



GUAM COMMUNITY COLLEGE

Kulehon Kumuniddi Guahan  
Accredited by the  
Western Association of  
Schools and Colleges

AVP 2017-001

January 25, 2017

## MEMORANDUM

TO: Patricia M. Terlaje  1/30/17  
President, G6C Faculty Senate

FROM:   
Dr. R. Ray D. Somera  
Vice President for Academic Affairs  
Guam Community College

SUBJECT: Faculty Discussion on Program Credit Requirements

In keeping with the charge of the Faculty Senate to represent the faculty in academic and professional matters (BOT-Faculty Union Agreement, Article VII, Participatory Governance, p. 24), I would like to bring a critical academic-related issue for faculty discussion this semester. This concerns the credit requirements of every Certificate and Associate degree program we offer at the college.

This specific issue links to compliance with the following two (2) ACCJC sub-standards under Standard II (Instructional Programs), which state the following:

*Standard II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (my emphasis)*

*Standard II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations for higher education.*

These two sub-standards are essentially tied to student completion issues, because the number of credits and associated financial burden for students is a critical topic of discussion in community college campuses across the country today.

Please lead program faculty in discussing how their individual Certificate and AA/AS programs achieve “practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning” to determine what constitutes “or equivalent” for our own program offerings. The involvement of committees such as **Learning Outcomes** and **General Education** in this discussion is therefore crucial. For comparison purposes, a thorough research regarding practices of other community colleges under ACCJC would be an appropriate first step to initiate these discussions.

Therefore, I am addressing the Learning Outcomes Committee (LOC) to enforce a moratorium (or freeze) on all requests for credit increase in course or program guides, effective immediately.

Please submit your recommendations on this critical issue by the end of the semester (via the End of the Year Report) so that I could consider them in making a final decision. This will also be helpful in addressing the two sub-standards under Standard II referenced in this memo in our Institutional Self Evaluation Report (ISER) due to ACCJC sometime in October 2017.

Finally, I have had a productive discussion with two members of the Faculty Senate, **Carl Torres II** and **Sarah Leon Guerrero**, on this specific issue. They would be very helpful to you in case you have any questions on how to start this campus dialogue.

Please be guided accordingly, and disseminate this information to all relevant Faculty Senate committees.