Approval Form, you must consider whether the target population is appropriate.

VIII PREREQUISITE(S)

Describe any program prerequisites the student must fulfill. Does entry into this program require that the student have any prior training, course work, certificates, licensure, health clearance (other than that required by GCC), reading level, age, or other special attributes? If so, specify.

IX. CO-REQUISITE(S)

Describe any co-requisites that a student must be involved in while enrolled in this program. Does the student need to enroll in another activity at the same time as enrolling in this program?

X. CONTENT

Describe the program content. The course of study should be designed to develop student learning outcomes consistent with program level outcomes. (Refer to SLO handbook on Worklife tab in MyGCC and based on national, and/or local professional standards of excellence.

List courses required to complete this program with course descriptions. Follow the same format as in the catalog; i.e., course alpha, number, title, credits, prerequisite, and co-requisite. Group courses according to General Education, Technical Core, etc., requirements. Include Course Guides for all new or substantively revised courses.

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Indicate how the effectiveness of this program will be assessed. Describe program assessment purpose, process, and methods. Instructional programs are to be reviewed at least once every two years following the College's assessment cycle. More frequent and less formal program evaluations are conducted by departments to measure program effectiveness. In this section, describe the "what" and "how" of the program evaluation plan: 1) data to be gathered by the department to determine how well the program is meeting its goals, 2) identification of program evaluator, 3) frequency of evaluation, 4) assessment procedures. 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.

If this is an Approval or Substantive Revision Program Form, indicate whether the current program evaluation process is adequate. Describe any proposed changes to the department program review process and activities.

XII. ARTICULATION

Indicate how this program will articulate with:

- A. Secondary programs (indicate and attach proposed or existing DCAPS agreement)
- B. University of Guam
- C. Others

Describe any articulation agreements that have been made or are anticipated. Is the program articulated with other local programs, or are certain courses within the program articulated with courses at other agencies or institutions? If this is a GCC secondary program, does it articulate with a GCC postsecondary level program? What are the plans for program articulation? Is there a DCAPS Agreement?

Appendix C



ARCHIVAL

| | |
|---|--|
| <hr/> <div>Click here to enter text.</div> <div>Course Title (Alpha, Number, Course Title) or Program Title</div> <hr/> | |
| <div>Click here to enter text.</div> <div>School</div> <hr/> | <div>Click here to enter text.</div> <div>Department</div> <hr/> |
| <div>Click here to enter text.</div> <div>Author(s)</div> <hr/> | <div>Click here to enter text.</div> <div>Date Submitted</div> <hr/> |

Approval of document indicates all requires signatories, for respective actions, have been made and can be verified in Acalog version auditing.

Final approval is given when approved by individual reviewers is verified in Acalog version auditing.

COURSE ARCHIVAL

1. Justification for course archival

Click here to enter text.
2. Plans and implementation date for phasing out this course

Click here to enter text.
3. Plans for students currently enrolled in the course or enrolled in the program requiring the course

Click here to enter text.

PROGRAM ARCHIVAL

1. Justification for program archival

Click here to enter text.
2. Plans and implementation date for phasing out this program

Click here to enter text.
3. Plans for students currently enrolled in the program

Click here to enter text.



ARCHIVAL (Secondary)

Click here to enter text.

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

Click here to enter text.

School

Click here to enter text.

Department

Click here to enter text.

Author(s)

Click here to enter text.

Date Submitted

| | APPROVED BY NAME | APPROVED | DISAPPROVED | DATE | ACTION |
|----------------------|----------------------|--------------------------|--------------------------|------|--------|
| DEPARTMENT CHAIR | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| REGISTRAR | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| DEAN | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| VP, ACADEMIC AFFAIRS | Dr. R. Ray D. Somera | <input type="checkbox"/> | <input type="checkbox"/> | | |
| PRESIDENT | Dr. Mary A.Y. Okada | <input type="checkbox"/> | <input type="checkbox"/> | | |

As part of the archival review process, the most recently approved curriculum document ***must*** be attached in addition to completing the required information below.

COURSE ARCHIVAL

1. Justification for course archival

[Click here to enter text.](#)

2. Plans and implementation date for phasing out this course

[Click here to enter text.](#)

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

[Click here to enter text.](#)

PROGRAM ARCHIVAL

1. Justification for program archival

[Click here to enter text.](#)

2. Plans and implementation date for phasing out this program

[Click here to enter text.](#)

3. Plans for students currently enrolled in the program

[Click or tap here to enter text.](#)

Appendix D



PROGRAM CONCEPT

Click here to enter text.

Program Title

Click here to enter text.

School

Click here to enter text.

Department

Click here to enter text.

Author(s)

Click here to enter text.

Date Submitted

Final approval is given when approved by individual reviewers is verified in Acalog version auditing.

I. Description

1. Identification:

Click here to enter text.

2. Target group:

Click here to enter text.

II. Statement of Need

Click here to enter text.

III. Financial Statement

Click here to enter text.

IV. Implementation

Guide To Completing Program Concept

Use this guide as you complete your Program Concept; it describes the intended content of each item that is necessary for you to address.

Program Concept

COVER SHEET

Fill out the information requested: department name, school name, program title, name of author, and date submitted to the department for review.

I. DESCRIPTION

- A. Identification: Include the title of the proposed program, Career Cluster, and Pathways. Describe the program in general terms. Include the Student Learning Outcomes (SLOs) of the program. Align SLOs with industry standards. Identify the title and source of the skill standards for this program.
- B. Target group: Describe the population you intend to serve and include anything unique about this group.

II. STATEMENT OF NEED:

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

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

III. FINANCIAL STATEMENT:

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

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

IV. IMPLEMENTATION:

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

Appendix E

GCC Procedures for Textbook Selection

INTRODUCTION

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

A. REQUIRED TEXTBOOKS (PRIMARY)

1. Selection of textbooks supports the student learning outcomes of the course as reflected in the adopted course guide. Textbooks required for classroom use are adopted and used for a minimum of a three-year period.
2. Textbook change procedures:
 - a. Textbooks associated with substantive changes in course content are done via the approved course curriculum, which must go through the regular curriculum approval process.
 - b. Textbooks associated with non-substantive changes in course content are done via curriculum approval process.
3. Textbook selection shall be recommended by a consensus of full-time faculty members in the subject field. Consultation with appropriate adjunct faculty members is strongly recommended.
4. All teachers in all courses must use the adopted textbook, and must use the edition that is available to students in the bookstore. During the semester that a new edition is available, faculty will make every effort to use both the old and the new edition for that one semester.
5. The attached textbook adoption checklist should be used when considering textbooks for selection.

Generally, the College should consider the following factors:

- a. College grade level readability
- b. Bias-free: job designation; sex-role stereotyping; age discrimination; racial, ethnic, and/or religious bias; all other discriminatory characteristics
- c. Accuracy: factual, up-to-date; detailed to minimize misinterpretation
- d. Appropriateness and versatility: appropriate to learners with varying levels of maturity; suitable for a variety of learning environments; language and/or visuals are easy to understand, challenging, but not beyond ability of learning; important and relevant to subject matter area

- e. Verbal and visual effectiveness: attractively designed; logical development of ideas; stimulating; develops critical thought and creativity
- f. Cost: available at a cost commensurate with value and probable use based on comparable texts

B. EXAMINATION/REVIEW COPIES

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

C. SUPPLEMENTAL TEXTBOOKS

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

D. OPTIONAL TEXTBOOKS

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

E. ORDERING OF TEXTBOOKS

The Business Office, through the bookstore, shall be responsible for the ordering of textbooks in close collaboration with the department chair. The department chair will be responsible for indicating the projected number of textbooks needed for the following semester to the Business Office, no later than the established due date set by the Business Office. Textbooks and information costs shall be posted on the college website or and on the printed class schedule, as required by the Higher Education Opportunity Act (HEOA) of 2008.

F. DESK COPIES

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

G. DIGITAL BOOKS

Digital books (e-books) should be secured, if available, as an alternative to printed copies. However, the printed copy should always be made available. It is the responsibility of the Business Office, to make the arrangements to offer e-books to students.

H. IN-HOUSE FACULTY TEXTBOOKS

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

I. COPYRIGHTED MATERIALS

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

Textbook Adoption Checklist

Recommended text for: _____ (subject/course)

Department Contact Person: _____

Department Chair Signature/approval: _____

Textbook Information

| | |
|---|---|
| Title: _____ | # Books Needed: _____ |
| Author: _____ | Cost Per Book: _____ |
| Publisher/Company: _____ | Misc. Costs: _____ |
| Copyright Date: _____ | Shipping Charges: _____ |
| Lexile Score: _____ (Go to: www.lexile.com , then Educators, then Lexile Book Database, type in the title or author to retrieve the Lexile score for that title.) 3333333 Textbook Performance: FIRST SECOND THIRD | T O T A L C O S T : _ _ _ _ _ |

Directions: This checklist is designed to help you evaluate the appropriateness of the texts you are considering for adoption. Your goal is to find out what aspects of the text is not less than ideal. Please rank the statements below using the following rating system:

3 = Excellent 2 = Acceptable 1 = Poor 0 = Not Acceptable NA = Not Applicable NF = Not Found

| OVERALL STRUCTURE | 3 | 2 | 1 | 0 | N/A | NF |
|---|----------|----------|----------|----------|------------|-----------|
| 1. Text has table of contents, glossary, index, appendix, & other appropriate aides | | | | | | |
| 2. Text is durable, size of book & print are appropriate, and illustrations & format are appealing. | | | | | | |
| 3. Content reflects essential concepts/skills, of course content & district curriculum goals. | | | | | | |
| 4. Text has clear organizational pattern that follows throughout & relates chapters to each other. | | | | | | |
| 5. Subject matter is thoroughly covered & presented in a logical, clear sequence. | | | | | | |
| 6. Material reflects current trends, information & instructional practices. | | | | | | |
| 7. Teacher editions are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students. | | | | | | |
| 8. Supplemental materials are available & stress the concepts presented in the text. | | | | | | |

| CONTENT & ORGANIZATION | 3 | 2 | 1 | 0 | N/A | NF |
|--|----------|----------|----------|----------|------------|-----------|
| 1. Instruction & activities reflect different learning styles, interests, & ability levels. | | | | | | |
| 2. Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text. | | | | | | |
| 3. Instruction & activities show students the relationship & application of skills & concepts to real life. | | | | | | |
| 4. Materials are free of bias related to sex, race, culture, & stereotype. | | | | | | |
| 5. Directions are written clearly & explicitly. | | | | | | |
| 6. Materials contain affective objectives. | | | | | | |
| 7. Instruction guides students from concrete to abstract & general to specific. | | | | | | |
| 8. Instruction gradually releases independence for learning to student. | | | | | | |
| 9. Content specific terms are well defined & include descriptions and/or examples for clarification. | | | | | | |
| 10. New concepts are explicitly linked to a student's prior knowledge & experimental background. | | | | | | |
| 11. Vocabulary & concept density is within the ability of the students to gain meaning from the text. | | | | | | |
| 12. The main ideas, concepts, & important information are clearly stated & explained. | | | | | | |
| 13. The author's writing style provides students with aids that guide them through the text. (Some of these include: marginal notes, glossing, pre-reading plus purpose setting, introductions, guided reading questions, summary questions/statements, extended reading activities, study techniques, writing activities, thought level questions, others.) | | | | | | |
| 14. Education for Employment skills is reflected. | | | | | | |
| 15. Illustrations, graphs, maps, charts, etc., enhance the understanding of text & clarity or relate to key concepts. | | | | | | |

| ASSESSMENT | 3 | 2 | 1 | 0 | N/A | NF |
|--|----------|----------|----------|----------|------------|-----------|
| 1. Assessment is centered on knowledge of the main ideas, concepts, & skills. | | | | | | |
| 2. Students' knowledge of content is assessed in a variety of ways 7 from information taken at all levels of cognitive & affective thinking. | | | | | | |
| 3. The major goals & objectives of the course curriculum are evaluated. | | | | | | |
| 4. Questions & activities draw attention to the organizational patterns of the text & other learning strategies. | | | | | | |
| 5. Assessment centers on the student's understanding of the process as well as the product. | | | | | | |
| MOTIVATION | 3 | 2 | 1 | 0 | N/A | NF |
| 1. Content & manner of presentation are interesting 7 relevant to the students. | | | | | | |
| 2. Activities are meaningful, motivating, & challenging to students at varying levels of learning. | | | | | | |
| 3. Materials allow students to think critically & creatively. | | | | | | |

Recommended text for: _____

(Class/grade level)

Vendor: _____ Phone # _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

USE ONLY ONE VENDOR PER REQUEST FORM

Please indicate any special ordering information (discounts, etc.)

If you have an order form completed by the book company...just attach it. There is no need to transfer to this form.

| Quantity | Publisher/ISBN# | Title/Description/Author | Unit Cost | Total Cost |
|--|-----------------|--------------------------|-----------|------------|
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| | | | | |
| <i>Shipping/handling fees (please include unless you know they will be waived)</i> | | | | |
| Order total | | | | |

Department Chair: _____ Date: _____

Any change to textbook is done via the approved course curriculum, which must go through the regular curriculum approval process.

Appendix F

Credit Hour - Policy 345

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 G

SLO MAP – Program & Course Levels


Title of Program

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Title of Program Other <i>*If courses are not offered as a program, skip to page 2.</i> I = Introduced R = Reinforced E = Emphasized List course alpha and no. | | | | | | | | | | | | | |
| Student Learning Outcomes – Program Level Upon successful completion of this program, students will be able to: | | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 2. | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | |

Institutional Learning Outcomes (ILOs)

****Secondary Programs do not have to map to ILOs.***

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Name of Program Other I = Introduced R = Reinforced E = Emphasized  List course alpha and no. | | | | | | | | | | | | | |
| G uam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate: | | | | | | | | | | | | | |
| U se of acquired skills in effective communication, and quantitative analysis with proper application of technology. | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1. A bility to access, assimilate and use information ethically and legally. | | | | | | | | | | | | | |
| 2. M astery of critical thinking and problem-solving techniques. | | | | | | | | | | | | | |
| 3. C ollaborative skills that develop professionalism, integrity, respect, and fairness. | | | | | | | | | | | | | |
| 4. C ivic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally. | | | | | | | | | | | | | |

Student Learning Outcomes – Course Level

**If courses are not offered as a program, skip ‘Related to Program Level SLO’ column.*

| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
|--|-------------------------------------|
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
|--|-------------------------------------|
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
|--|--------------------------------------|
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
|--|--------------------------------------|
| | |

| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
|--|--------------------------------------|
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
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| Course Alpha and Number: Upon successful completion of this course, students will be able to: | Related to Program Level SLO# |
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|---|-------------------|
| Course Alpha and Number: | Related to |
| Upon successful completion of this course, students will be able to: | Program |
| | Level SLO# |
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| | |
|---|-------------------|
| Course Alpha and Number: | Related to |
| Upon successful completion of this course, students will be able to: | Program |
| | Level SLO# |
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If this SLO Map is not part of a Program Adoption or Substantive Revision, attach a Non-Substantive Curriculum Revision Memo to the front of this form to ensure that the SLOs, as written above, will be published in GCC’s online catalog under program/course descriptions.

ACKNOWLEDGMENTS

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

- 1978-1980 Naomi (Sandy) Wahl, Chair: Academic Affairs Committee
- 1989-1990 Academic Affairs Committee
Sandra Liberty, Chair (1987-1989), David Schofield, Chair (1989-1991)
Others: Dennis Slyter, Bernice Carbullido, Carol Freeborn, Laura Parris, Carlo Veltri, Claudia Taitano
- 1992-1993 ACADEMIC AFFAIRS TASK FORCE, CURRICULUM COMMITTEE
Members of the Academic Affairs Task Force were responsible for the 1994 revision. Their goals were to establish a repository for curriculum, define the responsibilities and roles of signatories on curriculum guide cover sheets, and provide clarity to the 1990 “Curriculum Process and Procedures” manual.
Coordinator: Les S. McKinney; Facilitators: Kathleen Fields, David Watt
Writers:
 Programs Reilly Ridgell, Judith Geil, Phoebe Wall, Robert Jahier, Patrick Watson, 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
Members: Brett Reinert, Gary Griffin, Leslie Kosky, Carmelita Connelley, Andresina McManus, Polly Huseby, Roger Cauley, Julie Cruz-Jones, Janice Yatar, Janice Milligan
- 1997-1998 Academic Affairs Committee
Chairperson: Lani Gamble
- 1998-1999 Academic Affairs Committee
Chairpersons: Dennis Slyter, Clare Lizama
Members: Liberty Viray, Judy Salas, Janice Milligan, Bernice Carbullido, Lani Gamble, Sarah Leon Guerrero
- Aug 1999 ADOPTION Dr. John R. Rider, Academic Vice-President

- Feb 2004 Revision Academic Affairs Committee
 Chairperson: Marsha Postrozny
- January 2008 Curriculum Committee
 Chairpersons: Marsha Postrozny, Tony San Nicolas
 Members: Ron Abshire, Doreen Blas, Clare Camacho, Carol Cruz, Donna Cruz, Julie Cruz-Jones, Cecilia Delos Santos, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Chuck Meno, Paul Parvin, Nenita Perez, Bunny Sgambelluri, Carl Torres, Ray Valenzuela.
 Special thanks to Mike Setzer and Elaine Fejerang - design of the SLO Map template
- 2008-2009 Curriculum Committee
 Chairpersons: Tony San Nicolas, Paul Parvin (Chair-Elect)
 Members: Ron Abshire, Robert Balajadia, Doreen Blas, Carol Cruz, Julie Cruz-Jones, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Nenita Perez, Marsha Postrozny (as administrator), Liv Switzer, Carl Torres, Ray Valenzuela.
- 2009-2010 Curriculum Committee
 Chairpersons: Amada Manzana, R. Gary Hartz (Chair-Elect)
 Reviewing Members: Doreen Blas, Katherine Chargualaf, Eric Chong, Kevin Dietrichs, Frank Evangelista, John Michael Jocson, Nenita Perez, Marsha Postrozny (administrator), Sally Sablan, Marivic Schrage, Dr. Anthony Jay Sunga, Carl Torres, Renato Valenzuela
 CTE Career Pathways "Pathfinders": Eric Chong, Christopher Dennis, R. Gary Hartz, Amada Manzana, Tony San Nicolas, Marivic Schrage
- 2010-2011 Learning Outcomes Committee
 Chairpersons: R. Gary Hartz, Eric Chong (Chair-Elect)
 Reviewing Members: Hernalin Analista, John Armstrong, Sandy Balbin, Emma Bataclan, Lisa Baza-Cruz, Eric Chong, Donna Cruz, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Paul Parvin, Nenita Perez, Vicky Schrage
 General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby
- 2011-2012 Learning Outcomes Committee
 Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)
 Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Eric Chong, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Nenita Perez, Tonirose Realica, Vicky Schrage, Ben Sison, Patty Terlaje, Frank Tung, Desiree Ventura, Norma Guerrero
 General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby
- 2012-2013 Learning Outcomes Committee
 Chairpersons: R. Gary Hartz (Fall 2012), Patty Terlaje (Spring 2013)
 Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Simone Bollinger, Frank Evangelista, Yvonne Flores, Norma Guerrero, Polli Huseby, John Michael Jocson, Paul Kerner, Rose Marie Nanpei, Nenita Perez, Esther Rios, Sally Sablan, Benjamin Sison, Dr. Anthony Jay Sunga
 General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli Huseby, John Michael Jocson
- 2013-2014 Learning Outcomes Committee
 Chairpersons: Patty Terlaje, Norma R. Guerrero (Chair-Elect)
 Reviewing Members: Sandy Balbin, Therese Datuin, Tressa Dela Cruz, Frank Evangelista, Yvonne Flores, Catherine Leon Guerrero, Brian Muna, Rose Marie Nanpei, Dr. Anthony Jay Sunga, Desiree Ventura

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

2014-2015 Learning Outcomes Committee

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

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

2015-2016 Learning Outcomes Committee

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

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

2016-2017 Learning Outcomes Committee

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

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

2017-2018 Curriculum Review Committee

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

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