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Guam Community College 2017-2018 Catalog



General Requirements for Certificates

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All candidates for a Certificate at GCC must meet the general requirements listed below. Course requirements may identify prerequisites that must be completed with a passing grade. *Prerequisite course credit is not counted as credit earned towards the program unless it is a certificate core course requirement.* Prerequisites are identified in the course description section of this catalog with a + sign next to each course with a prerequisite.

Effective fall Semester 2003, several academic policy changes were implemented to ensure that students are adequately prepared to meet business and industry standards. All Undeclared or newly Declared Students enrolled in regularly scheduled postsecondary courses must be enrolled in or must have completed EN 100R, EN 100W and MA 108. Students must fulfill the English general education requirement by the time they have enrolled in 12 credits of classes. Students must enroll in or have completed MA 108, Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only nine (9) credits before they must begin meeting the general education requirements. All declared students in Certificate programs will be required to successfully complete minimum standardized general education course requirements. For more information, refer to the Admissions Information, [General Education Policy](#) section of this catalog.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding and speaking English as indicated by one of the following:

- Test out of the English Placement Test, or
- Satisfactory completion of EN100 courses, and
- Satisfactory completion of MA 108 or test out of the math placement test

Total General Education Requirements - 3

Note to students: The credits in parenthesis above count only for billing purposes and student semester load. They do not count toward credits needed for any degree or certificate.

B. Technical Requirements

Total Technical Requirements - Variable by program

C. Related General Education & Technical Requirements

Total Related General Ed/Technical Requirements - Variable by program

* No course may be counted for both Technical Major and Science/Technology General Education requirements.

** Placement testing is not mandatory for admission to the College. Completion of placement testing, however, is required for enrollment into English and mathematics courses. Therefore, students who plan to enroll full-time in a program should take the placement test to be eligible for a full load of courses.

A Statement on Student Learning Outcomes (SLOs)

Program Student Learning Outcomes follow each program description. SLOs intentionally describe the 3-5 central goals that students will have attained by the end of the program. In essence, SLOs encapsulate the knowledge, skills, and attitudes that students are expected to learn from their respective programs. The focus is on what students can do with what they have learned and this outcome should be evaluated in some way. Primarily, three questions essentially frame the articulation of SLOs:

1. What do students know? (cognitive domain)
2. What do they think and value? (affective domain)
3. What can they do? (behavioral domain)

In this catalog, program SLOs describe the broadest goals for the program, particularly those that require higher-level thinking. They therefore require students to synthesize many discrete skills or areas of content. SLOs also ask students to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work. Most importantly, SLOs also need to be evaluated or assessed in some way so that accountability and improvement remain the hallmarks of a good program as needed, a separate [SLO Booklet](#) is published and updated each academic year to guide faculty in helping students achieve articulated course outcomes.

The College, in close collaboration with faculty and members of Advisory committees, continues to embark on an ongoing institutional effort to revise and update all its curriculum documents so that they remain responsive to industry and community needs through well-articulated student learning outcomes.

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