THE CURRICULUM MANUAL

GUAM COMMUNITY COLLEGE
KULEHON KUMUNIDÁT GUÁHAN

REVISED: March 2010

CURRICULUM MANUAL

TABLE OF CONTENTS

THE CURRICULUM MANUAL

A GUIDE TO THE PROCEDURES USED

IN THE

CURRICULUM DEVELOPMENT PROCESS

AT

GUAM COMMUNITY COLLEGE

INTRODUCTION

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

The manual is designed to assist faculty, departments, and academic administrators of Guam Community College in the development of new programs and courses and in the revision of existing programs and courses.

The Curriculum Manual is a complete guide to the curriculum development process used at Guam Community College. The manual includes two parts: the *Course Approval Process* and the *Program Approval Process*. Both parts are divided into several sections, each representing a different step or action, of the curriculum approval process. Each section includes a description of the various procedural steps unique to that process and the applicable curriculum form.

CURRICULAR PROCESSES

Course Approval Process

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

PROCESS	FORM REQUIRED
Adding a Course	
Adoption	Course Approval Form
Revising a Course	
Substantive	Course Approval Form
Non-substantive	Non-substantive Curriculum Revision Memo
Archiving a Course	
Course Archival	Archival Memorandum
Reinstating an Archived Course	Reinstitution of Archived Curricula

Program Approval Process

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

PROCESS	FORM REQUIRED
Adding a Program	
Concept	Program Concept
Adoption	Program Approval Form
Revising a Program	
Substantive	Program Approval Form
Non-substantive	Non-substantive Curriculum Revision Memo
Archiving a Program	Archival Memorandum
Reinstating a Program	Reinstitution of Archived Curricula

SIGNATORIES FOR CURRICULUM: ROLES AND RESPONSIBILITIES

Each step of the curriculum approval process involves the signature of a person approving the curricular form. The signatures appear on the cover page of the Program Concept, Program Approval Form and Course Approval Form. The signatures should be secured in the following sequence as applicable: Author, Department Chair, Registrar, Dean, Curriculum Committee Chair, VPAA, and President. *Signatories should keep a curricular form no longer than two weeks from date of receipt*. Though a signature may not be required for a specific curriculum action, any curriculum signatory listed here may review the form and express recommendations to the approving signatory. The following is a brief description of the scope of responsibility for each signatory.

AUTHOR

The Author creates and revises curricular forms.

DEPARTMENT AND DEPARTMENT CHAIR

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

REGISTRAR

The Registrar reviews program and course description sections paying close attention to course number, title(s), credit, contact hours, cost to the student, and relationship to other College courses and/or programs. The Registrar may approve any program and course actions presented or ask for revisions.

DEAN

The Dean closely examines the purpose, feasibility, budgetary impact, design, and evaluation portions of each curricular form. Deans may approve any curricular form presented or ask for revisions.

CURRICULUM COMMITTEE

The Curriculum Committee (CC), formerly known as the Academic Affairs Committee, responsibilities regarding curriculum are listed in the agreement for faculty between AFT Local 1581 and the GCC Board of Trustees. In addition to its curriculum approval responsibility, the CC reviews College policies and procedures and makes recommendations governing curricular development; it ensures that established procedures are maintained and followed for curricular review. The Curriculum Committee may approve program or course approvals, and substantive revisions; the CC Chair is the signatory. As a signatory, the CC:

1. Analyzes each proposed curriculum as to its effect on the College, and
2. Provides a written recommendation for each curriculum proposal and insures the proposals include implementation schedule, materials, equipment, facility required, a budget estimate, and evidence of demand and/or interest.

VICE PRESIDENT, ACADEMIC AFFAIRS

The Vice President, Academic Affairs (VPAA) reviews the curricular form from an institutional perspective. The VPAA may approve any curricular form presented or ask for revisions. The VPAA is responsible for forwarding a printed copy of the form to designated parties and maintaining the curriculum archival file. Archival files are located in the VPAA's Office.

PRESIDENT

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

GUIDELINES FOR SUBMISSION OF CURRICULUM FORMS

Curriculum forms are to be developed using computer-generated templates. Templates ensure a common format for all curricular forms at the College and are available from the Deans' Office. *The Curriculum Manual* is also available from the Deans' Office in printed form or on diskette. Use *The Curriculum Manual* to identify what curricular actions should be taken and to learn about the processes and requirements.

Guidelines for Writing Curricular Forms

1. Use the computer template to generate curriculum forms. Do not change the template. Simply fill in your responses.
2. Only respond to those items requiring your response for the curricular action in question. Leave other items blank.
3. Boldface your responses.
4. Use Times New Roman font. Use 12 pt. font size.
5. Use consistent spacing, margins, indentations, etc.
6. Number the pages of the form. Format: Page # of Page # at the center bottom.
7. For course forms, add a footer listing the course alpha and number. For program forms, the footer must include the program title.
8. Where possible include the most recent previously approved curriculum form. When the previous form cannot be located or does not exist, simply state that fact in I. TYPE OF ACTION.

Suggestions and Information about the Curriculum Process And Development

1. The Author is the primary person submitting curriculum recommendations. The Department is responsible for tracking the form to ensure its timely movement through the process.
2. A secondary level course and a college one may be essentially the same course, but have different course alphas and numbers; different course guides should be proposed for each.
3. When the Department makes form changes new pages should replace those pages being changed. The old pages should be kept in a folder in the curriculum package. All signatories should ensure that the integrity of the original package is maintained.
4. The curriculum package contains:
   • the proposed printed original curriculum form,
   • any changes,
   • any necessary attachments, and
   • a digital copy containing the proposed curriculum form, in a CD-R or CD-RW format (no floppy disks).
5. After the form has all necessary signatures, the original printed form and the electronic version are archived in the VPAA's Office. Copies of the printed form are routed to specified College offices or locations.
6. The Department must plan ahead in order to offer an approved course on an anticipated schedule. In order for implementation to occur in either the Spring or Fall Semester, the form must be completed on or before the start of the previous semester (not to include Summer semester).
7. Useful terminology:
   • A *program* is a series of courses that culminates in a diploma, certificate or degree.
   • A *course may be connected to a program.* A course that is connected to a program is listed in the catalog as a Technical Requirement or a Related Technical and/or General Education Requirement for a specific program.

COURSE APPROVAL PROCESS

I N T R O D U C T I O N

Courses generally are the components of instructional programs. This section addresses the processes associated with course development and approval. This section lists the steps for the process, lists necessary signatures, identifies the required forms, and includes an annotation of the forms.

Course actions may necessitate revisions to the Program Approval Form. For information regarding program curriculum actions, see the Program Approval Process and specific sections for program development in *The Curriculum Manual.*

These are the processes associated with course approval:

COURSE ADDITION:
1. When practical, experimental courses should be "tested" through the Continuing Education Process as "Special Projects" using 190 or 290 course numbering. Results of those 190 & 290 offerings may be used as evidence to support Course Adoption.
2. Adoption Course Guide: The Author submits the Adoption Course Guide along with evidence to support the request.

COURSE REVISION:
Non-substantive or substantive revisions of existing courses may be requested.
1. Non-substantive Course Revision: Certain specific course changes are considered "non-substantive."
2. Substantive Course Revision: Certain specific course changes are considered "substantive."

COURSE ARCHIVING:
Archival of a course from the Catalog. The Course Archival Memorandum requests archiving of an inactive course or a course that is no longer to be offered. While courses may be removed from the Catalog, they will remain on the "Master List of Courses" for transcripting purposes.

C O U R S E   A D O P T I O N

Process Narrative

The Course Guide approval process is composed of the following steps:

1. The Author reviews any evidence to support course adoption. The Author may gather data relating to the quality and desirability of the course; request information from departmental personnel, the Dean, and industry and community experts; gather or review data relating to student enrollment and completion.
2. The Author prepares a digital copy of the Course Guide and also provides a paper copy with a signed and dated cover page.
3. The Author submits the Course Guide and attachments to the Department for review and approval. The Department reviews the Course Guide for format, style, consistency, grammar, spelling, and standard content. The Department also reviews for purpose, content, scope, sequence, and detail. When approved, the Department Chair signs the Course Guide cover page and forwards the package to the Advisory Committee/Subject/Industry Expert. The Department Chair then forwards document to Registrar.   If not approved, the form is returned to the Author.
4. The Registrar reviews the Course Guide for verification of course number, title, credits, prerequisites, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Course Guide cover page and forwards the form to the Dean. If the Course is not approved, the Registrar returns the form to the Department for revision.
5. The Dean reviews the Course Guide for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Course Guide cover page and sends the form to the Curriculum Committee. If not approved, the form is returned to the Department for revision.
6. The Curriculum Committee reviews the Course Guide to analyze its effect on the College and to ensure that the forms include an implementation schedule, materials, equipment, facility, budget and evidence of community need or interest. When approved, the Curriculum Committee Chair signs the Course Guide cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The VPAA reviews the Course Guide from the perspective of institutional scope and sequence. When approved, the VPAA signs the Course Guide cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions.
8. The President reviews the Course Guide from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
9. The VPAA's office archives the original printed and electronic Course Guides and distributes copies of the approved course to the Registrar, Department, Learning Resource Center, Associate Deans and Dean.
10. All course guides must be reviewed every five years. If there are no changes required, then submit a Non-substantive Memorandum to document the review.

COURSE APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☐ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
ADVISORY COMMITTEE/ SUBJECT/INDUSTRY EXPERT		☐	☐		
REGISTRAR	**Patrick L. Clymer**	☐	☐		
DEAN		☐	☐		
CURRICULUM COMMITTEE CHAIR	**Amada Manzana**	☐	☐		
VP, ACADEMIC AFFAIRS	**R. Ray D. Somera, Ph.D.**	☐	☐		
PRESIDENT	**Mary A. Y. Okada, Ed.D.**	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

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 electronic copy of current 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):

A. The course is connected to   Career Cluster and   Career Pathway

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.

☐ These SLOs are aligned to States' Career Cluster Initiatives (SCCI) (www.careercluster.org) standards.

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 (PENDING AVAILABILITY OF FUNDS)
A.   Resources (materials, media, and equipment) and costs

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

C.   Facility requirements and costs

D.   Funding source(s)

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

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

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

    E.   Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?
☐ Yes
☐ No
Comments:

C O U R S E   S U B S T A N T I V E   R E V I S I O N

Introduction

Course revision may be either substantive or non-substantive. This section describes the process and procedures involved in substantive revision of courses.

The following are considered to be substantive changes for a course:

1. Change(s) in the number of credit hours;
2. Change(s) in course prerequisite(s) other than prerequisites offered within the same department;
3. Substantive change in course content;
4. Change(s) which do not fall into the non-substantive change category.

Process Narrative

The Substantive Revision Course Guide approval process is composed of the following steps:

1. The Author conducts or reviews the course and Course Guide evaluation. Then the Author prepares the Substantive Revision Course Guide and attaches the most recently approved course document. A digital copy containing the Substantive Revision Course Guide is prepared.
2. The Author signs and dates the Substantive Revision Course Guide and submits the Substantive Revision Course Guide and attachment to the Department for review and approval. The Department reviews the Substantive Revision Course Guide for purpose, content, scope, sequence, detail, format, style, consistency, grammar, spelling, and standard content. When approved, the Chair signs the Substantive Revision Course Guide cover sheet and forwards the form to the Advisory Committee/Subject/Industry Expert. The Department Chair then forwards document to Registrar. If not approved, the form is returned to the Author.
   Attachments include:
   • the original printed Substantive Revision Course Guide,
   • the attached Course Guide or most recently approved course form, and
   • a digital copy containing the Substantive Revision Course Guide.
3. The Registrar reviews the Substantive Revision Course Guide for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Substantive Revision Course Guide cover sheet and forwards the form to the Dean. If the Substantive Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Substantive Revision Course Guide for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Substantive Revision Course Guide cover sheet and sends the form to the Curriculum Committee. If not approved, the form is returned to the Department for revision.
5. The Curriculum Committee reviews the Substantive Revision Course Guide to analyze its effect on the College and to ensure that the following is included: implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Curriculum Committee Chair signs the Substantive Revision Course Guide cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.

6. The VPAA reviews the Substantive Revision Course Guide from the perspective of institutional scope and sequence. When approved, the VPAA signs the Substantive Revision Course Guide cover page. If not approved, the form is returned to the Dean who coordinates necessary revisions.
7. The VPAA's office archives the original printed Substantive Revision Course Guide and attachment and the electronic copy of the document. Copies of the approved form are distributed to the Registrar, Department, Learning Resources Center, Associate Deans and Dean.

COURSE NON-SUBSTANTIVE REVISION

Introduction

Course revision may be either substantive or non-substantive. A non-substantive course revision involves one or more of the following:

- Change in the course alpha, number, or title;
- Wording changes in the catalog course description that does not significantly change the substance;
- Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content;
- Change in the course outline that does not significantly change the course content;
- Change in course prerequisites where both the course and prerequisite are offered within the same department;
- Addition of outcomes if there is no change in course content;
- Number of students;
- Change in lab fees;
- Change in textbook

Process Narrative

The Course Non-substantive Revision approval process is composed of the following steps:

1. Using information determined from various sources such as the Course Guide, enrollment information, department personnel, or students, the Author prepares the Non-substantive Curriculum Revision Memorandum, and required attachment(s), and a digital copy containing the Non-substantive Curriculum Revision Memorandum.
2. The Author signs and dates the Non-substantive Curriculum Revision Memorandum and submits it and any required attachments to the Department for review and approval. The Department reviews the Non-substantive Curriculum Revision Memorandum and attachments for course scope, content, scope, sequence and detail of the form. Upon departmental approval, the Department Chair signs the Non-substantive Curriculum Revision Memorandum and forwards the following to the Registrar:
   - Non-substantive Curriculum Revision Memorandum,
   - attachment(s), and
   - a digital copy containing the Non-substantive Curriculum Revision Memorandum.
   If the Department does not approve the requested action, the Memorandum and attachments are returned to the Author for revision.
3. The Registrar reviews the Non-substantive Curriculum Revision Memorandum and attachment(s) for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Non-substantive Curriculum Revision Memorandum and forwards the form containing the Non-substantive Curriculum Revision Memorandum, attachment(s), and diskette to the Dean. If the Non-substantive Curriculum Revision Memorandum is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Non-substantive Curriculum Revision Memorandum and attachment(s) for purpose, feasibility, budgetary impact, design, and evaluation. When the Dean approves the revision, the Dean signs the Non-substantive Curriculum Development Memorandum and forwards the form containing the Non-substantive Curriculum Revision Memorandum, attachment(s), and digital copy to the VPAA. If the

Dean does not approve the revision, the Dean communicates with the Department for recommended modifications.

5. The VPAA reviews the Non-substantive Curriculum Development Memorandum from the perspective of institutional scope and sequence. When approved, the VPAA signs the Non-substantive Curriculum Revision Memorandum. If not approved, the VPAA returns the form containing the Non-substantive Curriculum Revision Memorandum, attachment(s), and digital copy to the Dean who coordinates necessary revisions with the Department.

6. The original printed and electronic copies of the Non-substantive Curriculum Revision Memorandum are archived in the VPAA's Office. The VPAA sends a copy of the Memorandum to the Department, Associate Deans, Dean, Registrar, and Learning Resources Center.

NON-SUBSTANTIVE CURRICULUM
REVISION MEMORANDUM

DATE:

TO: VPAA   Approved: _____ Date: _____

VIA: Dean   Approved: _____ Date: _____

           Registrar   Approved: _____ Date: _____

           Dept. Chair   Approved: _____ Date: _____

FROM:

SUBJECT: Request Non-substantive Curriculum Revision

The checked changes in the curriculum are planned. Please see attached old and new forms.

COURSE REVISION IN ALPHA _____ NUMBER _____ TITLE_____

_____ 1.   Change in course alpha, number, or title.

          NEW: ALPHA _____ NUMBER _____ TITLE _____

_____ 2.   Wording change in the catalog course description that does not significantly change the course content (attach old and new wording).

_____ 3.   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).

_____ 4.   Change in the course outline that does not significantly change the course content (attach old and new course outlines).

_____ 5.   Change in course prerequisites where both course and prerequisite are offered within your Department (attach old and new prerequisites).

_____ 6.   Change in maximum number of students allowed in class setting.

_____ 7.   Change in lab fees.

_____ 8.   Change in textbook.

_____ 9.   Other.

PROGRAM REVISION IN PROGRAM _____

_____ 1.   Change in program title.

          NEW TITLE:

_____ 2.   Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).

_____ 3.   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).

_____ 4. Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements (attach old and new program requirements).

_____ 5. Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

C O U R S E   A R C H I V A L

Introduction

If a course is no longer to be offered at the College, e.g., it has not been offered for several years and is to be permanently removed from program offerings, the course may be archived from the catalog. This section describes the process for archiving a course. While courses may be deleted from the catalog, 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.

Process Narrative

The Archival Memorandum approval process is composed of the following steps:

1. The Author or Department Chair conducts a Review of Course Guide and any other course evaluation procedures necessary to decide whether the course should be deleted.
2. The Author or Department Chair prepares the Archival Memorandum and signs the cover sheet. The approved Course Guide or other most recently approved course form is attached. A digital copy containing the Archival Memorandum is prepared.
3. The Author or Department Chair submits the Memorandum and attachments to the department for review and approval. The Department reviews the Archival Memorandum for purpose, content, scope, sequence and detail. When approved, the Department Chair signs the cover sheet and forwards the following to the Registrar:
   - the original printed Archival Memorandum,
   - the attached Course Guide or most recently approved course guide,
   - a digital copy containing the Archival Memorandum.

   If the Archival Memorandum is not approved by the Department, the Course Guide and attachments are returned to the Author for revision.
4. The Registrar reviews the Archival Memorandum for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Archival Memorandum cover sheet and forwards the form to the Dean. If the Archival is not approved, the Registrar returns the form to the Department for revision.
5. The Dean reviews the Archival Memorandum for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Archival Memorandum cover sheet and sends the form to the VPAA. If not approved, the form is returned to the Department for revision.
6. The VPAA reviews the Archival Memorandum from the perspective of institutional scope and sequence. When approved, the VPAA signs the Archival Memorandum cover page and sends the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The President reviews the course Archival Memorandum. When approved or disapproved, the President returns the form to the VPAA.
8. The VPAA's office archives the original printed and electronic Course Archival Memorandums and distributes copies of the approved form to the Registrar, Department, Dean, Associate Deans, and Learning Resources Center.

ARCHIVAL MEMORANDUM

DATE:

TO: President   Approved: _____ Date: _____

VIA: VPAA   Approved: _____ Date: _____

            Dean   Approved: _____ Date: _____

            Registrar   Approved: _____ Date: _____

            Dept. Chair   Approved: _____ Date: _____

FROM:

SUBJECT: Request Archival of Curriculum

COURSE ARCHIVAL IN ALPHA _____ NUMBER _____ TITLE _____

Attach course guide

_____ 1.   Justification for course archival

_____ 2.   Plans and implementation date for phasing out this course

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

PROGRAM ARCHIVAL _____

Attach program form

_____ 1.   Justification for program archival

_____ 2.   Plans and implementation date for phasing out this program

_____ 3.   Plans for students currently enrolled in the program

A N N O T A T I O N   O F   C O U R S E   G U I D E

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

- Course guides prepared in previous Course guide formats need not be revised simply to comply with *The Curriculum Manual* (2010) format.
- 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 Form. Instructions and forms for Program Form actions are found in the "Program Approval Process" section of this manual.
- Pointers for Course Guide production are found in the "Checklist for Reviewing the Course Form" located in Appendix E and in the Guidelines for Submission of Curriculum Forms, page 7.

Course Guide

COVER SHEET

Fill in the information requested: department name, school name, course alpha/number/title, author, and date submitted to the department and Advisory Committee/Subject/Industry Expert. Check the type of action requested.

Print and sign your name on the Author line. Write the date the form is submitted to the department.

I. TYPE OF ACTION

Check the type of course guide action you are requesting. Attach a copy of the most recently approved course guide to the form.

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.

III. STUDENT LEARNING OUTCOMES – COURSE LEVEL

List three to five of the most important Student Learning Outcomes of the course. Begin this section with a verb that is measurable (See Bloom's Taxonomy, Appendix H). It might be useful to ask yourself, "What will students be able to think, demonstrate, and/or believe at the end of this course?" There should be at least one cognitive, one behavioral, and one affective SLO. Align SLO's with SCCI's standards (www.careerclusters.org). The same SLOs should be reflected in the course syllabus. Refrain from use of the word "objective" when referring to outcomes.

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. Employment Outlook:

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

D. Course Evaluation:
F*or Course Guide:*
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?
For Substantive Revision:
Describe results of any course or Course Guide form reviews that support the requested action(s). Provide evidence supporting your request.

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 AND COSTS (PENDING AVAILABILITY OF FUNDS)
Provide the information about required resources.
Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

A. Identify Resources:
List needed materials, media, and equipment and their costs. Equipment should be specific to occupations for which training is provided. Include maintenance costs for equipment, if applicable.

B. Estimate Personnel Requirements:
Describe the instructional and support personnel required to deliver this course. Describe personnel qualifications and costs.

C. Identify Facility Requirements and Costs:
Describe classroom and/or laboratory stations/space required to offer this course. Describe costs.

D. Identify Funding:
List the funding source(s) that will be utilized in order to deliver this course. Include personnel, facility, supplies, equipment, etc.

E. Impact of Course on College Resources:
Describe how this course will impact other programs and courses, including student enrollment, staffing requirements, facility requirements, equipment needs, funding, etc.

VI. IMPLEMENTATION SCHEDULE

A. Implementation Date:
Write the date that the course will be first offered in its new or proposed version. If it is a Substantive Revision, write the date that the request will take effect.

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. See the Registrar for information regarding selection of the alpha and number.

    B. Course Title:

       Write two course titles: 1) may be longer than 20 characters, and 2) must be less than 20 characters. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 20 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. This is not a problem as long as you supply the Registrar with a title of 20 characters or less to be used for data entry. See Registrar for additional information.

    C. Contact Hours and Number of Students:

       Write the maximum number of students per class. Write 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. A secondary course that meets one period per day for five days per week for one semester is .5 Carnegie Units. A postsecondary credit hour is equivalent to a minimum of each of the following: one semester credit hour for each 15 clock hours of lecture, 30 clock hours of laboratory, or 45 hours of work-based activities. Contact the Registrar when determining credit for Adult High School courses or for other questions.

    E. Catalog Description or Revision to Include SLOs – Course Level (Section III.)

       1. Catalog Description:

          Write the course description as it should appear in the Catalog. Include alpha, number, title, credits, course narrative, SLOs – Course Level, prerequisites, and co-requisites. See the Catalog for examples of course descriptions. The course description should be informative and inviting.

       2. Catalog Revision:

          If the course description you write is a revision, include a copy of the current Catalog page(s).

    F. 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, course work, 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).

    G. 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?

    H. Articulation:

       Describe any articulation agreements relating to this course that have been made or are anticipated. 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?

 I. Target population:
  Describe the target population for course enrollment.
 J. Cost to students:
  Identify the course costs to the student. Provide a list of the charges which are directly related to the course: tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.

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 departmental policies faculty members must know about in order to teach the course. 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. STUDENT LEARNING OUTCOMES – DETAILED (based on Course Outline)

List the student learning outcomes (SLOs) for the course. Every outcome should have a corresponding entry in the course outline. It may be helpful to think of this statement "Upon successful completion of this course, students will be able to . . . " In general, outcomes should include a statement of the knowledge, skills or attitudes to be achieved. When developing SLOs, keep in mind the following:

- Outcomes are developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources.
- Outcomes should reflect SCANS initiatives (see Appendix D).
- Outcomes are gender free (use the plural form).
- Outcomes are student-focused rather than instructor-focused.
- Outcomes focus on the learning resulting from an activity rather than on the activity itself.
- Outcomes reflect the institution's mission and the values it represents.
- Outcomes are aligned at the course, program and institutional levels.
- Outcomes are based on professional standards of excellence.
- Outcomes are general enough to capture important learning but clear and specific enough to be measurable.
- Outcomes focus on aspects of learning that will develop and endure but that can be assessed in some form now.
- Outcomes address industry standards or SCCI's standards.
- Outcomes adequately prepare students for employment or for continuing educational experiences.
- Outcomes develop students' abilities in the safe and proper use of tools, equipment, machines, and processes.

- Outcomes must be state-of-the-art for the occupational area and include technology-based components.
- Outcomes reflect vocational activities that are appropriate to the maturity and educational level of students in the class.
- The same SLOs should be reflected in the course syllabus. Refrain from use of the word "objective" when referring to outcomes.

XI. 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.

XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES
A. Required Textbook(s)
   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 nonsubstantive 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., chalk, 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 VII. J. Cost to Student?
E. Indicate whether or not your Advisory Committee reviewed and concurred with the materials used for this course and write comments if applicable.

PROGRAM APPROVAL PROCESS

I N T R O D U C T I O N

A program consists of a sequence of courses which fulfill the requirements for a diploma, certificate, or associate degree. The Program Approval Process addresses the major processes associated with program development and approval. This section describes the process, identifies the required forms and includes an annotation of the form.

In some cases, program actions may necessitate that revisions to courses also be made. In those instances, the impacted Course Guides will need to be reviewed and revised. For information regarding course curriculum actions, see the "Course Approval Process" in this manual.

These are the processes associated with program approval:

PROGRAM ADOPTION:

A process consisting of:

1. Program Concept: A form which announces the intent of an Author to introduce a new program.
2. Courses making up a "Program" may be "tested" through the Continuing Education Office as "Special Projects" using 190 or 290 course number. The results of the 190 and 290 offerings may be used as evidence to support Program Adoption.
3. Program Adoption: The Author submits the Program Approval Form along with evidence to support the request. Evidence may come from a wide variety of sources, including "tested" courses, advisory committees, industry requests, etc.

PROGRAM REVISION:

Non-substantive or substantive revisions of existing programs may be requested.

1. Non-substantive Revision: Certain specific changes are considered "non-substantive."
2. Substantive Revision: Certain specific changes are considered "substantive."

PROGRAM ARCHIVAL:

Removal of a program from the catalog. The Archival Memorandum requests removal of an inactive program or a program that is no longer to be offered. While programs may be deleted from the catalog, specific courses will remain on the "Master List of Courses" for transcribing purposes.

P R O G R A M   C O N C E P T

Introduction

A program is a series of courses that culminates in a diploma, certificate, or degree. Developing a new program requires considerable thought as to how the proposed program will affect the College and the community. There are two phases to adding a new program: concept and adoption.

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, the Dean, the VPAA and Advisory Committee members before writing a Program Concept.

Process Narrative

The Program Concept approval process is composed of the following steps:

1. The Author consults with the Dean, the VPAA, department faculty, faculty in other departments, and Advisory Committee members before writing the Program Concept.
2. The Author prepares the Program Concept form and a diskette with the Program Concept. The Author signs and dates the Program Concept cover sheet.
3. The completed Program Concept is submitted to the Department for review of the purpose, content, scope, sequence, and detail. When the Department approves the Program Concept, the Department Chair signs the printed Program Concept cover sheet indicating department approval.   The Program Concept will then be reviewed by the Advisory Committee/Subject/Industry Expert. If the Department and/or Advisory Committee/Subject/Industry Expert does not approve the Program Concept, the form is returned to the Author for revision.
4. Upon departmental and Advisory Committee/Subject/Industry Expert recommendation, the Department Chair forwards the following to the Dean:
     • original signed Program Concept form, and
     • a digital copy containing the Program Concept.
5. The Dean reviews the Program Concept for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Program Concept cover page and forwards the form to the VPAA. If the Dean does not approve the Program Concept, the form is returned to the Department for revision.
6. The VPAA reviews the Program Concept from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Concept cover page and forwards the form to the President. If the Program Concept is not approved by the VPAA, the form is returned to the Dean who works with the Department to make necessary revisions.
7. The President reviews the Program Concept from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
8. Archiving and dissemination occur through the VPAA's Office. Upon approval by the President, the curriculum form is returned to the VPAA. The Program Concept printed form and a digital version is archived in the VPAA's Office. Copies of the signed form are sent to the Author, Department, Registrar, Associate Deans and Dean.

A N N O T A T I O N O F P R O G R A M C O N C E P T

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

- Note: Pointers for preparation of the Program Form are found in the *Checklist for Reviewing the Program Form* in Appendix F.

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.

Sign and print your name in the space provided next to: APPROVED BY. Write the date the form is submitted to your department.

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.

PROGRAM CONCEPT FORM
COVER SHEET

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR

DATE SUBMITTED

The following signatories review this form.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR			
DEPARTMENT CHAIR			
DEAN			
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.		
PRESIDENT	Mary A. Y. Okada, Ed.D.		

PROGRAM CONCEPT FORM

I. DESCRIPTION

    A. Identification:

    B. Target group:

II. STATEMENT OF NEED

III. FINANCIAL STATEMENT

IV. IMPLEMENTATION

P R O G R A M   A D O P T I O N

Introduction

A program is a series of courses that culminates in a diploma, certificate, or degree. 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-phase process: concept and adoption. Each phase requires the approval of a curricular form, i.e., the Program Concept and the Program Approval Forms. The adoption is the final phase in the process of adding a new program.

This section of the manual describes the program adoption process. An evaluation of the proposed program must be conducted. The information gathered during the evaluation will provide evidence for the program adoption. A checklist for reviewing the Program Approval Form is included in Appendix F; it may be used as part of the evaluation. The program approval process, signatories required and sample forms are detailed in this section.

Process Narrative

The Program approval process is composed of the following steps:

1. The Author prepares the Program Approval Form, which includes a digital copy containing the Program Approval Form. The Author signs and dates the Program Approval Form cover sheet.
2. The Author submits the Program Approval Form to the Department for comment and approval. The Department reviews the form for purpose, content, scope, sequence, and detail. When approved, the Department Chair and Advisory Committee/Subject/Industry Expert sign the Program Approval Form cover sheet and forwards the following to the Registrar:
    • copy of the approved concept paper
    • the original printed Program Approval Form with SLO Map (Appendix G.), and
    • a digital copy containing the Program Approval Form.
   If the Program adoption is not approved by the Department, the form is returned to the Author for revision.
3. The Registrar reviews the Program Approval Form for verification of course numbers, title, credits, contact hours, cost to the student, prerequisites, duration, relationship to other instructional programs, and catalog description. When approved, the Registrar signs the Program Approval Form cover sheet and forwards the form to the Dean. If the Program Approval is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Program Approval Form for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Program Approval Form cover sheet and sends the form to the Academic Affairs Committee. If not approved, the form is returned to the Department for revision.
5. The Curriculum Committee reviews the Program Approval Form for its effect on the College and to ensure that the form includes an implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Curriculum Committee Chair signs the Program Approval Form cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.

6. The VPAA reviews the Program Approval Form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Approval Form cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The President reviews the Program Approval Form from the perspective of institutional mission and goals. When approved or disapproved, the President signs the Program Approval Form cover page and returns the form to the VPAA.
8. Archiving and dissemination occur through the VPAA's office. The printed original Program Approval Form and the digital version of the form are archived. Printed copies are sent to the Department, Registrar, Associate Deans, Dean, and the Learning Resource Center.

PROGRAM APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Program Adoption - all signatories
☐ Program Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
ADVISORY COMMITTEE/ SUBJECT/INDUSTRY EXPERT		☐	☐		
REGISTRAR	**Patrick L. Clymer**	☐	☐		
DEAN	**Reilly Ridgell**	☐	☐		
CURRICULUM COMMITTEE CHAIR	**Amada Manzana**	☐	☐		
VP, ACADEMIC AFFAIRS	**R. Ray D. Somera, Ph.D.**	☐	☐		
PRESIDENT	**Mary A. Y. Okada, Ed.D.**	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all on-line curricula approval process.

PROGRAM APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. **TYPE OF ACTION**

Check the type of action that applies. If previous Program Approval Form exists, please attach.

A. ☐ Adoption program

B. ☐ Substantive Revision (attach Program Form).
The numbers listed next to the changes below may or may not require a response; they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

☐ Change in number of credit hours: II, IVA, IVD, VI, VII, VIII, XI
☐ Change in Technical/Core Requirements: II, IVA, IVD, VI, VII, VIII, XI
☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, IVA, IVD, VI, VII, VIII, XI.
☐ Identify specific changes not listed above:

II. **INTRODUCTION**

This program is aligned with _____ Career Cluster and _____ Pathway

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
Program Description:

If the description above is a revision, indicate the catalog page(s) to be revised.
Catalog Year:
Page Number(s):

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

•

Indicate the title and source of skill standards for this program:

IV. **RATIONALE FOR PROPOSAL**

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

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.

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

D. Results of program evaluation (see Appendix F for Checklist).

V. **RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)**
A. Resources (materials, media, and equipment) and costs.

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

C. Facility requirements.

D. Funding source(s).

E. Impact, financial or otherwise, this program may have on the College.

VI. **IMPLEMENTATION SCHEDULE**
Implementation date:

VII. **CATALOG (Moved to Section III. See page 2)**

VIII. **PROGRAM DESCRIPTION**
A. Program Title(s)
Long Title:
Abbreviated Title (20 characters maximum):
B. Credit Hours
General Education:
Technical/Core:
Related Tech/Gen Ed:
Electives:
Options:
Total Number of Credits:
C. Course Sequence

D. Target Population

E. Cost to Student

IX. **PRE-REQUISITE (S)**

X. **CO-REQUISITE (S)**

XI. **CONTENT**
List of courses, with course descriptions, required to complete this program. 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.

XII. **PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS**

XIII. ARTICULATION

    A. Secondary programs

    B. University of Guam

    C. Others

    * Attach SLO Map – Program & Course Levels.

PROGRAM SUBSTANTIVE REVISION

Introduction

This section of the manual describes the substantive program revision process. A program revision may be either substantive or non-substantive. Only adopted programs undergo the substantive or non-substantive program revision process.

Program revisions may necessitate that course revisions also be made. See *The Curriculum Manual* Course Approval sections on course substantive and non-substantive revisions to make those revisions.

A substantive program revision involves change(s) in one or more of the following:

1. number of credit hours in the program or in the General Education Requirements, Technical Requirements, or Related Technical Education or 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.

Process Narrative

The Program Substantive Revision approval process is composed of the following steps:

1. The Author identifies the program changes to be made after reviewing information relating to program evaluation and to the review of the Program Form. The Checklist for Reviewing the Program Form (see Appendix F) may be used in this process. The Author prepares the Substantive Revision Program Form, attaches a copy of the Program Form (or most recently approved Program Form), and a digital copy. The Author signs and dates the Substantive Revision Program Form cover sheet.
2. The Author submits the Substantive Revision Program Form and attachments to the Department for comment and approval. The Department reviews the Substantive Revision Program Form for purpose, scope, sequence, and detail. The Department also reviews the form for format, style, consistency, grammar, spelling, and standard content. When approved, the Department Chair signs the Substantive Revision Program Form and forwards the form to the Advisory Committee/Subject/Industry Expert. Upon approval, the Department Chair forwards document to the Registrar. If not approved, the form is returned to the Author.
   Attachments include:
      • the original printed Substantive Revision Program Form,
      • an attached paper copy of the Program adoption, and
      • a digital copy containing the Substantive Revision Program Form.
3. The Registrar reviews the Substantive Revision Program form for verification of course numbers, title, credits, contact hours, cost to student, prerequisites, duration, relationship to other instructional programs, and catalog description. When approved, the Registrar signs the Substantive Revision Program Form cover sheet and forwards the form to the Dean. If the Substantive Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Substantive Revision Program form for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Substantive

Revision Program Form cover sheet and sends the form to the Academic Affairs Committee. If not approved, the form is returned to the Department for revision.

5. The Curriculum Committee reviews the Substantive Revision Program form for its effect on the College and to ensure that the form includes an implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Curriculum Committee Chair signs the Substantive Revision Program Form cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.

6. The VPAA reviews the Substantive Revision Program form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Substantive Revision Program Form cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates the necessary revisions with the Department.

7. The President reviews the Substantive Revision Program form from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.

8. The VPAA's office archives the electronic copy and the printed original Substantive Revision Program Form (with the attached Program Form). Copies are sent to the Department, Registrar, Associate Deans, Dean and Learning Resource Center.

PROGRAM NON-SUBSTANTIVE REVISION

Introduction

This section of the manual describes the non-substantive program revision process. A program revision may be either substantive or non-substantive. Only adopted programs undergo the substantive or non-substantive program revision process.

Program revisions may necessitate that course revisions also be made. See *The Curriculum Manual* Course Approval sections on course substantive and non-substantive revisions to make those revisions.

A non-substantive program revision involves change(s) in one or more of the following:

1. program title;
2. program General Education 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)

Program change(s) other than those listed above are considered substantive.

Process Narrative

The Program Non-substantive Revision approval process is composed of the following steps:

1. Using information determined through course evaluations and completion of the Checklist for Reviewing the Program Form, the Author prepares the Non-substantive Curriculum Revision Memorandum. The Author prepares any necessary attachments and a diskette containing the Non-substantive Curriculum Revision Memorandum. The Author signs and dates the Non-substantive Curriculum Revision Memorandum.
2. The Author submits the Non-substantive Curriculum Revision Memorandum and any required attachments to the Department for review and approval. The Department reviews the request for purpose, content, scope, sequence and detail. When approved, the Department Chair signs the Non-substantive Curriculum Revision Memorandum and forwards the following to the Registrar:
   • the Non-substantive Curriculum Revision Memorandum,
   • attachment(s), and
   • a digital copy containing the Non-substantive Curriculum Revision Memorandum.
3. The Registrar reviews the Non-substantive Curriculum Revision Memorandum and attachments for course number, title, catalog description, credit, contact hours, cost to student, and relationship to other instructional programs. When approved, the Registrar signs the Non-substantive Curriculum Revision Memorandum and forwards the form to the Dean. If not approved, the Registrar returns the form to the Department for revisions.
4. The Dean reviews the Non-substantive Curriculum Revision Memorandum and attachment for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Non-substantive Curriculum Development Memorandum and forwards the form containing the Non-substantive Curriculum Revision Memorandum to the VPAA. If the Dean does not approve of the revision, the Dean returns the form to the Department.

5. The VPAA reviews the Non-substantive Curriculum Revision Memorandum from the perspective of institutional scope and sequence. When approved, the VPAA signs the Non-substantive Curriculum Revision Memorandum. If not approved, the VPAA returns the form to the Dean. The Dean communicates with the Department for recommended modifications.
6. Archiving and dissemination occur through the VPAA's office. Upon VPAA approval of the Non-substantive Curriculum Revision Memorandum, a copy of the signed form is sent to the Dean, Associate Deans, Department, Registrar, and Learning Resources Center. The electronic copy and the printed original Non-substantive Curriculum Revision Memorandum and attachments are archived in the VPAA's Office.

NON-SUBSTANTIVE CURRICULUM
REVISION MEMORANDUM

DATE:

TO: VPAA   Approved: _____   Date: _____

VIA: Dean   Approved: _____   Date: _____

            Registrar   Approved: _____   Date: _____

            Dept. Chair   Approved: _____   Date: _____

FROM:

SUBJECT: Request Non-substantive Curriculum Revision

The checked changes in the curriculum are planned. Please see attached old and new forms.

COURSE REVISION IN ALPHA _____ NUMBER _____ TITLE_____

_____ 1.   Change in course alpha, number, or title.

           NEW: ALPHA _____ NUMBER _____ TITLE _____

_____ 2.   Wording change in the catalog course description that does not significantly change the course content (attach old and new wording).

_____ 3.   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).

_____ 4.   Change in the course outline that does not significantly change the course content (attach old and new course outlines).

_____ 5.   Change in course prerequisites where both course and prerequisite are offered within your Department (attach old and new prerequisites).

_____ 6.   Change in maximum number of students allowed in class setting.

_____ 7.   Change in lab fees.

_____ 8.   Change in textbook.

_____ 9.   Other.

PROGRAM REVISION IN PROGRAM _____

_____ 1.   Change in program title.

           NEW TITLE:

_____ 2.   Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).

_____ 3.   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).

_____ 4. Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements (attach old and new program requirements).

_____ 5. Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

P R O G R A M   A R C H I V A L

Introduction

Program review and evaluation processes may indicate that an instructional program is not viable and should be eliminated from College offerings; the program needs to be archived. Based on industry needs, budget constraints, and/or student interests, deletion refers to those 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.

The archived program is dropped from the Catalog. Program courses, i.e. Technical/Core and Related Technical, are not dropped from the Catalog's Course Description section if they support other programs. Removing courses from the Catalog can be accomplished through the Archival Course Guide. See *The Curriculum Manual,* Course Approval Process, Course Archival Memo, for information regarding the archival of courses.

This section of the manual describes the process for archiving a program. The archival process, its procedures, signatories and required form are detailed. The locations of pertinent resources and a guide for form submission are also included.

Process Narrative

The Program archival process is composed of the following steps:

1. Using information gathered from program reviews and evaluations, the Author prepares the Archival Memorandum and attaches the necessary Program Approval Form. The Author prepares a digital copy containing the Archival Memorandum. The Author signs and dates the Archival Memorandum.
2. The Author submits the Archival Memorandum to the Department for comment and approval. The Department reviews the Archival Memorandum for purpose, content, scope, sequence, and detail. The Department also reviews the Program Form for format, style, consistency, grammar, spelling, and standard content. When approved, the Department Chair signs the Archival Memorandum cover sheet and forwards the following to the Registrar:
   - the original printed Archival Memorandum,
   - an attached copy of the most recent approved Program Form, and
   - a digital copy containing the Archival Memorandum.
   If the Archival Memorandum is not approved by the Department, the form is returned to the Author for revision.
3. The Registrar reviews the Archival Memorandum for verification of course numbers, title, credits, prerequisites, duration, contact hours, cost to student, relationship to other curriculum, and catalog description. When approved, the Registrar signs the Archival Memorandum cover sheet and forwards the form to the Dean. If the Archival Memorandum is not recommended, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Archival Memorandum for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Archival Memorandum cover sheet and sends the form to the VPAA. If not approved, the form is returned to the Department for revision.

5. The VPAA reviews the Archival Memorandum Form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Archival Memorandum cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
6. The President reviews the Archival Memorandum from the perspective of institutional mission and goals. When approved or disapproved, the President returns the Archival Memorandum to the VPAA.
7. The VPAA's office archives the digital copy and the printed original Archival Memorandum and attachment(s). Copies of the approved Memorandum are distributed to the Dean, Associate Deans, Department, Registrar, Learning Resources Center, and any others whom the archival of the program may affect.

ARCHIVAL MEMORANDUM

DATE:

TO: President   Approved: _____ Date: _____

VIA: VPAA   Approved: _____ Date: _____

               Dean   Approved: _____ Date: _____

               Registrar   Approved: _____ Date: _____

               Dept. Chair   Approved: _____ Date: _____

FROM:

SUBJECT: Request Archival of Curriculum

COURSE ARCHIVAL IN ALPHA _____ **NUMBER** _____ **TITLE** _____

Attach course guide

_____ 1.   Justification for course archival

_____ 2.   Plans and implementation date for phasing out this course

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

PROGRAM ARCHIVAL _____

Attach program form

_____ 1.   Justification for program archival

_____ 2.   Plans and implementation date for phasing out this program

_____ 3.   Plans for students currently enrolled in the program

A N N O T A T I O N   O F   P R O G R A M
A P P R O V A L   F O R M
F O R   A D O P T I O N   A N D   S U B S T A N T I V E
R E V I S I O N

Use this Annotation as you complete your Program Approval Form; it describes the intended content of each item that may be necessary for you to address.

- Program forms prepared in previous Program Approval formats need not be revised simply to comply with *The Curriculum Manual* (2010) format.
- A Program form action; i.e., adoption or substantive revision, may necessitate change in program courses. If that is the case, also complete an appropriate Course Guide for the course(s) affected. Instructions and forms for Course Guide actions are found in *The Curriculum Manual*.
- Pointers for preparation of the Program Approval Form are found in Guidelines for Submission of Course/Program Forms (see Page 7).

Program 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. Check the blank next to the action you are requesting.

Sign and print your name on the Author line. Write the date that the form is submitted to the department.

I. TYPE OF ACTION

Check the type of program action you are requesting. Attach the most recently approved program form to your Program Approval Form.

II. INTRODUCTION

Provide background information about the program and the action requested.
  A. Describe action(s) requested:
     This section describes the "what" of your request. Describe all requests for action. For example, if this is a request for a change in program requirements, describe the change you are requesting. If you are also proposing a change in program credits, describe the change requested.
  B. 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 Approval Form reviewers with a framework of sufficient scope and detail in order to adequately review the form.
  C. Indicate the Career Cluster and Career Pathway(s) the program is aligned with.

III. STUDENT LEARNING OUTCOMES – PROGRAM LEVEL

List and describe the student learning outcomes for the program. The outcomes should address the following questions: By the end of this program, what do students know, what can they do, and what do they think? Outcomes should be developed with input from faculty, administrators, students, and the Advisory Committee/Subject/Industry Expert. The outcomes should be consistent with emerging developments in the

occupational field and may be related to local, regional, and/or national standards. There should be 3-5 program outcomes. Indicate the title and source of skill standards for this program.

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.
    If this is Program Approval Form, provide evidence to support your request.
    If this is a Substantive Revision, describe the results of any program assessment that led to the request.
    See also XII. PROGRAM MEANS OF ASSESSMENT.

V. **RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)**

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

    B. Estimate personnel requirements:
    Describe the instructional and support personnel required to deliver this program. Describe personnel qualifications and costs.

    C. Identify facility requirements and costs:
    Describe required classroom and/or laboratory stations/space required to offer this program. What are the costs?

    D. Identify funding source(s):
    List the funding source(s) that will be utilized in order to deliver this program. Include personnel, facility, supplies, equipment, etc.

    E. Impact on school and college:

Describe the impact this program will have on the resources of the School and College.

VI.   IMPLEMENTATION SCHEDULE

    A. Implementation date:
Project the date this program action will be implemented or take effect.

VII. CATALOG

    A. Catalog Description:
Description or Revision. Include SLOs – Program Level (Section III), Career Clusters and Pathways the program is aligned with; general characteristics, and/or special features of this program. Write the program description as it should appear in the catalog.

Include the general characteristics and or/special features of this program and the list of program courses.

This catalog description is the narrative that is placed in the *Instructional Programs* section of the Catalog. The *Instructional Programs* catalog description includes both the narrative and the list of program courses by category: General Education, Technical Requirements, Related Technical and/or General Education Requirements, Electives, Options. Describe any available program options.

    B. Catalog 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 Approval Form. Indicate the Catalog year and page number on the Program Form, VIIB. Your proposed revision is written in *VIIA. Catalog Description.*

VIII. 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 20 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 20 characters or less to be used for data entry. You will provide two program titles: 1) may be longer than 20 characters, and 2) must be less than 20 characters. See the Registrar for additional information.

    B. Credit Hours:
List the number of credit hours required for this program. Is the number of total credit hours 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.

    C. 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.

    F. Cost to Student:

Estimate the program cost to the student. Provide a list of the charges directly related to the program: tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.

IX. **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.

X. **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?

XI. **CONTENT**

Describe the program content. The course of study should be designed to develop student learning outcomes consistent with program level outcomes.

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

XII. **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.

Also see *section IV.D. Results of Program Assessment.* Program evaluation results and conclusions are reported in section IV.D.

XIII. **ARTICULATION**

Indicate how this program will articulate with:
   A. Secondary programs
   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?

APPENDICES

APPENDIX A:
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, 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, Anthony Jay Sunga, Carl Torres, Renato Valenzuela

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

APPENDIX B:
GUAM COMMUNITY COLLEGE
MISSION STATEMENT

Mission Statement

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and vocational training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, vocational-technical, technological, academic and continuing education reflective of our community and industry needs.

Vision Statement

Guam Community College will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career, and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post-secondary basic educational institution servicing the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large.

Goals

To meet its mission and vision statements, the College has set as its goals:

1) The College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals.
2) The College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce.
3) The College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.
4) The College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met.
5) The College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity.
6) Continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.

Institutional Learning Outcomes

1) **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:
2) **U**se of acquired skills in effective communication, and quantitative analysis with proper application of technology.
3) **A**bility to access, assimilate and use information ethically and legally.
4) **M**astery of critical thinking and problem-solving techniques.
5) **C**ollaborative skills that develop professionalism, integrity, respect, and fairness.
6) **C**ivic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

A P P E N D I X   C :
C U R R I C U L U M   D E V E L O P M E N T
R E S O U R C E S

In addition to the Curriculum Committee, Guam Community College has many excellent resources which may be used in the development of curriculum. Here are just a few:

LEARNING RESOURCES CENTER

Printed copies of approved curricular guides are on file at the LRC. There are many reference and resource materials available at the LRC, including a comprehensive listing of college catalogs on microfiche and CD-ROM.

PLANNING AND DEVELOPMENT OFFICE

Personnel in the Planning and Development Office can assist in the identification and location of curriculum development resources.

ADVISORY COMMITTEES/SUBJECT/INDUSTRY EXPERT

These public and private sector community experts can provide valuable information, resources, and technical assistance. Advice of instructional area advisory committee members should be sought when beginning curriculum development activities.

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

Consistent with fundamental assessment principles, the CCA can provide assistance in articulating program outcomes that are specific and measurable. Authors will be guided to address the three dimensions of student learning in terms of what students *know*, what they *think*, and what they can *do* as a result of their program experience.

DEPARTMENT PERSONNEL

Department personnel can provide technical advice and suggestions on course content.

REGISTRAR'S OFFICE

The Registrar provides critical guidance historical information and statistics, as well as information on the course numbering system, course titles, course descriptions, and requirements of other instructional programs.

DEAN

The Dean can support curriculum development efforts and provide information and guidance for academic integration and articulation.

OFFICE OF THE VICE PRESIDENT, ACADEMIC AFFAIRS

The Office of the Vice President, Academic Affairs is the official repository for GCC's curriculum.

OFFICE OF THE VICE PRESIDENT, ADMINISTRATIVE SERVICES

The Vice President, Administrative Services can provide information about existing and projected facilities, equipment, and personnel requirements.

OFFICE OF THE VICE PRESIDENT, BUSINESS AND FINANCE

The Vice President, Business and Finance can provide information about financial requirements relating to curriculum development.

APPENDIX D:
SCANS FOUNDATIONAL SKILLS AND COMPETENCIES

As part of the educational reform movement that began in the early 1980's, the Secretary's Commission on Achieving Necessary Skills (SCANS), sponsored by the U.S. Department of Labor, developed through research with industry the following skills and competencies. Industry leaders recommend these skills and competencies for successful workplace experiences. While SCANS does not address course content, the skills and competencies do address instructional methods.

Foundational Skills and Qualities

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* - generates new ideas
B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* - recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility* - exerts a high level of effort and perseveres towards goal attainment
B. *Self Esteem* - believes in own self-worth and maintains a positive view of self
C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness is group settings
D. *Self-Management* - assesses self accurately. Sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* - chooses ethical courses of action

SCANS Competencies

Resources: Identifies, plans, and allocates resources

  A. *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
  B. *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
  C. *Material and Facilities* - acquires, stores, allocates, and uses materials or space efficiently
  D. *Human Resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

  A. Participates as a Member of a Team - contributes to group effort
  B. Teaches Others New Skills
  C. Serves Clients/Customers - works to satisfy customers' expectations
  D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
  E. Negotiates - works toward agreements involving exchange of resources, resolves divergent interests
  F. Works with Diversity - works well with men and women from diverse backgrounds

Information: Acquires and uses information

  A. Acquires and Evaluates Information
  B. Organizes and Maintains Information
  C. Interprets and Communicates Information
  D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

  A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
  B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
  C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

  A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
  B. *Allies Technology to Task* - understands overall intent and proper procedures for setup and operation of equipment
  C. *Maintains and Troubleshoots Equipment* - prevents, identifies, or solves problems with equipment, including computers and other technologies

APPENDIX E: CHECKLIST FOR REVIEWING THE COURSE FORM

Use the checklist to review the currently approved course guide to determine whether the existing Course Guide is current or requires revision.

- Course forms prepared in previous curriculum formats need not be revised simply to comply with *The Curriculum Manual* (2010) format. Use this Checklist for Reviewing the Course Form to determine whether the existing approved course form contains current and appropriate information.
- As a result of a course checklist review, you may find that course and/or program revisions are necessary. Instructions and forms for course revisions are found in the "Course Approval Process" section of this manual. Instructions and forms for program revisions are found in the "Program Approval Process" of this manual.
- If no changes are recommended based on thorough course review by department faculty and advisory committee, submit current course guide with a new cover sheet and checklist.

Course Guide Reviewed:

Check: Adoption: Substantive Revision: Date of Review:

Name of Reviewer(s):

Check if information is present/sufficient/current on existing Course Guide. Make comments for necessary changes.

_____ I.   TYPE OF ACTION
        Is the current approved Course Guide appropriate for the current stage of course development?

        Comments:

_____ II.   INTRODUCTION
        Course connection to program(s):

        Does the Course Guide indicate to which program(s) the course is connected? Is the program list accurate and current?

        Comments:

_____ III.   STUDENT LEARNING OUTCOMES – COURSE LEVEL
        Are SLOs stated, "Upon successful completion of this course, students will be able to…"
        Are there between three to five Student Learning Outcomes?
        Are there at least one cognitive, one behavioral, and one affective SLO?
        Are they clearly stated?
        Are the SLOs aligned to local and/or national standards?

        Comments:

_____IV.   RATIONALE FOR PROPOSAL
        If the course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D. 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. If the course is connected to a program, the College has information about required resources and personnel.

A. Reason for proposal:

Is the course rationale based upon GCC mission and goals and occupational requirements? Is the course rationale stated in the Course Guide?

Comments:

B. Employment outlook:
Does the Course Guide describe the employment outlook for this occupational area? What job titles will students be qualified for upon completion of this course? What is their anticipated 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 students need to complete before minimal job qualification is reached?

Comments:

C. Conformity of course to requirements:
Does the Course Guide describe the conformity of the course to legal, occupational, or educational requirements? Does it describe how the course conforms to articulation agreements, State Board regulations, accrediting standards, licensing requirements, or professional certification requirements?

Comments:

D. Results of course assessment:
Does the Course Guide include assessment data supporting the requested action? Does the evaluation describe the student population enrolled, retention, and course completion; course content; resources used; etc.?

Comments:

E. Program requirements:
Does the Course Guide identify GCC instructional programs that list this course as a Technical Requirement or Related Technical or General Education Requirement? Does the Course Guide state whether this course is to be listed as a general education course in the Catalog?

Comments:

_____ V. RESOURCE REQUIREMENTS AND COSTS
A. Identify resources:
Does the Course Guide list needed materials, media, and equipment and their costs? Equipment should be specific to that found in the occupations for which training is provided.

Comments:

B. Estimate personnel requirements:

Does the Course Guide list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements:
Does the Course Guide describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

Comments:

D. Identify funding:
Does the Course Guide list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed and adequate?

Comments:

E. Impact on School and College:
Does the Course Guide document describe the potential impact of the course on School and College resources?

Comments:

_____ VI. IMPLEMENTATION SCHEDULE
A. Implementation date:
Does the Course Guide project the date that this course will be offered for the first time?

Comments:

B. Course Offering
Does the Course Guide state the semester and years that the course will be regularly scheduled?

Comments:

_____ VII. COURSE DESCRIPTION
A. Course:
Does the Course Guide include the correct course alpha and number?

Comments:

B. Course title(s):
Is the course title clear and appropriate? If the course title is longer than 20 characters, does the Course Guide also include a title that is a maximum of 20 characters?

Comments:

C. Contact hours and Number of Students:
Does the Course Guide state the appropriate 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). Does the course guide state the maximum number of students to be enrolled per class?

Comments:

D. Number/type of credits:
Does the Course Guide include the number and type of credits that the student will receive upon successful completion of the course?

Comments:

E. Catalog description:
Does the catalog description include SLOs – Course Level (as stated in Section III.) in addition to the course description?

Is the course description the same as the one printed in the current Catalog? Is it clearly written, informative, and inviting?

Comments:

F. Prerequisite(s):
Does the Course Guide list and describe any prerequisites required for this course? Are prerequisite(s) appropriate, clearly stated?

Comments:

G. Co-requisite(s):
Does the Course Guide list and describe any co-requisites required for this course? Are co-requisites appropriate and clearly stated?

Comments:

H. Articulation:
Does the Course Guide describe any articulation agreements relating to this course that have been made or are anticipated? 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 GDOE or GCC satellite courses? Does it articulate with other GCC programs or courses? Is there A Dual Credit Articulated Program of Study (DCAPS) Agreement?

Comments:

I. Target population:
Does the Course Guide describe the target population for course enrollment?

Comments:

J. Cost to students:
Does the Course Guide include an estimate of course costs to the student? Does the list of charges include those which are directly related to the course: course tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.? Is any required lab fee adequate? Are textbook costs appropriate to the course?

Comments:

_____ VIII. COURSE DESIGN
Does the Course Guide include a detailed description of the course design? Is information provided that the instructor will need in order to organize and teach the course? Are recommended instructional methods described? Are required instructional supplies and equipment listed (with an explanation of how the instructor will obtain them)? Are departmental policies the faculty member must know about in order to teach the course described? Does the design include

information about how this course relates to other courses in a program? Does the design reflect instructional methods that are gender free?

Comments:

_____ IX. COURSE OUTLINE

Does the Course Guide include a course outline? Is the outline clearly written and detailed enough to provide the instructor with course information? Is the numbering system used consistent with course competencies?

Comments:

_____ X. STUDENT LEARNING OUTCOMES – DETAILED

Does the Course Guide list student learning outcomes? Every outcome should have a corresponding entry in the course outline. Are outcomes clearly written and include the following elements a description of instruction or experience to meet the competency?

Are outcomes:

- developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources?
- reflective of SCANS and SCCI's initiatives (see Appendix D)?
- gender free? Was the title and source of skill standards identified?
- student-focused rather than instructor-focused?
- focused on the learning resulting from an activity rather than on the activity itself?
- reflective of the institution's mission and the values it represents.
- aligned at the course, program and institutional levels.
- based on professional standards of excellence.
- general enough to capture important learning but clear and specific enough to be measurable.
- focused on aspects of learning that will develop and endure but that can be assessed in some form now.
- based on industry standards.
- adequate to prepare students for employment or for continuing educational experiences.
- reflective of the students' abilities in the safe and proper use of tools, equipment, machines, and processes.
- state-of-the-art for the occupational area and include technology-based components.
- reflective of vocational activities that are appropriate to the maturity and educational level of students in the class.
Comments:

_____ XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Does the Course Guide describe the evaluation method to be used for this course? Are there departmental evaluation standards that 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 tools from industry partner, certifying organization, etc.? Does the

course guide identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program? Does the course guide identify means of collecting data annually to report the number of students that sit for and attain the certification?

Comments:

_____ XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES
A. Required Textbook(s):
Does the Course Guide list the required textbook for the course? Does the textbook reference include the complete citation in correct bibliographical form? The ISBN number must be added. Is the phrase "or latest edition" included; it may allow your department to order newer editions of the textbook without submitting a nonsubstantive revision form? Are supplemental student references also listed?

Comments:

B. Reference(s) and Bibliography:
Does the Course Guide list instructional references to be used by the instructor and provide a bibliography for future study by students?

Comments:

C. Equipment/Facilities:
Does the Course Guide list necessary equipment or specialized facilities needed for the course?

Comments:

D. Instructional Supplies:
Does the Course Guide list required teaching supplies? It is not necessary to list regular teaching supplies, e.g., chalk, pens, paper, etc. Does the Course Guide specify whether the student provides the items?

Comments:

E. Did the author indicate whether or not an Advisory Committee reviewed and concurred with the materials used for this course? If not, has another faculty other than author reviewed course textbook and materials?

Comments:

APPENDIX F:
CHECKLIST FOR REVIEWING THE PROGRAM FORM

Use the Checklist to review the currently approved program forms to determine whether the existing program form is current or requires revision.

- Program forms prepared in previous formats need not be revised simply to comply with *The Curriculum Manual (2010)*. Use this Checklist for Reviewing the Program Form to determine whether the existing approved program form contains current and appropriate information.
- As a result of a program checklist review, you may find that program revisions are necessary. Instructions and forms for program revisions are found in this manual. Keep in mind that program revisions may necessitate course revisions. Instructions and forms for course guide revisions are also found in this manual.
- If no changes are recommended based on thorough program review by department faculty and advisory committee, submit current program document with a new cover sheet and checklist.

Program Form Reviewed:

Date Reviewed: Action:

Check: ☐ Adoption or ☐ Substantive Revision

Name of Reviewer(s):

Check if information is present/sufficient on existing Program Form. Make comments for necessary changes.

☐   I.   TYPE OF ACTION

☐ Is the current approved Program appropriate for the stage of program development?

Comments:

☐   II.   INTRODUCTION

☐ Does the narrative include a history of program need and development?

Are references and resources cited which strengthen the Program Form?

Does this information provide Program reviewers with a framework of scope and detail in order to adequately review the program?

Is the career cluster clearly identified? Is the pathway clearly identified?

Comments:

☐   III.   STUDENT LEARNING OUTCOMES - PROGRAM LEVELS

Does the Program state three (3) to five (5) student learning outcomes for the overall program?

Are there at least one cognitive, one behavioral, and one affective SLO?

Are the expected student outcomes of the program listed?

Are the outcomes appropriate for the stage of development in which the program is now?

Were outcomes developed with input from faculty, administrators, students, and representatives from business and industry?

Are outcomes consistent with emerging developments in the occupational field?

Are the Program SLOs aligned with local, regional, and/or national standards?

Is the local, regional, and/or national affiliation identified?

If secondary program, are the SLOs aligned with the post-secondary SLOs?

Comments:

☐   IV. RATIONALE FOR PROPOSAL

GCC Mission Statement: The mission of Guam Community College is   to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

A. Reason for proposal:
Is the program rationale based upon GCC mission and goals and occupational requirements?

Is the program rationale stated in the Program form?

Does the reason for the proposal describe why the request should be approved?

Comments:

B. Employment outlook:
Does the Program describe the employment outlook for this occupational area?

Is the anticipated salary level stated?

Are these occupations in demand on Guam?

Are available job titles listed?

Are the requirements students must complete before achievement of minimal job qualifications identified?

Comments:

C. Conformity of program to requirements:
Does the Program describe the conformity of the program to legal, occupational, or educational requirements?

Does it describe how the program conforms to career and technical education / vocational/technical articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

Comments:

D. Results of program assessment:
Does assessment data support this curricular request?

Is information gathered from program assessment to analyze the potential success of the program?

Is information gathered from program assessment to determine whether this request for curriculum action should be approved?

Comments:

☐ V.   RESOURCE REQUIREMENTS AND COSTS

A. Identify resources:
Does the Program list needed materials, media, and equipment and their costs? (Equipment should be specific to the occupations for which training is provided.)

Comments:

B. Estimate personnel requirements:
Does the Program list instructional and support personnel required to deliver this program?

Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements and costs:
Does the Program describe classroom and/or laboratory stations/space required to offer this program?

Are the costs identified?

Comments:

D. Identify funding source(s):

Does the Program list the funding source(s) that will be utilized in order to deliver this program?

Is funding for personnel, facility, supplies, equipment, etc. listed?

Comments:

E. Impact on School and College:
Does the Program describe the impact that program resource requirements will have on the School and College?

Comments:

☐ VI.   IMPLEMENTATION SCHEDULE

A. Implementation date:
Does the Program state when this program is to be first offered?

Comments:

☐ VII. CATALOG

A. Catalog description:
Does the Program match the current catalog program description and list of program courses?

Does the course description include SLOs as listed in section III?

Is the catalog description current, informative, and useful for prospective students?

Does the catalog description include general characteristics and/or special features of the program?

Is the list of courses correctly separated by category: general education, technical requirements, related technical and general education course, electives?

Are program options adequately described?

Are occupational titles listed?

Comments:

☐ VIII. PROGRAM DESCRIPTION

A. Program Title(s):
Does the Program state the correct program title?

Is the program title appropriate?

Is there also a maximum 20 character program title listed?

Comments:

B. Credit Hours:
Does the Program list the credit hours necessary for program completion?

Is the number of total credit hours 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 attainable?

Are all courses that have prerequisites or co-requisites noted properly?

Is this program a Dual Credit Articulated Program of Study (DCAPS)?

If so, is it noted as such?

Comments:

C. Course Sequence:
Does the Program include a semester by semester sequenced list of courses to be taken by students in order to complete the program?

Is the sequence appropriate?

Are full time and part time students able to complete the program in a reasonable time frame?

Are all courses that have prerequisites or co-requisites noted properly?

Comments:

D. Target Population:
Does the Program describe the target population for program enrollment?

Is the target population appropriate?

Comments:

E. Cost to Student:
Does the Program list expected student costs--tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies, costs of standardized exams, etc.?

Comments:

☐ IX. PREREQUISITE(S)

Does the Program describe any prerequisites necessary to enter this program?

Are the program prerequisites listed appropriate?

Comments:

☐ X. CO-REQUISITE(S)

Does the Program describe any co-requisites that a student must take or perform while enrolled in this program?

Are the program co-requisites appropriate?

Comments:

☐ XI. CONTENT

Does the Program include courses guides?

Are course descriptions correct and appropriate?

Are the latest approved course descriptions listed in the catalog?

Comments:

☐ XII. PROGRAM EVALUATION

GCC instructional programs are to undergo a formal assessment at least once every two years. In addition, departments periodically conduct formal, or sometimes informal, program reviews. Does the Program describe the process, methods, and procedures that will be used to determine program effectiveness?

Does it describe how the effectiveness of this program will be assessed?

Is the program assessment process adequate?

Is there evidence that the program is meeting its goals?

Is the program evaluator identified?

Does the program document indicate that it will be evaluated in accordance with the AIE assessment cycle?

Does the program identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program?

Does the program identify means of collecting data annually to report the number of students that sit for and attain the certification?

Comments:

☐ XIII.   ARTICULATION

Does the Program describe any articulation agreements made with GCC or local educational institutions or even with other institutions?

Does the program need to be articulated with any other programs?

If you are conducting a review of a GCC secondary program, does it articulate with the GCC postsecondary level program?

Are any of the required credits listed within a DCAPS agreement?

Comments:

☐ Is there an SLO Map (Appendix G.) attached to the Program that states

program and course level SLOs?

Does the map show which ILOs are covered in the program?

A P P E N D I X G :

SLO Map – Program & Course Levels

Name of Program **Other** *If courses are not offered as a program, skip to page 2.* **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.											1.	
2.											2.	
3.											3.	
4.											4.	
5.											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. ⟹														
Guam 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:														
1. **U**se of acquired skills in effective communication, and quantitative analysis with proper application of technology.														
2. **A**bility to access, assimilate and use information ethically and legally.														
3. **M**astery of critical thinking and problem-solving techniques.														
4. **C**ollaborative skills that develop professionalism, integrity, respect, and fairness.														
5. **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#

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#

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#

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#

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#

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#

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

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.

APPENDIX H:
BLOOM'S CLASSIFICATION

Bloom's Classification of Cognitive Skills

Bloom's classification of cognitive skills is widely used in instruction planning. The six levels are arranged by level of complexity. Use of Bloom's classification systems is recommended to safeguard against a tendency to focus on content coverage and to ignore what the students should learn to do with content.

Category	Definition	Related Verbs
Knowledge	recalling or remembering something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorize, point to, recall, select, state
Comprehension	understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Application	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
Analysis	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide
Synthesis	creating something new by putting parts of different ideas together to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
Evaluation	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support

A P P E N D I X I :

REINSTITUTION OF ARCHIVED CURRICULA

DATE:

TO: President   Approved: _____ Date: _____

VIA: VPAA   Approved: _____ Date: _____

            Dean   Approved: _____ Date: _____

            Registrar   Approved: _____ Date: _____

            Dept. Chair   Approved: _____ Date: _____

FROM:

SUBJECT: Request Reinstitution of Curriculum

COURSE REINSTITUTION IN ALPHA _____ NUMBER _____ TITLE _____

Attach course guide

_____ 1.   Justification for course reinstitution

_____ 2.   Plans and implementation dates for updating course guide (if older than five years)

PROGRAM REINSTITUTION _____

Attach program form

_____ 1.   Justification for program reinstitution

_____ 2.   Plans and implementation date for updating program guide (if older than five years)

A P P E N D I X   J
GCC Curriculum Flow Process (March 2010)

* Archivals, Non-Substantive, Substantive Course/Program Revisions, Adoptions, Reinstitution

START Author submits document to DC

DC Reviews

Registrar Reviews

Dean Reviews

Non-Substantive Revisions

AVP Reviews END

AIE Updates TracDat

Archivals   *Reinstitutions*

Substantive Revisions

AVP Reviews END

Curriculum Committee Reviews

Adoptions

AVP Reviews

AIE Updates TracDat

President Reviews END

NOTES:
* Refers to the following forms: Archival Memorandum, Non-Substantive Curriculum Revision Memorandum, Course/Program Approval Forms, and Reinstitution of Archived Curricula.

* If a reviewer does not approve document, it will be returned to author for resubmission.

AIE Updates TracDat