THE CURRICULUM MANUAL

GUAM COMMUNITY COLLEGE

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CURRICULUM MANUAL

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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.

LEARNING OUTCOMES COMMITTEE

The committee responsible for overseeing the curricular development process is the Learning Outcomes Committee (LOC), recognized as such by the Board of Trustees/Guam Federation of Teachers Agreement (2010 – 2016).

> **General Education Committee**: a subsidiary committee of LOC, the purpose of the General Education committee is to ensure the integrity of General Education courses at Guam Community College are in support of the College's mission and the relevant charges of the Learning Outcomes Committee addressing General Education issues.

CHARGE

The Learning Outcomes Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible to the evolving needs of the community. In addition, this committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, Departmental Chairpersons, Committee Chairpersons, and administrators as appropriate. The Committee will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.

> **General Education Committee** will address the above charges by: Establishing guidelines for general education in all degree and certificate programs, Assessing current General Education courses for effectiveness and to ensure they meet ILOs, and Reviewing and approving new course guide submissions for proposed General Education courses.

MISSION STATEMENT

The Learning Outcomes Committee ensures that the College's curricular offerings are academically sound, comprehensive, and responsible to the evolving needs of the community. It serves to guide and continually improve GCC's efforts to assist students to achieving relevant student learning outcomes.

VISION STATEMENT

The Learning Outcomes Committee strives to prepare students to fully pursue high-quality educational opportunities, in support of the needs of Guam and its work force.

PHILOSOPHY

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

C U R R I C U L A R P R O C E S S E S

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	Course Approval Form
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	Program Approval Form
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, Learning Outcomes Committee Chair, VPAA, and President. S*ignatories 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.

LEARNING OUTCOMES COMMITTEE

The Learning Outcomes Committee (LOC) is comprised of committees previously known as the General Education Committee and the Curriculum Committee (CC), which was formerly known as the Academic Affairs Committee. Its responsibilities regarding curriculum are listed in the agreement for faculty between GCC Faculty Union AFT Local 6476 and the GCC Board of Trustees. In addition to its curriculum approval responsibility, the LOC reviews College policies and procedures and makes recommendations governing curricular development; it ensures that established procedures are maintained and followed for curricular review. The LOC may take the following actions with each curricular form: Approved with no corrections, Approved with corrections, or send Back to Author. The LOC Chair is the signatory and shall:

1. Analyze each proposed curriculum as to its effect on the College, and
2. Provide a written recommendation for each curriculum proposal and ensure 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 in MyGCC. 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 latest 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. Authors should submit their curriculum documents in Word format (minimum Office 2007 for PC or 2008 for Mac). Due to department budgetary constraints, the institution should make every effort to ensure that department computers are equipped and updated with the necessary software compatible with Acalog. If the department isn't equipped with the necessary software, the managers of Acalog should assist the Author with the curriculum document required format.
3. If a secondary level course is essentially the same as a postsecondary course, but have different course alphas and numbers, different course guides should be proposed for each.
4. 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.
5. The curriculum package contains:
   - the proposed printed original curriculum form,
   - any changes,
   - any necessary attachments,

   Note: Email an electronic copy containing the proposed curriculum form to LOC chair.
6. 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.
7. The Department must plan ahead in order to offer an approved course on an anticipated schedule. Adoption and/or Substantive Program Approval curriculum documents must be submitted during the Fall LOC's Program Adoption and Substantive deadline prior to the Fall implementation timeline.
8. 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.

9. When documents returned by LOC with "BTA" review results, the author has 30 days to resubmit revisions to LOC. After 30 days, the documents will be **expired** and author must resubmit documents through process using the current template.
10. Pre-requisites should be defined as: course work, test score, and/or external certifications.
11. Authors will submit Program and Course Approval curriculum documents to Registrar four (4) weeks and to Deans two weeks prior to LOC deadlines. For a curriculum document to be discussed and voted on by LOC, the curriculum documents must be received by LOC two weeks prior to the meeting date.
12. Registrar and Deans will have a two (2) week timeline each to review a curriculum document and provide feedback to Author.
13. The LOC Chairperson and Chairperson-Elect will receive ACALOG audit alerts for curriculum document review.

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 (S*ignatories should keep a curricular form no longer than two weeks from date of receipt*):

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 shares the package to the Advisory Committee or 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 Learning Outcomes Committee. If not approved, the form is returned to the Department for revision.
6. The Learning Outcomes 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 Learning Outcomes Committee Chair signs the Course Guide cover page and forwards the form to the VPAA. If LOC rejects with "Back to Author" results, Chairs will send notifications to authors and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.
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. The VPAA's office will also notify Authors within one week after approval.
10. All course guides must be reviewed every five years to be current with industry and national standards. If there are no changes required, then submit a new Course Approval Form and notate action in Non-substantive Revision.
11. 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). All 200 level courses in non CTE degree programs are required to include EN110 Freshman Composition as a prerequisite.

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
☐ Non-Substantive Revision – all signatories except President and LOC Chair

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	**Patrick L. Clymer**	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	**Norma R. Guerrero**	☐	☐		
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.

Date of template revision: **May 2014**

COURSE APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION AND NON-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:

C. ☐ Non-Substantive Revision (attach electronic copy of current Course Guide and complete items II through XII)

Please check the appropriate box:

- ☐ Change in course alpha, number, or title.

  NEW: ALPHA NUMBER TITLE

- ☐ Wording change in the catalog course description that does not significantly change the course content (attach old and new wording).
- ☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).
- ☐ Change in the course outline that does not significantly change the course content (attach old and new course outlines).
- ☐ Change in course prerequisites where both course and prerequisite are offered within your Department (attach old and new prerequisites).
- ☐ Change in maximum number of students allowed in class setting.
- ☐ Change in lab fees.
- ☐ Change in textbook.
- ☐ Other:

II. INTRODUCTION

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

Please check appropriate box:

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

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

B. ☐ This course is part of General Education.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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

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

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

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

1.
2.
3.

☐ These SLOs are aligned to States' Career Cluster Initiatives (SCCI) (www.careertech.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, Guam State CTE 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 the second week of March to be effective for the following fall semester OR the second week of October to be effective for the following spring semester.

B. Course Offering: Spring Only
Even Years

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:
Lab:
Practicum:
Clinical Practicum:
Work experience/internship:
Other:
Total Hours:

D. Number/Type of Credits
Carnegie Units: per semester
Credits: per semester

E. Prerequisite(s)

F. Co-requisites(s)

G. Articulation
Secondary Programs/Courses
University of Guam
Others

H. Target Population

I. Cost to Students (specify any fees)

VIII. COURSE DESIGN (INSTRUCTIONAL METHOD E.G. DISTANCE LEARNING, MEDIATED, NON-TRADITIONAL, ONLINE, TRADITIONAL)

IX. COURSE OUTLINE

1.

2.

3.

4.

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

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

1.
1.1
1.2
2.
2.1
2.2
3.
3.1
3.2

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

ISBN#

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies

Learning Resource Center (Library)

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. (S*ignatories should keep a curricular form no longer than two weeks from date of receipt*).

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 shares the form to the Advisory Committee or 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 Learning Outcomes Committee. If not approved, the form is returned to the Department for revision.
5. The Learning Outcomes 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 Learning Outcomes Committee Chair signs the Substantive Revision Course Guide cover page and forwards the form to the VPAA. If LOC rejects with “Back to Author” results, LOC Chairs will send notifications to authors

and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.

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. The VPAA's office will also notify Authors within one week after approval.

COURSE NON-SUBSTANTIVE REVISION

Introduction

Course revision may be either substantive or non-substantive. S*ignatories should keep a curricular form no longer than two weeks from date of receipt*. 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 using the Course Approval Form, and required attachment(s).
2. The Author signs and dates the Course Approval Form and checks off the Non-substantive Curriculum Revision box and submits it and any required attachments to the Department for review and approval. The Department reviews the Non-substantive Curriculum Revision and attachments for course scope, content, scope, sequence and detail of the form. Upon departmental approval, the Department Chair signs the Course Approval Form and forwards the following to the Registrar:
    - Course Approval Form,
    - attachment(s), and
    - a digital copy containing the Course Approval Form.

    If the Department does not approve the requested action, the Course Approval Form and attachments are returned to the Author for revision.
3. The Registrar reviews the Non-substantive Curriculum Revision 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 Course Approval Form and forwards the form containing the Non-substantive Curriculum Revision, and attachment(s) to the Dean. If the Non-substantive Curriculum Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Non-substantive Curriculum Revision and attachment(s) for purpose, feasibility, budgetary impact, design, and evaluation. When the Dean approves the revision, the Dean signs the Course Approval Form and forwards the form containing the Non-substantive Curriculum Revision, 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 Revision from the perspective of institutional scope and sequence. When approved, the VPAA signs the Course Approval

Form. If not approved, the VPAA returns the form, attachment(s), and digital copy to the Dean who coordinates necessary revisions with the Department.

6. The original printed and electronic copies of the Course Approval Form containing the Non-substantive Curriculum Revision are archived in the VPAA's Office. The VPAA sends a copy of the Course Approval Form to the Department, Associate Deans, Dean, Registrar, and Learning Resources Center. The VPAA's office will also notify Authors within one week after approval.

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 (S*ignatories should keep a curricular form no longer than two weeks from date of receipt*):

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 and makes final approval. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. 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:	VPAA	Approved: _____	Date: _____
VIA:	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* (2013) 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. Check the type of action requested.
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 State Career Clusters Initiative (SCCI) standards (see: www.careetech.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?

J. Course Evaluation:
For 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, Learning Resource Center, 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. For example, 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 credit hour for each 15 clock hours of lecture, laboratory classes (including practicum and clinical courses) that will lead to the award of credits must be a minimum of 45 contact hours per credit hour. So, a 4 credit lab must have a minimum of 180 contact hours, but a lecture/lab class needs only a minimum of 60 hours for 4 credits (see Credit Hour Policy in Appendix).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). EN110 is a pre-requisite for all non-CTE courses 200 level and above.

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. Identify if the course will / may be instructed as an "Online" or "Hybrid Online" course, as categorized in Board Policy 340. (Board policies may be found at http://mygcc.guamcc.edu under the "Governance" tab.)

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 should be measureable (see Bloom's Taxonomy, Appendix J). Outcomes are based on national, and/or local professional standards of excellence.

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 CTE 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. Please consult Appendix L.
B. Reference(s) and Bibliography
   List instructional references to be used by the instructor and provide a bibliography for further study by students.
C. Equipment/Facilities
   List necessary equipment or specialized facilities needed for the course.
D. Instructional Supplies
   Other than regular teaching supplies, e.g. pens, paper, etc., list any supplies needed by the instructor and/or student. Specify whether the student provides the items. Are student costs for the items reflected in VII. J. Cost to Student?
E. Identify the Learning Resource Center as a resource.

F. 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 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 or Subject/Industry Expert does not approve the Program Concept, the form is returned to the Author for revision.
4. Upon departmental and Advisory Committee or 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

Program Adoption

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 (S*ignatories should keep a curricular form no longer than two weeks from date of receipt*):

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 Learning Outcomes 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 Learning Outcomes 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. The VPAA's office will also notify Authors within one week after approval.

PROGRAM APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR(S)

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
☐ Program Non-Substantive Revision - all signatories except President and LOC Chairperson

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	**Patrick L. Clymer**	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	**Norma R. Guerrero**	☐	☐		
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.

Date of template revision: **May 2014**

PROGRAM APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION, AND NON-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, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Change in Technical/Core Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach Program Form and complete items II through XII).

Check appropriate box:

- ☐ Change in program title. NEW TITLE:
- ☐ Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).
- ☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).
- ☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements (attach old and new program requirements).
- ☐ Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

II. INTRODUCTION

This program is aligned with Career Cluster and Pathway

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

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 Guam State CTE 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, equipment and Learning Resource Center (Library) 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. PROGRAM DESCRIPTION

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

D. Target Population

E. Cost to Student

VIII. PRE-REQUISITE (S)

IX. CO-REQUISITE (S)

X. 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.

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. ARTICULATION

A. Secondary programs

B. University of Guam

C. Others

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

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 (S*ignatories should keep a curricular form no longer than two weeks from date of receipt*):

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 Learning Outcomes 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 Learning Outcomes Committee Chair signs the Substantive Revision Program Form cover page and forwards the form to the VPAA. If LOC rejects with "Back to Author" results, LOC Chairs will send notifications to authors and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.
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. The VPAA's office will also notify Authors within one week after approval.

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 (S*ignatories should keep a curricular form no longer than two weeks from date of receipt*):

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 using the Program Approval Form. The Author prepares any necessary attachments containing the Non-substantive Curriculum Revision. The Author signs and dates the Program Approval Form.
2. The Author submits the Non-substantive Curriculum Revision 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 Program Approval Form and forwards the following to the Registrar:
    - the Program Approval Form,
    - attachment(s), and
    - a digital copy containing the Program Approval Form.
3. The Registrar reviews the Non-substantive Curriculum Revision 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 Program Approval Form 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 and attachment for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Program Approval Form and forwards the form containing the Program Approval Form 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 from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Approval Form. 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, a copy of the signed Program Approval Form is sent to the Dean, Associate Deans, Department, Registrar, and Learning Resources Center. The electronic copy and the printed original Program Approval Form and attachments are archived in the VPAA's Office.

PROGRAM ARCHIVAL

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. The VPAA's office will also notify Authors within one week after approval.

ARCHIVAL MEMORANDUM

DATE:

TO:	VPAA	Approved: _____	Date: _____
VIA:	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

ANNOTATION OF PROGRAM APPROVAL FORM FOR ADOPTION AND SUBSTANTIVE REVISION

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* (2013) 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.

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. 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 or Subject/Industry Expert. Outcomes are general enough to capture important learning but clear and specific enough to be measurable. 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, Learning Resource Center (library), 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. Adoption and/or Substantive Program Approval curriculum documents must be submitted during the Fall LOC's Program Adoption and Substantive deadline prior to the Fall implementation timeline.

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

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. Outcomes should be measureable (see Bloom's Taxonomy, Appendix J) and based on national, and/or local professional standards of excellence.

List courses required to complete this program with course descriptions. Follow the same format as in the catalog; i.e., course alpha, number, title, credits, prerequisite, 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 (indicate and attach proposed or existing DCAPS agreement)
B. University of Guam

C. Others

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

APPENDICES

APPENDIX A:
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
☐ Non-Substantive Revision – all signatories except President and LOC Chair

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	**Patrick L. Clymer**	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	**Norma R. Guerrero**	☐	☐		
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.

Date of template revision: **May 2014**

COURSE APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION AND NON-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:

C. ☐ Non-Substantive Revision (attach electronic copy of current Course Guide and complete roman numeral items II through XII)

Please check the appropriate box:

- ☐ Change in course alpha, number, or title.

  NEW: ALPHA NUMBER TITLE

- ☐ Wording change in the catalog course description that does not significantly change the course content (attach old and new wording).
- ☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).
- ☐ Change in the course outline that does not significantly change the course content (attach old and new course outlines).
- ☐ Change in course prerequisites where both course and prerequisite are offered within your Department (attach old and new prerequisites).
- ☐ Change in maximum number of students allowed in class setting.
- ☐ Change in lab fees.
- ☐ Change in textbook.
- ☐ Other:

II. INTRODUCTION

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

Please check appropriate box:

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

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

D. ☐ This course is part of General Education.

IV. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

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

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

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

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

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

C. An assessment of industry or community need

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

D. Results of course and course guide evaluation.

F. 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)

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

VI. IMPLEMENTATION SCHEDULE

C. Implementation date:
* Document must be approved by the second week of March to be effective for the following fall semester OR the second week of October to be effective for the following spring semester.

D. Course Offering: Spring Only
Even Years

VII. COURSE DESCRIPTION

A. Course
Alpha:
Number:

B. Course Title(s)
Long Title:
Abbreviated Title (20 characters maximum):

D. Contact Hours and Number of Students
Maximum Number of Students:
Lecture:
Lab:
Practicum:
Clinical Practicum:
Work experience/internship:
Other:
Total Hours:

D. Number/Type of Credits
Carnegie Units: per semester
Credits: per semester

E. Prerequisite(s)

F. Co-requisites(s)

G. Articulation
Secondary Programs/Courses
University of Guam
Others

H. Target Population

K. Cost to Students (specify any fees)

VIII. COURSE DESIGN (INSTRUCTIONAL METHOD E.G. DISTANCE LEARNING, MEDIATED, NON-TRADITIONAL, ONLINE, TRADITIONAL)

IX. COURSE OUTLINE

1.

2.

3.

4.

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

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

1.
- **1.1**
- **1.2**

2.
- **2.1**
- **2.2**

3.
- **3.1**
- **3.2**

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

ISBN#

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies

Learning Resource Center (Library)

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

☐ Yes
☐ No

Comments:

APPENDIX B:
PROGRAM APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR(S)

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
☐ Program Non-Substantive Revision - all signatories except President and LOC Chairperson

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	**Patrick L. Clymer**	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	**Norma R. Guerrero**	☐	☐		
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.

Date of template revision: **May 2014**

PROGRAM APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION, AND NON-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, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Change in Technical/Core Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
- ☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach Program Form and complete roman numeral items II through XII).

Check appropriate box:

- ☐ Change in program title. NEW TITLE:
- ☐ Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).
- ☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).
- ☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements (attach old and new program requirements).
- ☐ Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

II. INTRODUCTION

This program is aligned with Career Cluster and Pathway

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

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

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

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

G. Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.

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

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

A. Resources (materials, media, equipment and Learning Resource Center (Library) and costs.

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

C. Facility requirements.

D. Funding source(s).

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

VI. IMPLEMENTATION SCHEDULE

Implementation date:

VII. PROGRAM DESCRIPTION

A. Program Title(s)
   Long Title:
   Abbreviated Title (20 characters maximum):

B. Credits
   General Education:
   Technical/Core:
   Related Tech/Gen Ed:
   Electives:
   Options:
   Total Number of Credits:

C. Course Sequence

F. Target Population

G. Cost to Student

VIII. PRE-REQUISITE (S)

IX. CO-REQUISITE (S)

X. 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.

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. ARTICULATION

A. Secondary programs

B. University of Guam

C. Others

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

APPENDIX C:
ACKNOWLEDGMENTS

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

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

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

1992-1993 ACADEMIC AFFAIRS TASK FORCE, CURRICULUM COMMITTEE
Members of the Academic Affairs Task Force were responsible for the 1994 revision. Their goals were to establish a repository for curriculum, define the responsibilities and roles of signatories on curriculum guide cover sheets, and provide clarity to the 1990 "Curriculum Process and Procedures" manual.
Coordinator: Les S. McKinney; Facilitators: Kathleen Fields, David Watt
Writers:
Programs Reilly Ridgell, Judith Geil, Phoebe Wall, Robert Jahier, Patrick Watson, Mike Callo
Courses Judith Geil, Carol Freeborn, Nancy Hall
Reviewers: All of the participants plus Ginger Porter, Sandra Liberty, and David Schofield
Technical Support: Clare Mendiola

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

1994-1995 Academic Affairs Committee
Chairperson: David Schofield

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

1995-1996 Academic Affairs Committee
Chairperson: Harry Uyehara

1996-1997 Academic Affairs Committee
Chairperson: Bertha Reid

1995-1996 Curriculum Committee
Chairpersons: Nancy Hall, Carol Freeborn
Recorder: Barbara Bouchard-Miller
Members: Brett Reinert, Gary Griffin, Leslie Kosky, Carmelita Connelley, Andresina McManus, Polly Huseby, Roger Cauley, Julie Cruz-Jones, Janice Yatar, Janice Milligan

1997-1998 Academic Affairs Committee
Chairperson: Lani Gamble

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

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

Feb 2004 Revision Academic Affairs Committee
Chairperson: Marsha Postrozny

January 2008 Curriculum Committee
Chairpersons: Marsha Postrozny, Tony San Nicolas

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

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

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

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

2011-2012 Learning Outcomes Committee
Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)
Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Eric Chong, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Nenita Perez, Tonirose Realica, Vicky Schrage, Ben Sison, Patty Terlaje, Frank Tung, Desiree Ventura, Norma Guerrero
General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

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

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

APPENDIX D:
GUAM COMMUNITY COLLEGE
MISSION STATEMENT

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.

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 promote~~s~~ workforce development and empower~~s~~ 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.

APPENDIX E:
CURRICULUM DEVELOPMENT RESOURCES

In addition to the Learning Outcomes 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, BUSINESS AND FINANCE

The Vice President, Business and Finance can provide information about financial requirements relating to curriculum development, and information about existing and projected facilities, equipment, and personnel requirements.

APPENDIX F:
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 G:
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* (2013) 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 ☐ Non-Substantive Revision

Date of 1st Review: Action:

Date of 2nd Review: Action:

Date of 3rd Review: Action:

Conducted by LOC Reviewers:

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? For a CTE course, is the career cluster and pathway identified?

Comments:

☐ III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES - COURSE LEVEL

Catalog description:

Does the catalog description include SLOs – Course Level, 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:

Are SLOs stated, "Upon successful completion of this course, students will be able to…"
Are there between three to five Student Learning Outcomes?
Are they clearly stated? Do the SLOs contain at least one cognitive, behavioral, and affective outcome? Are the SLOs using verbs listed in the Bloom's Taxonomy?

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 career requirements? Is the course rationale stated in the Course Guide?

Comments:

B. Assessment of industry or community need:
Does the Course Guide describe the employment outlook for this career? 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 and course guide evaluation:

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? If the maximum number of students for a lecture class is less than thirty students, is the rationale provided?

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. 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). All 200 level courses in degree programs are required to include EN110 Freshman Composition as a prerequisite.

Comments:

F. 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:

G. 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 secondary courses? Does it articulate with other GCC programs or courses? If this is a secondary program with a DCAPS agreement, is this mentioned?

Comments:

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

Comments:

I. 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 initiatives (see Appendix D)?
- gender free?
- 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 career 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?

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 non-substantive revision form?

Example of a bibliographical citation:
Beaty, J. (latest edition). *Skills for Preschool Teachers*. New York: Prentice Hall, Inc. ISBN: 013158378-8

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., markers, 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:

XIII: Additional Comments:

APPENDIX H:
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 (2013)*. 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:

Check: ☐ Adoption ☐ Substantive Revision ☐ Non-Substantive Revision

Date of 1st Review: Action:

Date of 2nd Review: Action:

Date of 3rd Review: Action:

Conducted by LOC Reviewers

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 sufficient scope and detail in order to adequately review the program?

If this is a CTE program, is the Career Cluster and Pathway indicated?

Comments:

☐ III. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES - PROGRAM LEVEL

Catalog description:
Does the Program match the current catalog program description and list of program courses? Does the course description include SLOs? 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?

Comments:

Does the Program state at least three student learning outcomes for the overall program? What are the expected student outcomes of the program? 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 they related to local, regional, and/or national standards?

Comments:

☐ IV. RATIONALE FOR PROPOSAL

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? What job titles will students be qualified for upon completion of this program? What is their anticipated salary level? Are these careers in demand on Guam? What is the future for these careers on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

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 articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

Comments:

D. Results of program assessment:
What program assessment data can be presented that supports this curricular request? Is there sufficient information gathered from program assessment to

analyze the potential success of the program and 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? What are the costs?

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. 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. Credits:

Does the Program list the credits necessary for program completion? Is the number of total credits appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience credits realistic?

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?

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.? Are student costs realistic?

Comments:

☐ VIII. PREREQUISITE(S)

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

Comments:

☐ IX. 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:

☐ X. CONTENT

Does the Program include courses guides? Are course descriptions correct and appropriate? Are the latest approved course descriptions listed in the catalog?

Comments:

☐ XI. PROGRAM MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS

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? What data is to be gathered by the department to determine whether the program is meeting its goals? Who performs the program evaluation? How often? How is the evaluation conducted?

Is the current program assessment process is adequate? Should changes be made to the department program review process and activities?

Comments:

☐ XII. 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? Does it articulate with DOE program(s)?

Comments:

☐ 1. Is there an SLO Map (Appendix G.) attached to the Program that state program and course level SLOs? Does the map show which ILOs are covered in the program?

Comments:

☐ 2. If this program has a Dual Credit Articulated Programs of Study or DCAPS, is this attached?

Comments:

XIII: Additional Comments:

APPENDIX I:
SLO MAP – PROGRAM & COURSE LEVELS

Title of Program

Title 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.													
2.													
3.													
4.													
5.													

Institutional Learning Outcomes (ILOs)
Secondary Programs do not have to map to ILOs.

Name of Program **Other** **I = Introduced R = Reinforced E = Emphasized** **List course alpha and no.** ⇨													
Guam Community College students will acquire the highest quality education and job training that promote~~s~~ workforce development and empower~~s~~ them to serve as dynamic leaders within the local and international community. Students will demonstrate:													
Use of acquired skills in effective communication, and quantitative analysis with proper application of technology.													
1. **A**bility to access, assimilate and use information ethically and legally.													
2. **M**astery of critical thinking and problem-solving techniques.													
3. **C**ollaborative skills that develop professionalism, integrity, respect, and fairness.													
4. **C**ivic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.													

Student Learning Outcomes – Course Level

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

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

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 J:
BLOOM'S CLASSIFICATION

Bloom's Updated Classification of Cognitive Skills

Bloom's updated 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
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying	Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing	Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating:	Can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

	Cognitive Domain (Mental Activity)	Affective Domain (Character and Conscience)	Psychomotor Domain (Physical Activity)
Behaviors from simple to complex	Creating (compose, originate, design, invent)	Characterizing (revise, require, rate, avoid, resist, manage, resolve)	Originating (arrange, build, construct, initiate)
	Evaluating (judge, criticize, evaluate, appraise, recommend)	Organizing (discuss, theorize, formulate, balance, prioritize)	Adapting (alter, rearrange, vary, revise)
	Analyzing (compare, classify, rank, infer, extrapolate)	Valuing (measure proficiency, subsidize, support, debate)	Mechanizing (assemble, calibrate, fasten, measure, mend)
	Applying (organize, solve, generalize, produce)	Responding (comply, follow, commend, volunteer, acclaim, engage in)	Guided Responding (copy, trace, reproduce, react)
	Understanding (explain, infer, interpret, summarize, paraphrase)	Receiving (differentiate, accept, listen for, respond to)	Setting (begin, move, show, state)
	Remembering (recite, quote, list, define)		Perceiving (choose, identify, relate, select)

APPENDIX K:
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)

APPENDIX L:
DUAL CREDIT ARTICULATED PROGRAMS OF STUDY (DCAPS) TEMPLATE

Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

(indicate date here)

Guam Community College
Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

I. Purpose

The purpose of this document is to provide a mechanism which will enable students who have completed a Guam Community College secondary Career and Technical Education (CTE) program, upon declaration of a major in a Guam Community College postsecondary program that is aligned with the secondary CTE program, to receive college credit.

II. Procedures

A. **Scope of Articulation.** This commitment to secondary / postsecondary articulation is between the Guam Community College's secondary program and Guam Community College's postsecondary program. Acceptance of these credits toward a program of study at any other institution will be contingent upon the program and college requirements of the receiving institution.

B. **Terms of Articulation**. The terms of articulation detailed in this document will remain in effect for five (5) years, or until August 2016. Continued articulation will be subject to annual reviews by faculty and other appropriate representatives from GCC to address curriculum and course changes. Faculty and other appropriate representatives from GCC will conduct an extensive review of possible substantive changes to articulation prior to the expiration of articulation.

C. Awarding of Credits. Indicate the number of credits to be awarded. To receive credit, students, at minimum, must:
(1) Complete the identified secondary program with a grade of "B" or higher in each program course.
(2) Achieve a Certificate of Completion. (agreements may identify the Certificate of Mastery as a minimum qualification)
(3) Officially declare a major in the identified postsecondary program.

D. Transferability of Credits. As stipulated in this Agreement, credits awarded:
(1) will transfer between Guam Community College's secondary program and Guam Community College's postsecondary program and
(2) may not be applicable to programs outside of this Agreement.

III. Student Application Guidelines for Articulated Credits

Student Eligibility. Please indicate any other criteria established by the postsecondary program that a student must meet in order to be eligible for articulated credit.
(1) Indicate here that official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary (indicate program) Program of Study courses with a grade of "B" or higher are required.

B. Timeline for Application. Students should apply for articulated credit by contacting the college counselor or program chair (see list of contact persons) in their first year of attendance at Guam Community College.

C. Table 1

Dual Credit Articulated GCC Secondary Program of Study and GCC Postsecondary Program of Study Courses
(indicate secondary program here)

GCC Secondary / Postsecondary Cluster Courses List course numbers and names of all secondary courses aligned with the postsecondary program. Include the number of credits students receive for completion of each secondary course.
Students completing the above courses with a "B" or better and receive a Certificate of (indicate Mastery or Completion) will earn (indicate number of credits) in the (indicate postsecondary program) at Guam Community College.
Guam Community College **Certificate of (Mastery or Completion) in (indicate postsecondary program)** List course numbers and names of all postsecondary courses aligned with the secondary program. Include the number of credits students receive for completion of each postsecondary course.

D. Crosswalk of Student Learning Outcomes (SLOs) for the program of study secondary courses and the program of study postsecondary.

SECONDARY SLOs	POSTSECONDARY SLOs
Secondary course #1 *1. (indicate all secondary SLOs that are aligned with Postsecondary SLOs)* ***Secondary course #2*** *2. (indicate all secondary SLOs that are aligned with Postsecondary SLOs)* *Indicate all additional courses / SLOs to be articulated, as above.*	***Postsecondary course #1*** *1. (indicate all secondary SLOs that are aligned with Secondary SLOs)* ***Postsecondary course #2*** *2. (indicate all secondary SLOs that are aligned with Secondary SLOs)* *Indicate all additional courses / SLOs to be articulated, as above.*
Note: For articulation of credits secondary SLOs must clearly align with postsecondary SLOs.	

E. Campus Contacts

Program Contact	Administration Contact
(list name of Department Chairperson) *(list DC rank and title)* *(list DC office and e-mail addresses, and telephone / facsimile numbers)*	Admission & Registration Tel. (671) 735-5531 -34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu gcc.registrar@guamcc.edu Assessment & Counseling Tel. (671) 735-5562 -65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

SAMPLE PERSONAL PLAN OF STUDY

Career Cluster	***Hospitality and Tourism***	
	Secondary	***Post-Secondary***
Program of Study	***ProStart***	***Food and Beverage Management***

Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	Career & Technical Courses and/or Degree Major Courses
SECONDARY	9	• English / Language Arts 9	• Applied Math-or- • General Math	• General Science	• World Geography – or- • World History	• Physical Education I -or- • Health and Dance • Word Processing	
	10	• English / Language Arts 10	• Pre-Algebra	• Physical Science	• US History	• Chamorro –or- History of Guam • Computer Literacy	• VETT055 PROSTART I
	11	• English / Language Arts 11	• Algebra I -or- • Geometry	Any of the following: • Biology • Marine Biology • Physics • Chemistry	• American Govt.	• Art I -or- Speech and Debate • Psychology/Sociology	• VETT065 PROSTART II
	12	• English / Language Arts 12 OR • Applied Communication				• School to Work • Basic Communication II • PE II	• VETT075 PROSTART IIII

** Students who receive a Certificate of Mastery in ProStart will receive credits for HS152,208,292.For Certificate of Completion, a student will received credits for HS152,208*

Postsecondary	Year 13	•	• EN110 Freshman English	• MA110 Finite Mathematics	•			HS206 Beverage Management HS203 Food Sanitation and Safety
					SI103 or SI110 Intro to Marine Biology or Environmental Biology		OA101 Keyboarding Applications	HS245 Food Production Principles HS288Food and Beverage Service
								HS292Practicum (Summer)
	Year 14					SO130 Introduction to Sociology	PY120 General Psychology CS151 Windows Applications	

(Sample: Please include relevant document from www.careerclusters.org)

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

SAMPLE CAREER SPECIALTIES /OCCUPATIONS	*General Manager •Food & Beverage Manager •Kitchen Manager •Catering & Banquets Manager •Service Manager• Dining Room Supervisor •Restaurant Owner •Baker •Brewer •Caterer •Dietician •Executive Chef •Cook •Pastry & Specialty Chef •Bartender •Restaurant Server •Banquet Server •Cocktail Server •Banquet Set-Up Employee• Bus Person •Room Service Attendant •Kitchen Steward •Counter Server •Wine Steward •Host •Research and Development Chef •Food/Beverage Wholesaler •Product Demonstrator •Personal Chef*	*Front Office Manager •Executive Housekeeper •Director of Sales & Marketing •Chief Engineer •Director of Human Resources •Rooms Division Manager •Director of Security •Controller •Food & Beverage Director •Resident Manager •Director of Operations •General Manager •Regional Manager •Quality Assurance Manager •Corporate Management •Lodging Management •Owner/Franchisee* •Uniformed Services Support •Communications Supervisor •Front Desk Supervisor •Reservations Supervisor •Laundry Supervisor •Room Supervisor •Bell Captain •Shift Supervisor •Sales Professional •Night Auditor •Front Desk Employee •Valet Attendant •Bell Attendant•Door Attendant •Concierge •Reservationist •Guestroom Attendant •Public Space Cleaner •House Person•Maintenance Worker•Van Driver	*Executive Director •Assistant Director •Director of Tourism Development •Director of Membership Development •Director of Communications •Director of Visitor Services •Director of Sales •Director of Marketing and Advertising •Director of Volunteer Services •Director of Convention and Visitors Bureau •Market Development Manager •Group Sales Manager •Events Manager •Sales Manager •Destination Manager •Convention Services Manager •Heritage Tourism Developer •Travel Agent (Commercial & Vacation) •Event Planner •Meeting Planner •Special Events Producer •Nature Tourism Coordinator •Tour and Travel Coordinator •Tourism Marketing Specialist •Transportation Specialist • Welcome Center Supervisor •Visitor Center Counselor •Tourism Assistant •Executive Assistant •Tour Guide •Tour Operator •Motor Coach Operator •Tour and Ticket Reservationist •Interpreter*	Club Manager•Club Assistant Manager•Club Instructor•Club Equipment & Facility Maintenance •Club Scheduler•Club Event Planner•Club Membership Developer•Parks & Gardens Director•Parks & Gardens Activity Coordinator•Parks & Gardens Access Management•Parks & Gardens Safety & Security•Parks & Garden Ranger•Resort Trainer•Resort Instructor•Resort Equipment Maintenance•Resort Scheduler•Gaming & Casino Manager•Gaming & Casino Supervisor•Gaming & Casino Dealer•Gaming & Casino Slot Supervisor and Maintenance•Gaming & Casino Security & Safety•Fairs/Festival Event Planner•Fairs/Festival Set up Supervisor•Fairs/Festival Facility Manager•Fairs/Festival Promotional Developer•Theme Parks/Amusement Parks Resale Department Manager•Theme Parks/Amusement Parks Area Retail Manager•Theme Parks/Amusement Parks Area Ride Operations Manager•Theme Parks/Amusement Parks Group Events Manager•Family Centers Manager•Family Centers Equipment Operator/Maintenance•Historical /Cultural/Architectural Ecological Industrial Sites Guides/Ranger•Historical/Cultural/Architectural Ecological Industrial Sites Exhibit Developer•Museums/Zoos/Aquariums Docent•Museum/Zoos/Aquariums Animal Trainer and Handler•Museums/Zoos/Aquariums Exhibit Developer
PATHWAYS	**Restaurants and Food/Beverage Services**	**Lodging**	**Travel & Tourism**	**Recreation, Amusements & Attractions**
CLUSTER K&S	**CLUSTER KNOWLEDGE AND SKILLS** ♦Academic Foundations ♦Communications ♦Problem Solving and Critical Thinking ♦Information Technology Applications ♦ Systems ♦ Safety, Health and Environmental ♦Leadership and Teamwork ♦Ethics and Legal Responsibilities ♦Employability and Career Development ♦Technical Skills			

IV. Approval Process For Dual Credit Articulated Program of Study

When a DCAPS Agreement is developed, assurance that the DCAPS complies with requirements of Carl D. Perkins Act and a copy shall be provided to the State Agency Office. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

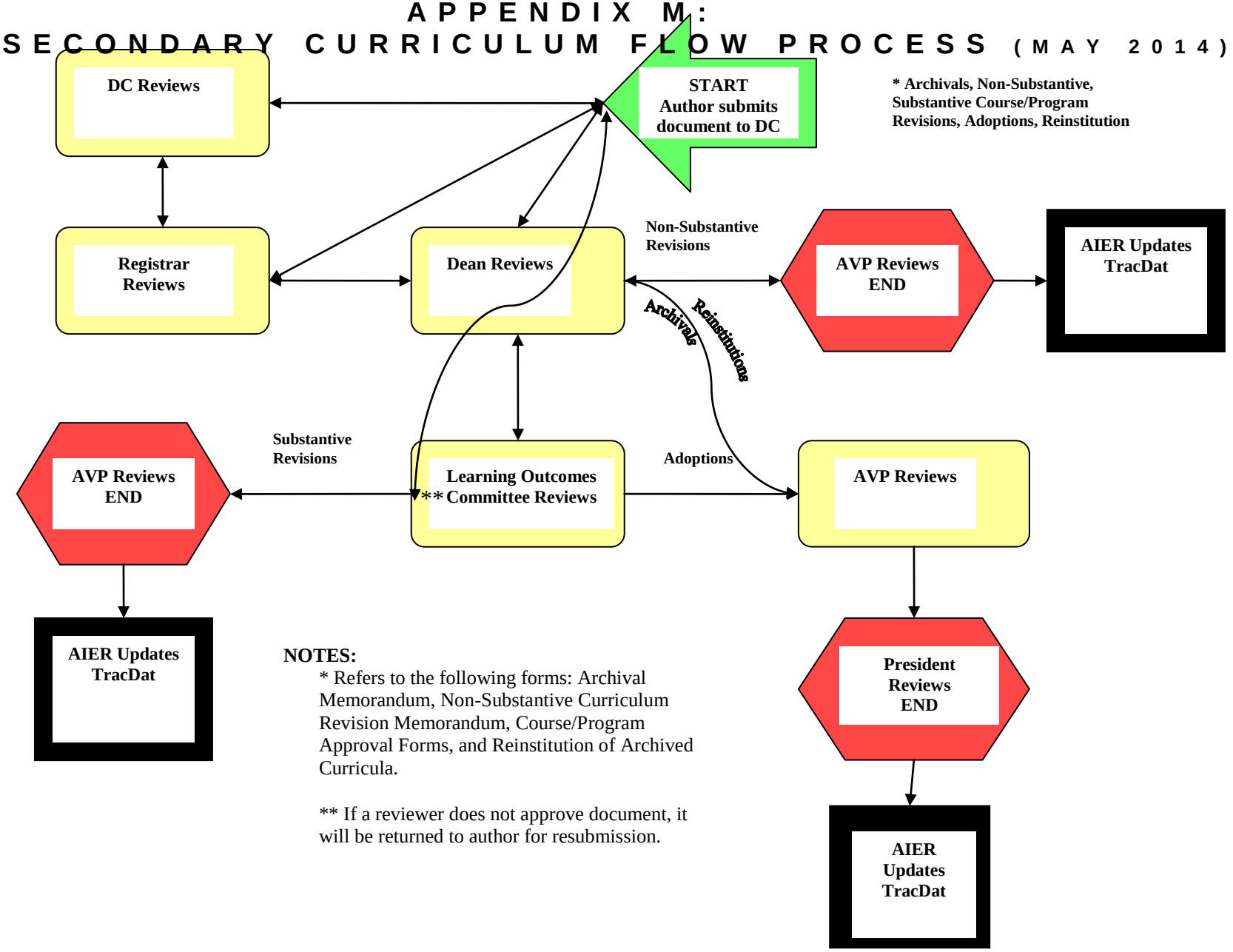
AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

On behalf of the agencies named above, we agree to the terms and conditions of this articulation agreement.

_____	_____	_____	_____
Department Chair *(indicate Department)*	Date	Dean (indicate TPS or TSS)	Date
_____	_____	_____	_____
Academic Vice President	Date	President	Date

APPENDIX M:
GCC SECONDARY CURRICULUM FLOW PROCESS (MAY 2014)



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.

G C C P O S T - S E C O N D A R Y C U R R I C U L U M F L O W P R O C E S S (May 2014)

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APPENDIX N:
GCC PROCEDURES FOR TEXTBOOK SELECTION

INTRODUCTION

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

A. REQUIRED TEXTBOOKS (PRIMARY)

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

B. EXAMINATION/REVIEW COPIES

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

C. SUPPLEMENTAL TEXTBOOKS

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

D. OPTIONAL TEXTBOOKS

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

E. ORDERING OF TEXTBOOKS

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

F. DESK COPIES

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

G. DIGITAL BOOKS

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

H. IN-HOUSE FACULTY TEXTBOOKS

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

I. COPYRIGHTED MATERIALS

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

APPENDIX O:
TEXTBOOK ADOPTION CHECKLIST

Recommended text for: _____ (subject/course)

Department Contact Person: _____

Department Chair Signature/approval: _____

Textbook Information

Title: _____ Author: _____ Publisher/Company: _____ Copyright Date: _____ **Lexile Score: _____** (Go to: www.lexile.com, then Educators, then Lexile Book Database, type in the title or author to retrieve the Lexile score for that title.) Textbook Performance**: FIRST SECOND THIRD**	# Books Needed: _____ Cost Per Book: _____ Mis. Costs: _____ Shipping Charges: _____ **TOTAL COST:** _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Directions: This checklist is designed to help you evaluate the appropriateness of the texts you are considering for adoption. Your goal is to find out what aspects of the text is not less than ideal. Please rank the statements below using the following rating system:
3 = Excellent 2 = Acceptable 1 = Poor 0 = Not Acceptable NA = Not Applicable NF = Not Found

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

CONTENT & ORGANIZATION	3	2	1	0	N/A	NF
1. Instruction & activities reflect different learning styles, interests, & ability levels.						
2. Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text.						
3. Instruction & activities show students the relationship & application of skills & concepts to real life.						
4. Materials are free of bias related to sex, race, culture, & stereotype.						
5. Directions are written clearly & explicitly.						
6. Materials contain affective objectives.						
7. Instruction guides students from concrete to abstract & general to specific.						
8. Instruction gradually releases independence for learning to student.						
9. Content specific terms are well defined & include descriptions and/or examples for clarification.						
10. New concepts are explicitly linked to a student's prior knowledge & experimental background.						
11. Vocabulary & concept density is within the ability of the students to gain meaning from the text.						
12. The main ideas, concepts, & important information are clearly stated & explained.						
13. The author's writing style provides students with aids that guide them through the text. (Some of these include: marginal notes, glossing, pre-reading plus purpose setting, introductions, guided reading questions, summary questions/statements, extended reading activities, study techniques, writing activities, thought level questions, others.)						
14. Education for Employment skills is reflected.						
15. Illustrations, graphs, maps, charts, etc., enhance the understanding of text & clarity or relate to key concepts.						
ASSESSMENT	**3**	**2**	**1**	**0**	**N/A**	**NF**
1. Assessment is centered on knowledge of the main ideas, concepts, & skills.						
2. Students' knowledge of content is assessed in a variety of ways 7 from information taken at all levels of cognitive & affective thinking.						
3. The major goals & objectives of the course curriculum are evaluated.						
4. Questions & activities draw attention to the organizational patterns of the text & other learning strategies.						
5. Assessment centers on the student's understanding of the process as well as the product.						
MOTIVATION	**3**	**2**	**1**	**0**	**N/A**	**NF**
1. Content & manner of presentation are interesting 7 relevant to the students.						
2. Activities are meaningful, motivating, & challenging to students at varying levels of learning.						
3. Materials allow students to think critically & creatively.						

Recommended text for: _____
(Class/grade level)

Vendor: _____ Phone #_____ Date: _____

Address: _____

City: _____ State: _____ Zip:_____

USE ONLY ONE VENDOR PER REQUEST FORM
Please indicate any special ordering information (discounts, etc.)

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

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

Department Chair: _____ Date: _____

Program Dean: _____ Date: _____

APPENDIX P:
GRADING SYSTEM

The Learning Outcomes Committee (LOC) recommends that the Grading Policy to evaluate the student's academic performance in enrolled courses be outlined and defined in the Guam Community College Catalog and the Curriculum Manual.

The grading system to be used should include the Universal College Standard Quality Points for GPA evaluation and its equivalent numerical percentage score.

For Example:

GRADE	PERCENTAGE EQUIVALENT	GRADE POINTS PER SEMESTER HOUR	INTERPRETATION
A	90 - 100%	4	Excellent Achievement
B	80- 89%	3	Above Average Achievement
C	70- 79%	2	Average Achievement
D	60-69%	1	Minimal Passing Achievement
F	0-59%	0	Failure
TF	None		Technical Failure[1]
TW	None		Technical Withdrawal[2]
W	None		Withdrawal
I	None		Incomplete
CR	None		Satisfactory Completion
NC	None		Unsatisfactory Completion
P	None		Satisfactory Completion/Test-Out (Used for developmental courses only)
Z	None		Satisfactory Progress made, continued enrollment required (Used for developmental courses only)
AU	None		Audit

To foster the dialogue regarding this subject, the LOC is forwarding our findings to Faculty Senate and the Council of Department Chairpersons. Thank you for your continued assistance with institutional matters.

---

1 Technical Failure or "TF" Grade

If a student registers for a class but fails to attend the class, the instructor will award a "TF" grade indicating that the student never attended the class. The "TF" will be entered on the student's permanent record.

2 Technical Withdrawal or "TW" Grade

If a student registers for a class but fails to meet all College requirements for registration in that class (e.g., course prerequisites, immunization/health requirements, etc.), that student may be administratively withdrawn from that class. In such instances, a "TW" grade will be entered on the student's permanent record.

APPENDIX Q:
CREDIT HOUR - POLICY 345
GUAM COMMUNITY COLLEGE
BOARD OF TRUSTEES

CREDIT HOUR POLICY

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

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

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

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

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

Adopted: June 13, 2012 Resolution: 10-2012

APPENDIX R:

ACALOG

GCC
LOC COMMITTEE INPUT, DECISIONS AND REVIEWER'S GUIDE

LOC ACALOG Process

1. LOC Chairperson and Chairperson-Elect will receive ACALOG audit alerts for curriculum document review.
2. Chairs will assign document to Dyad for review on ACALOG and will forward an ACALOG audit alert to DYADs. Note: General Education courses will also be reviewed by the General Education Committee.
3. DYADs will review assigned curricula using the checklist. Dyad will have one week to review. If in the event LOC is inundated with a large amount of documents to approve, Dyads will have more than one week to review due to the large caseload.
4. DYADs will forward via email the completed checklists and recommendation to LOC Chairs.
5. LOC Chairs will create New Audit Alert to Author to review checklist and make necessary revisions to curriculum documents.
6. Author will create New Audit Alert to LOC Chairs for approval of revised curriculum document.
7. LOC reviews and votes for approval of revised curriculum document during its scheduled meetings.
8. If LOC rejects with "Back to Author" results, LOC Chairs will send notifications to authors and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.
9. If LOC approves, LOC Chairs will send ACALOG audit alert:
   A. Key comments
   B. Select send email notification button
   C. Select AAVP and Administrative Officer, complete alert.

Log-in

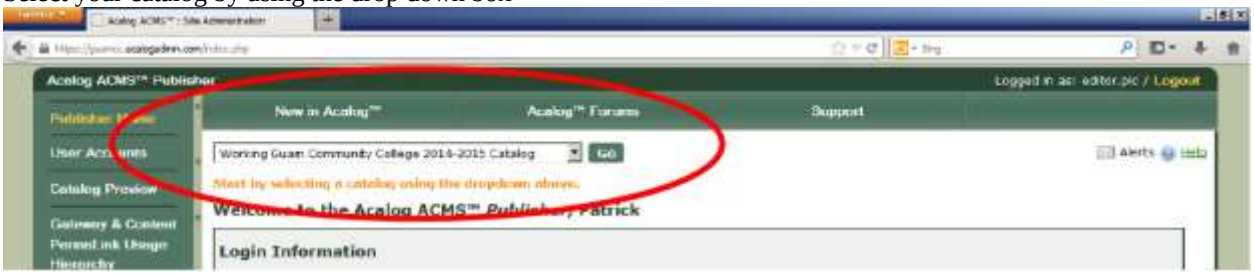
Open Mozilla Firefox (recommended)

URL

Navigate to the GCC Acalog Admin site, https://guamcc.acalogadmin.com/login.php

Login using your editor credentials

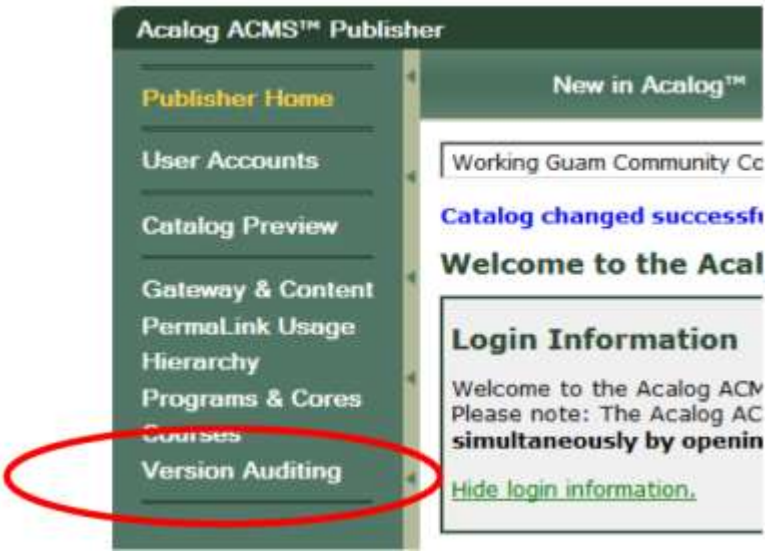
Select your catalog by using the drop down box



Click Go (and wait for the blue text confirming you have selected a catalog)

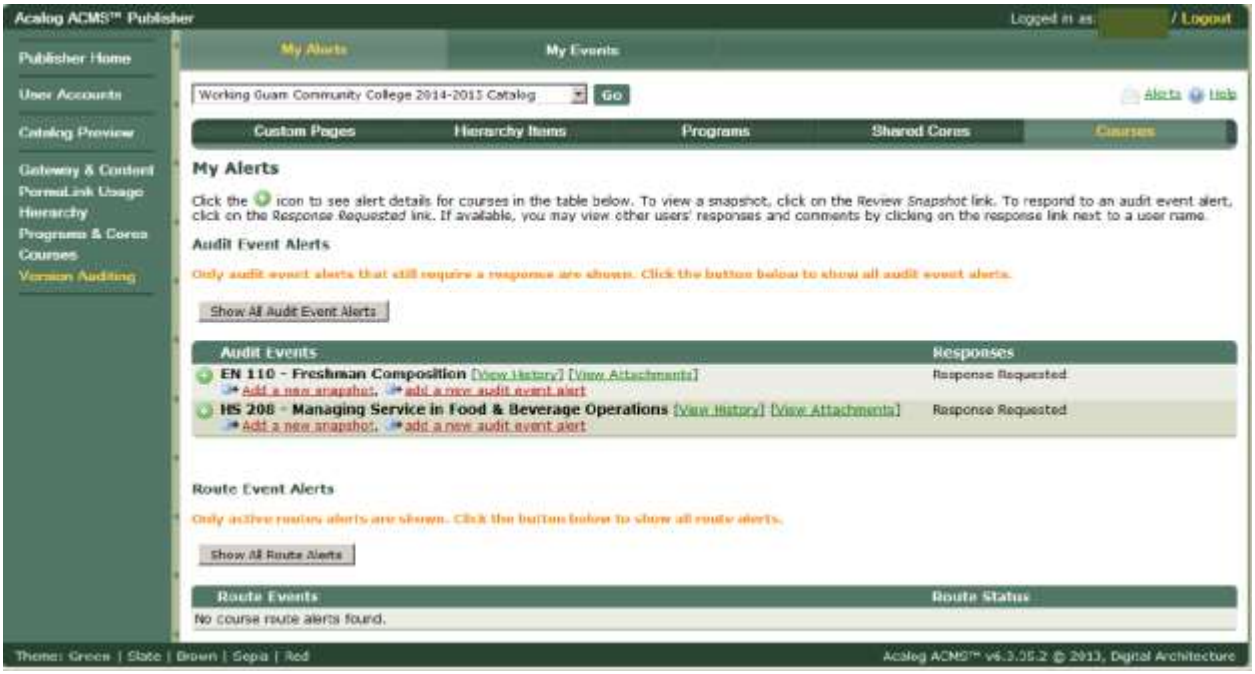
Version Auditing

Click on Version Auditing

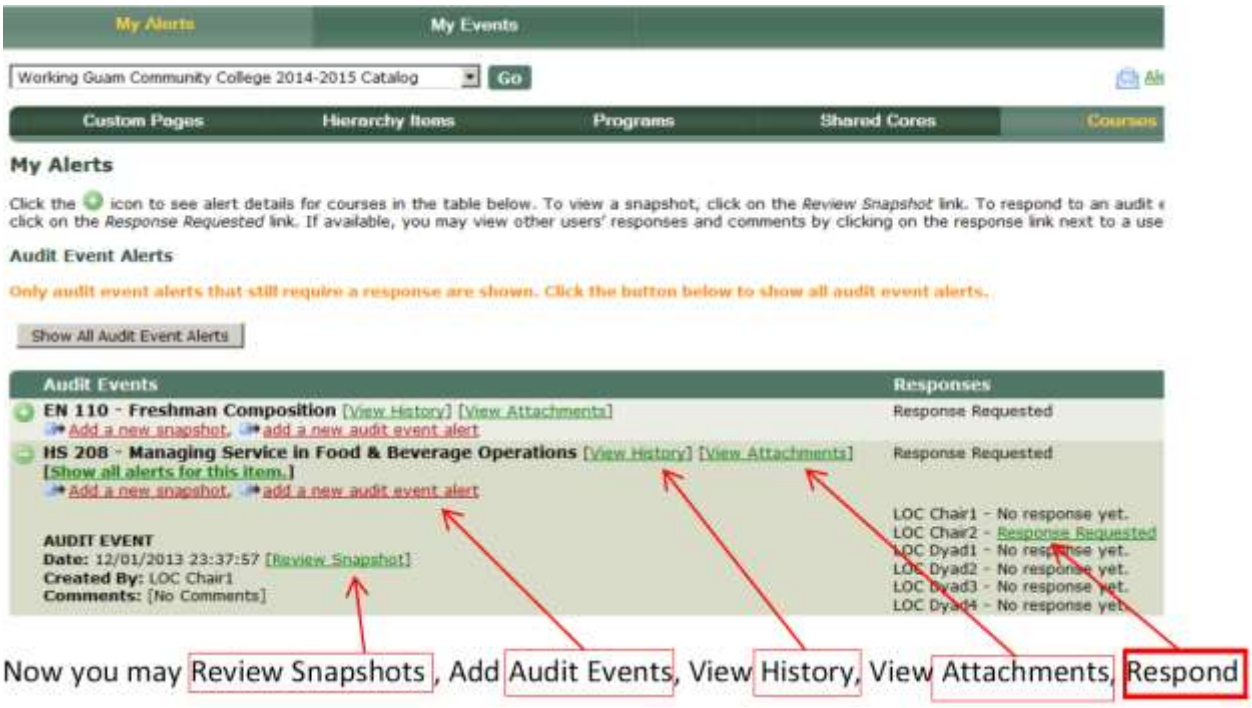


Click My Alerts and Courses to view course audit events

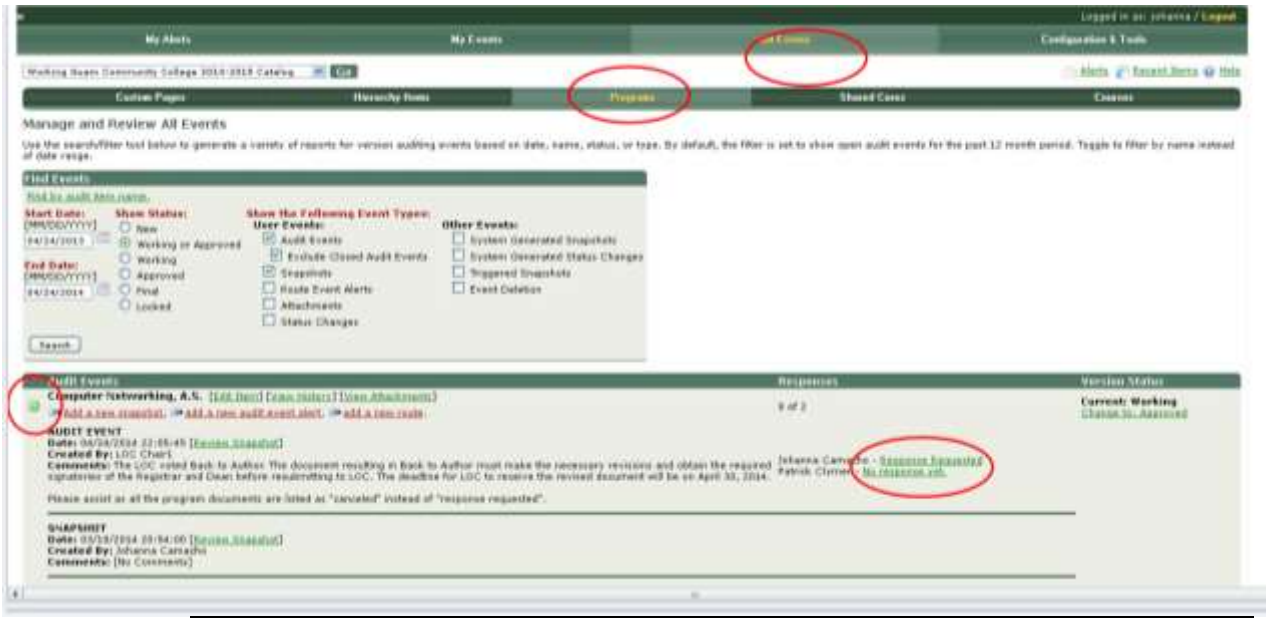
Expand the course details by clicking the “ “ symbol next to the title



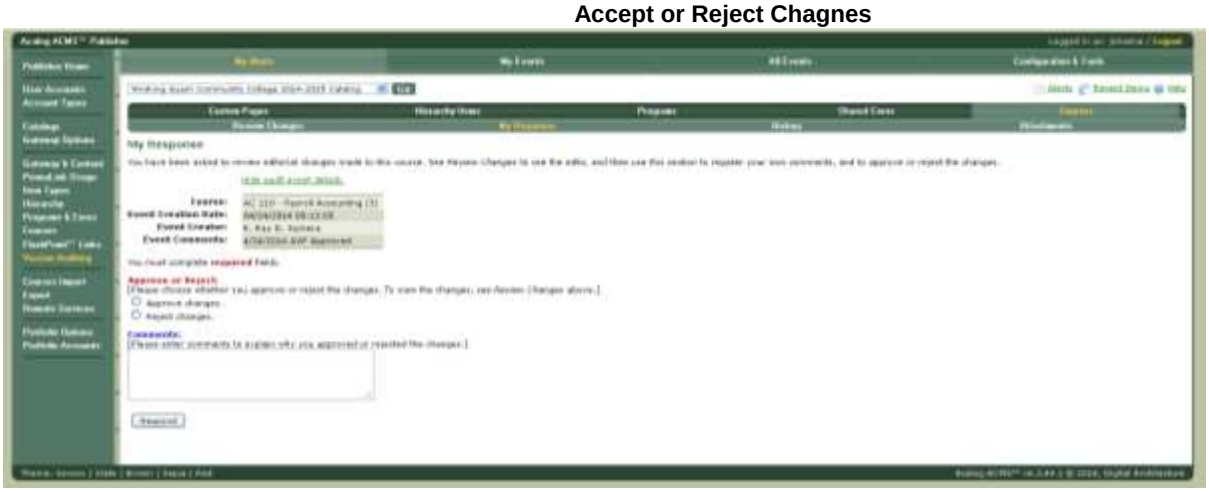
Review Snapshots, Add Audit Events, View History, View Attachments, Respond



Response Requested



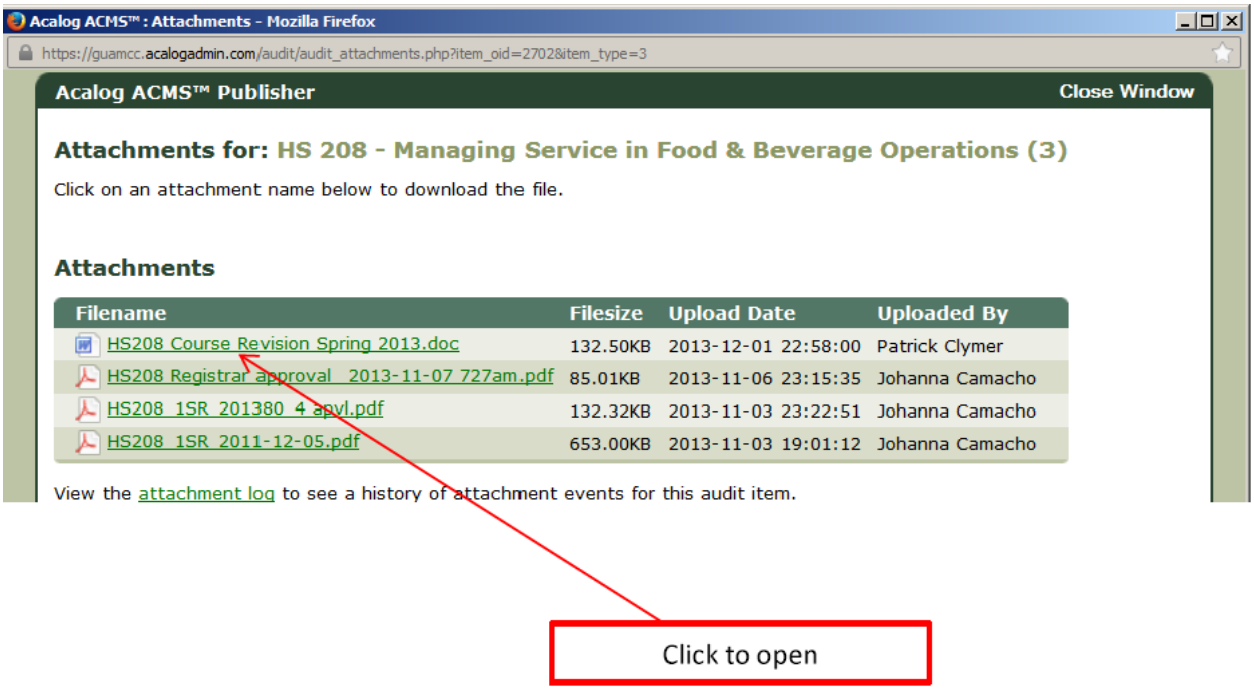
Accept or Reject Chagnes



View History

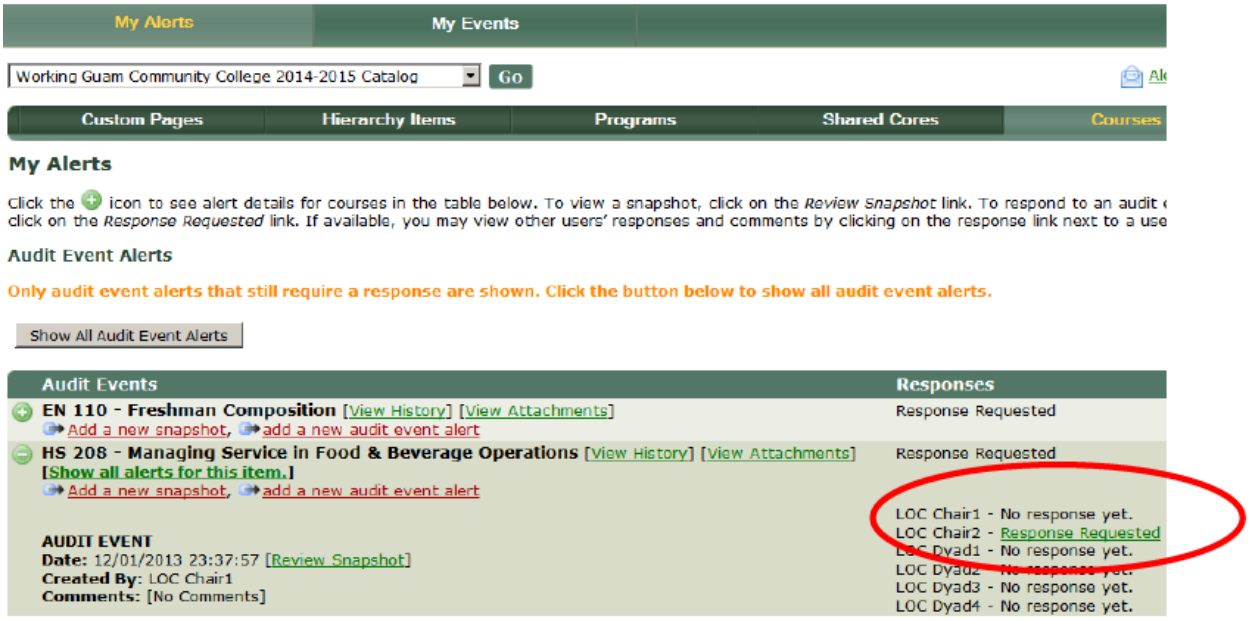
Expand the course details by clicking the " " symbol next to the title

View Attachments

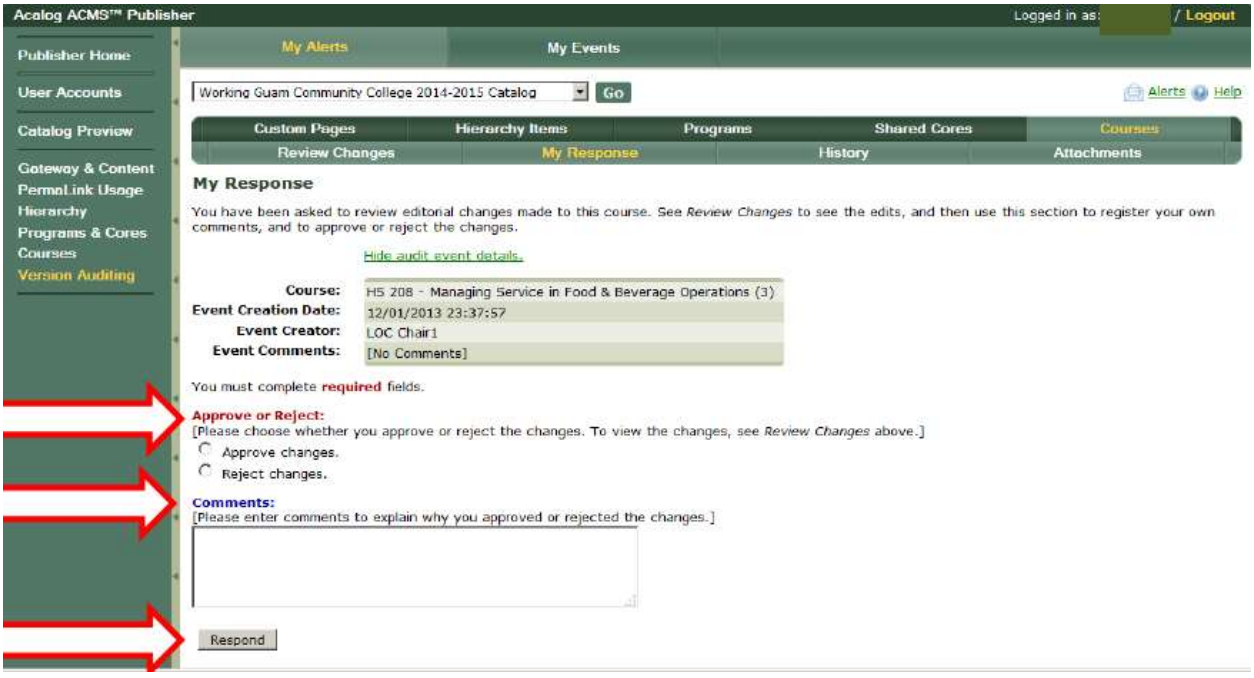


Submit a response

Click on Response Requested link



Approve or Reject, Enter Comments, then click respond button



Create a New Audit Event Alert

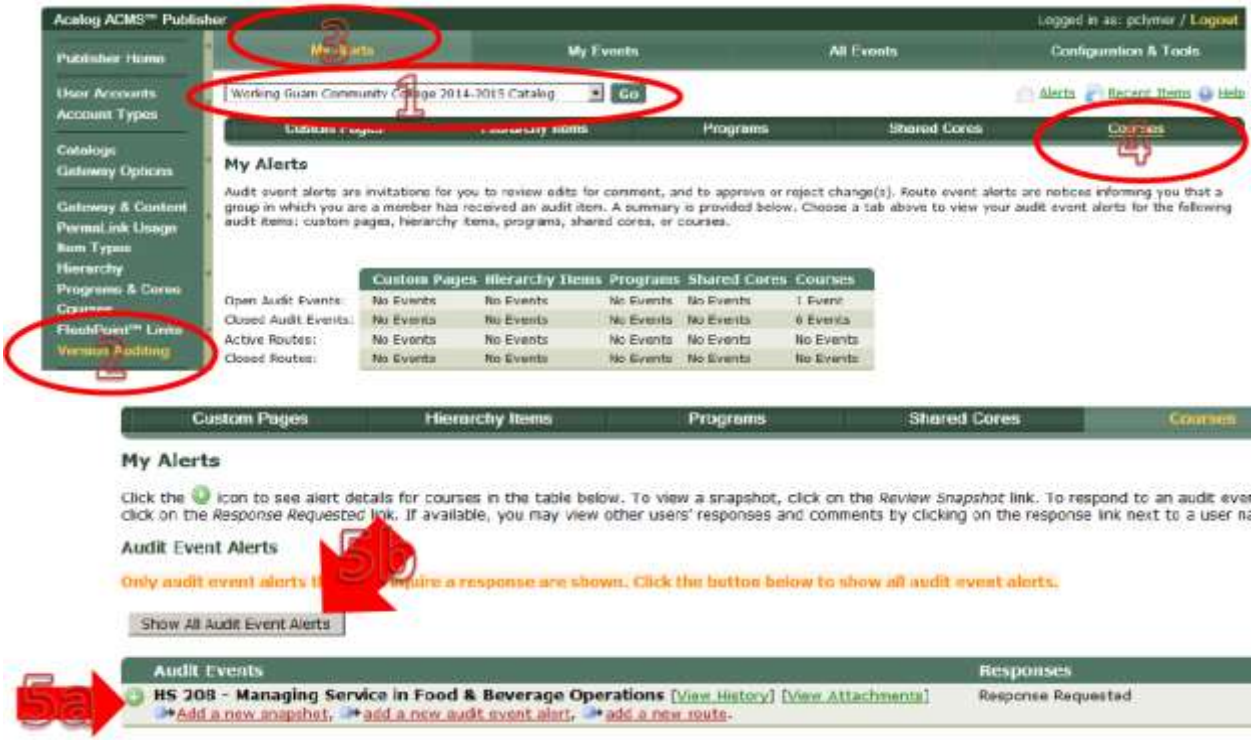
Create a New Audit Event:

1. Enter Comment.
2. Select Second Radio Button; "Invite the people below to comment on this audit event, and send additional notification via email."
3. Select a group or select individual(s). To

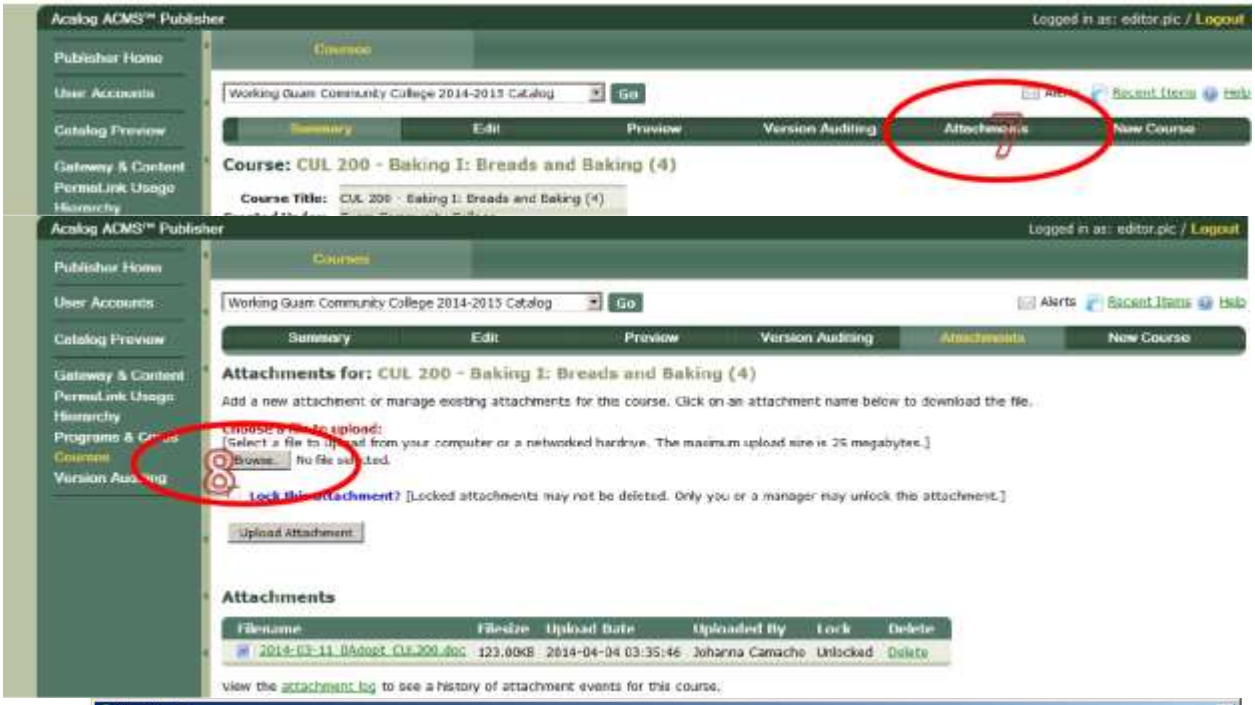
How to Attach Documents in Acalog

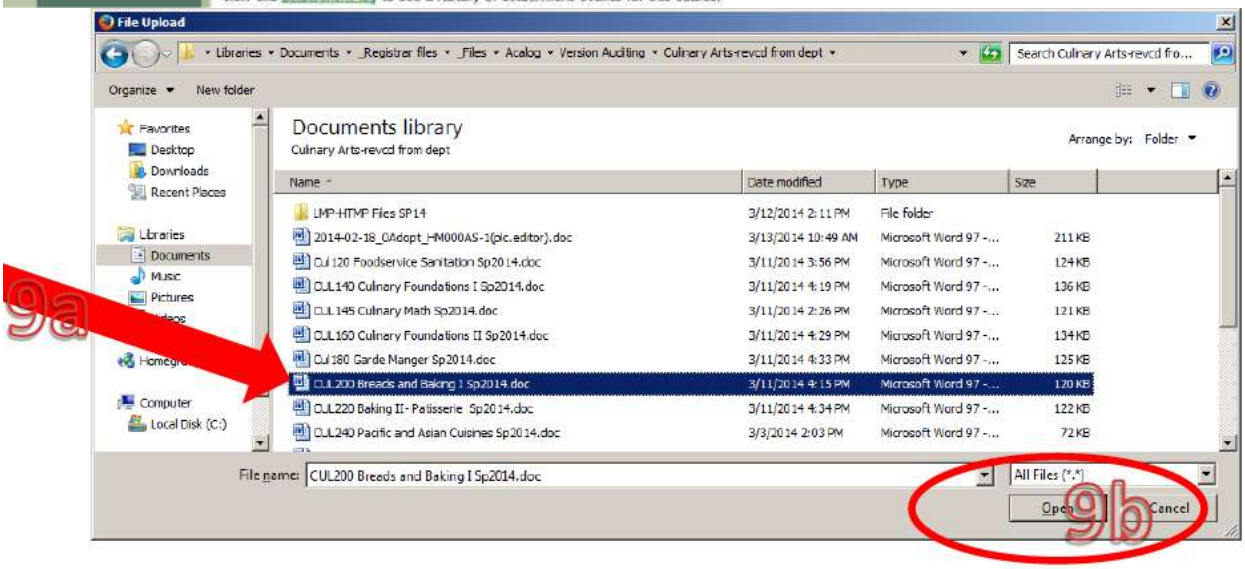
1. Click “My Alerts”
2. Click “Courses or Programs”
3. Locate your Audit Event. If it does not appear click on “Show All Audit Events Alerts” button, then locate your Audit Event (e.g. CUL200)
4. Click on “Edit Item”
5. Click on “Attachments”
6. Click on “Browse”
7. Locate & select your file, then click “Open”
8. Click on “Upload Attachment”

NOTE: If an editor has already entered the Response Requested screen, the editor must exit and go to My Alerts (Step #3).



Acalog ACMS™ Publisher
Logged in as: editor.plc / Logout
Publisher Home
User Accounts
Catalog Preview
Gateway & Content
PermaLink Usage
Hierarchy
Programs & Cores
Courses
Version Auditing
My Alerts
My Events
Working Guam Community College 2014-2015 Catalog
Go
Alerts
Recent Items
Help
Custom Pages
Hierarchy Items
Programs
Shared Cores
Courses
My Alerts
Click the icon to see alert details for courses in the table below. To view a snapshot, click on the Review Snapshot link. To respond to an audit event alert, click on the Response Requested link. If available, you may view other users' responses and comments by clicking on the response link next to a user name.
Audit Event Alerts
All audit event alerts are shown. Click the button below to show only audit event alerts that still require a response from you.
Show Only Audit Event Alerts that Still Require a Response from Me
Audit Events
Responses
CUL 180 - Garde Manger [Edit Item] [View History] [View Attachments]
Add a new snapshot, add a new audit event alert
Response Complete
CUL 200 - Baking I: Breads and Baking [Edit Item] [View History] [View Attachments]
Add a new snapshot, add a new audit event alert
Response Complete
CUL 220 - Baking II: Patisserie [Edit Item] [View History] [View Attachments]
Response Complete
5c
6


Acalog ACMS™ Publisher
Logged in as: editor.plc / Logout
Publisher Home
User Accounts
Catalog Preview
Gateway & Content
PermaLink Usage
Hierarchy
Programs & Cores
Courses
Version Auditing
Courses
Working Guam Community College 2014-2015 Catalog
Go
Alerts
Recent Items
Help
Summary
Edit
Preview
Version Auditing
Attachments
New Course
7
Course: CUL 200 - Baking I: Breads and Baking (4)
Course Title: CUL 200 - Baking I: Breads and Baking (4)
Attachments for: CUL 200 - Baking I: Breads and Baking (4)
Add a new attachment or manage existing attachments for this course. Click on an attachment name below to download the file.
Choose a file to upload:
[Select a file to upload from your computer or a networked hardrive. The maximum upload size is 25 megabytes.]
Browse...
No file selected.
8
Lock this attachment? [Locked attachments may not be deleted. Only you or a manager may unlock this attachment.]
Upload Attachment
Attachments
Filename
Filesize
Upload Date
Uploaded By
Lock
Delete
2014-03-11 0Adopt CUL200.doc
123.00KB
2014-04-04 03:35:46
Johanna Camacho
Unlocked
Delete
view the attachment log to see a history of attachment events for this course.


File Upload
Libraries
Documents
_Registrar files
_Files
Acalog
Version Auditing
Culinary Arts-revcd from dept
Search Culinary Arts-revcd fro...
Organize
New folder
Favorites
Desktop
Downloads
Recent Places
Libraries
Documents
Music
Pictures
Homegroup
Computer
Local Disk (C:)
Documents library
Culinary Arts-revcd from dept
Arrange by: Folder
Name
Date modified
Type
Size
LMP-HTMP Files SP14
3/12/2014 2:11 PM
File folder
2014-02-18_0Adopt_HM000AS-1(plc.editor).doc
3/13/2014 10:49 AM
Microsoft Word 97 -...
211 KB
Cul 120 Foodservice Sanitation Sp2014.doc
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Cul 180 Garde Manger Sp2014.doc
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Microsoft Word 97 -...
125 KB
CUL200 Breads and Baking I Sp2014.doc
3/11/2014 4:15 PM
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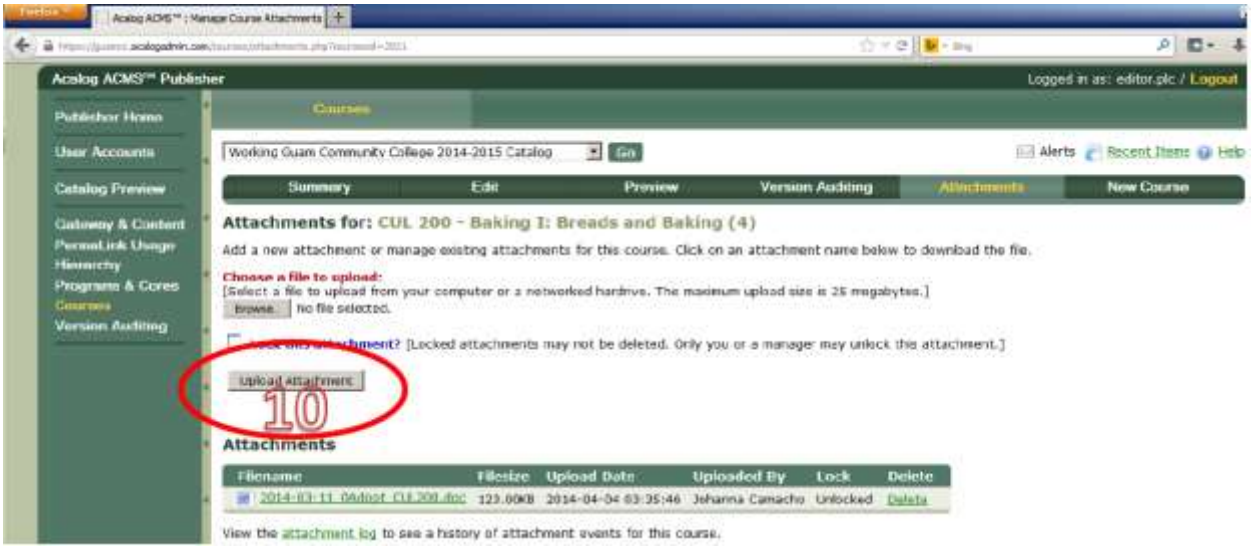
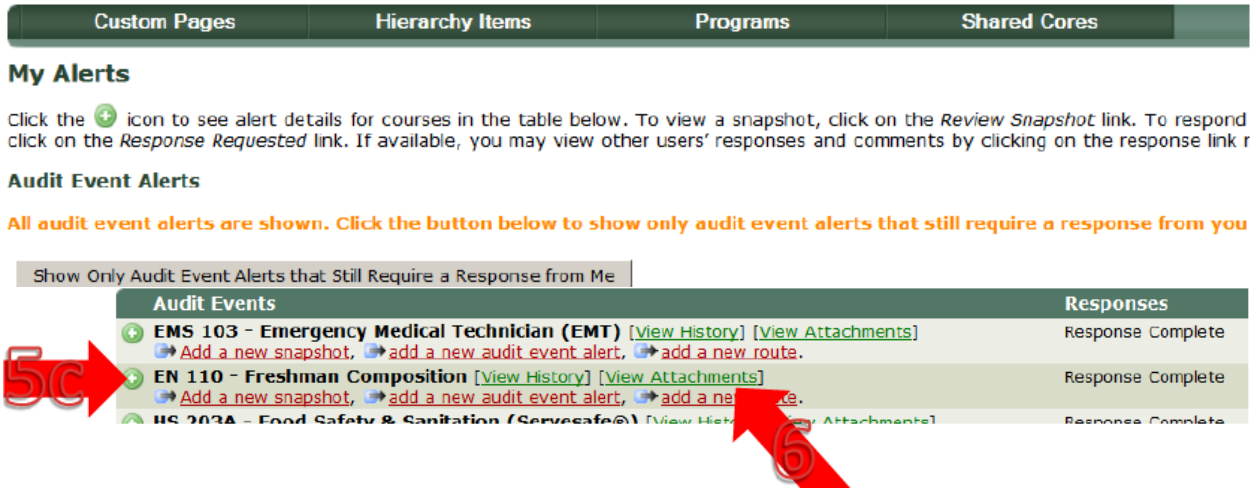
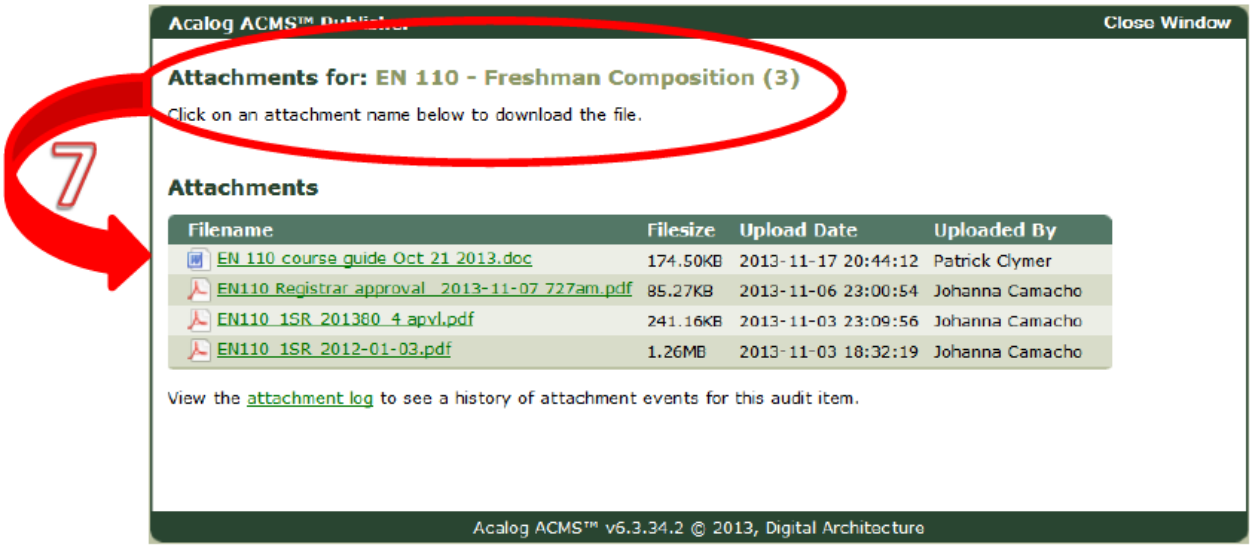
120 KB
CUL220 Baking II- Patisserie Sp2014.doc
3/11/2014 4:34 PM
Microsoft Word 97 -...
122 KB
CUL240 Pacific and Asian Cuisines Sp2014.doc
3/3/2014 2:03 PM
Microsoft Word 97 -...
72 KB
File name: CUL200 Breads and Baking I Sp2014.doc
All Files (*.*)
Open
Cancel
9a
9b


Acalog ACMS™ Publisher
Logged in as: editor.plc / Logout
Publisher Home
User Accounts
Catalog Preview
Gateway & Content
PermaLink Usage
Hierarchy
Programs & Cores
Courses
Version Auditing
Courses
Working Guam Community College 2014-2015 Catalog
Go
Alerts
Recent Items
Help
Summary
Edit
Preview
Version Auditing
Attachments
New Course
Attachments for: CUL 200 - Baking I: Breads and Baking (4)
Add a new attachment or manage existing attachments for this course. Click on an attachment name below to download the file.
Choose a file to upload:
[Select a file to upload from your computer or a networked harddrive. The maximum upload size is 25 megabytes.]
Browse...
No file selected.
[Locked attachments may not be deleted. Only you or a manager may unlock the attachment.]
Upload Attachment
10
Attachments
Filename
Filesize
Upload Date
Uploaded By
Lock
Delete
2014-03-11_Outlost_CUL200.doc
123.00KB
2014-04-04 03:35:46
Jehanna Camacho
Unlocked
Delete
View the attachment log to see a history of attachment events for this course.

How to View Attachments in Acalog

1. After logging in, Select catalog; “Working Guam Community College 2014-2015 Catalog”
2. Click “Version Auditing”
3. Click “My Alerts”
4. Click “Courses”
5. Locate your Audit Event. If it does not appear click on “Show All Audit Events Alerts” button, then locate your Audit Event (e.g. EN110)
6. Click on “View Attachments”
7. Select your Attachment




Acalog ACMS™ Publisher
Close Window
Attachments for: EN 110 - Freshman Composition (3)
Click on an attachment name below to download the file.
7
Attachments
Filename
Filesize
Upload Date
Uploaded By
EN 110 course guide Oct 21 2013.doc
174.50KB
2013-11-17 20:44:12
Patrick Clymer
EN110 Registrar approval 2013-11-07 727am.pdf
85.27KB
2013-11-06 23:00:54
Johanna Camacho
EN110_1SR_201380_4 apvl.pdf
241.16KB
2013-11-03 23:09:56
Johanna Camacho
EN110_1SR_2012-01-03.pdf
1.26MB
2013-11-03 18:32:19
Johanna Camacho
View the attachment log to see a history of attachment events for this audit item.
Acalog ACMS™ v6.3.34.2 © 2013, Digital Architecture

ACALOG University

http://acalog-university.acalog.com/login.php

Reset User Name and Password

Contact ACALOG Manager:
Registrar, Patrick Clymer, 735-5561 or patrick.clymer@guamcc.edu
Johanna Camacho, 735-5534 or johanna.camacho@guamcc.edu