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ESTABLISHING GUAM'S CTE CAREER PATHWAY SYSTEM

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Guam Community College 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.

(Board of Trustees Policy 100, New Adoption: March 11, 2009; Amended & Adopted September 5, 2008; Reexamined & Adopted: January 25, 2007; First Adopted: September 19, 1990)

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FOREWORD

Mandated by Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) is Guam's State Agency for career and technical education (CTE). As such, GCC supports projects that progressively moves the college towards developing a more seamless process for students to transition from secondary to postsecondary CTE education and ultimately to high-wage, high-demand careers. To support this mandate is the recently concluded project called "Establishing Guam's Career Pathway System," which was funded by the Carl D. Perkins federal grant.

Started in June 2009, the purpose of this project was to assess Guam's secondary and postsecondary CTE programs of study and to highlight linkages between CTE programs and state/national industry certifications and/or standards. Six faculty members comprised the team: Gary Hartz (Team Leader), Eric Chong, Christopher Dennis, Amada Manzana, Anthony San Nicolas, and Marivic Schrage. They conducted research, compiled and analyzed data, wrote reports, collaborated with stakeholders, and presented informational sessions/workshops over a period of approximately eleven months. After methodically researching various State pathway systems, the team assessed those pathways, formed conclusions, and identified recommendations to ensure that Guam's system includes a strong transition from CTE education or technical skill attainment, based on industry standards, to the workforce.

Detailed results of the team's findings are outlined in nine separate reports. Major outcomes and products of the project include:

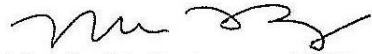
- Analysis of over 400 secondary and postsecondary CTE and academically related courses and programs at GCC and Guam Department of Education (GDOE).
- Publication of Policy and Guidelines in Developing a Secondary or Postsecondary Programs of Study.
- Development of 37 secondary and postsecondary Pathways of Study (POS) for Guam. POS are visually depicted pathways of how courses relate to a particular career and build on each other.
- Publication of Guam's Dual Credit Articulated Programs of Study (DCAPS) Agreements, Guidelines and Procedures. All of GCC's Department Chairs with CTE secondary programs signed the corresponding DCAPS which include timelines to align secondary and postsecondary student learning outcomes.
- Revision of GCC's Curriculum Manual that infuses the Pathways of Study concept.

This project represents the beginning of an educational system on Guam that will be more integrative of academic and technical skills, career-linked, and meaningful to secondary students and those who are transitioning to postsecondary education or the work force. GCC will espouse CTE practices further by building stronger ties with local CTE programs and state/national/industry certifications and/or standards. Strengthening these connections will keep Guam on the cutting edge in a highly competitive, global market in which our students will be ready to succeed!

On behalf of Guam's State Agency, we would like to thank the team members for their enduring commitment and zeal and most importantly to you the stakeholders (teachers, staff, administrators, industry, students and community leaders) for your continuous support towards seeing this project through.



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EXECUTIVE SUMMARY

The objective of this report is to provide information necessary for stakeholders to actively pursue full implementation of Guam's Comprehensive Career Pathway System. In this report, the authors present this System, including Dual Credit Articulated Program of Study (DCAPS) Agreements for Career and Technical Education (CTE) programs within the following Career Clusters, as adopted by the United States Department of Education on Guam:

Architecture and Construction	Information Technology
Transportation, Distribution and Logistics	Education and Training
Hospitality and Tourism	Marketing, Sales and Service
Health Science	Arts, A/V Technology and Communications

The content of this report represents the research, analyses, conclusions and recommendations from this systematic study. It also reflects feedback gathered at a series of professional development sessions with stakeholders representing educational institutions, government and public agencies, private corporations, the Department of Labor, and several Guam Community College participants, to include faculty, staff, administrators, Curriculum Committee members and Advisory Committee members. Feedback from these stakeholder groups is critical to the establishment of Guam's Career Pathway System, for each has a vital role to play in the System. For example, participation by Advisory Committee members ensures that the System strives to prepare students for careers in ways that match the needs of Guam's employers, and participation by Curriculum Committee members ensures that relevant academic documents are revised prior to System implementation.

In this report, the authors offer a series of recommendations designed to ensure that students in CTE programs experience a seamless transition from secondary to postsecondary studies. These recommendations hold implications for all stakeholders, whose commitment to collaboration is essential if the System is to be as comprehensive and effective as possible.

INTRODUCTION

Nationally, much has been done to establish the need for (CTE) pathway systems and to prioritize their development in accordance with federal standards. Specifically, the Carl D. Perkins Career and Technical Education Improvement Act of 2006 was enacted to provide academic and career and technical skills of secondary and postsecondary students who elect to enroll in a career and technical education program (CTE Act of 2006 Section 2). CTE is an organized educational activity that offer a sequence of courses and includes competency-based applied learning that contributes to the academic knowledge and skills (e.g., reasoning and problem-solving, work attitudes, employability, technical, and occupation-specific skills) of an individual (Carl D. Perkins Act of 2006, Section 3.5). CTE is offered in middle schools, high schools, community and technical colleges and other postsecondary institutions throughout the United States. It prepares students for a wide range of diverse careers that include agriculture, trade and industrial, business and marketing, family and consumer sciences, health occupations, public safety and security and technology.

The authors of Career Pathways as a Systemic Framework: Rethinking Education for Student Success in College and Careers (2006) state that career pathways is the precedent to a much needed systemic transformation of our national education system. Currently, the GCC catalog and high school course listings indicate that myriad CTE programs are offered on Guam. However, there is no evidence that they are brought together in what can be referred to as a “Career Pathway System.” Much can be done to ensure that students have essential knowledge and skills prior to choosing a career cluster and pathway, and much can be done to further align and develop secondary and postsecondary CTE offerings. Authored by a team of GCC faculty members referred to as the “Pathfinders,” this report identifies gaps in CTE delivery to students, point to areas of dissonance among CTE initiatives, and suggest directions stakeholders can take in pursuit of a true career pathway system.

METHODOLOGY

The Career Pathway System initiative began with the gathering of information from states that have experienced success in implementing comprehensive CTE systems.¹ As initial research into this issue indicates, state plans from California, Florida, Hawaii, Iowa, Virginia and Wyoming were found to address their CTE needs in ways that could best inform Guam’s effort to develop a career pathway system.

Next, the authors gathered data regarding the current state of CTE on Guam, focusing on the relationship between Guam Community College’s secondary and postsecondary CTE programs.² From there, the authors broadened their focus, studying and evaluating the CTE programs of the Guam Department of Education (GDOE), not under the purview of Guam Community College (GCC),³ and examined the possibility of articulating these courses with GCC’s secondary and postsecondary CTE programs.⁴

This data provided the authors with the background necessary to draft a set of guidelines and procedures for implementing and overseeing articulated programs of study between GCC's secondary and postsecondary CTE programs. The authors then turned their focus to the assessment of Guam's current secondary and postsecondary CTE programs of study, highlighting linkages between local CTE programs and state/national/industry certifications and/or standards.⁵

Draft plans of study were then developed for programs in the six career clusters targeted in Guam's State Plan; namely: Architecture and Construction, Transportation, Distribution and Logistics, Health Science, Information Technology, and Education and Training. Next, the authors developed a set of policies and guidelines for use by stakeholders in their efforts to develop programs of study on Guam.⁶ These policies and guidelines ensure that new programs will demonstrate partnerships with business and industry to meet local economic needs, mechanisms to ensure a seamless student transition from secondary to postsecondary studies, standards for both academic and technical skills, and formal processes for on-going programmatic review and revision. The authors then turned their attention to 37 existing programs of study, evaluating their current impact on secondary-postsecondary articulation, rigor and relevance, and overall student outcomes.

At this point, the authors utilized their understanding of CTE on Guam to develop agreements, guidelines and procedures for the implementation of Dual Credit Articulated Programs of Study (DCAPS). These guidelines and procedures were used to draft a series of cluster-based DCAPS agreements, which will serve as examples of how programs of study can overcome what were once barriers between secondary and postsecondary environments, offering students a seamless experience in following a chosen career paths, or when moving among career clusters.⁷ Throughout the above process, the authors gathered stakeholder feedback, which was incorporated throughout the DCAPS.

ANALYSIS

The authors determined that when reviewing states with successful track records of implementing career pathway systems, it was important to identify common elements among these systems. The table below indicates these common elements:

Common Features and Benefits of CTE Curriculum⁸	
Demonstrated Criteria	Examples
Modularized and designed for sharing.	Series of courses are segmented into smaller "chunks" to allow the student to accomplish smaller segments and to promote completion.
Delivered via a variety of media.	Teachers must demonstrate different teaching methods for different learning styles (ex: online discussion groups).
Clearly articulates learning outcomes.	Outlined in syllabus, discussed with students
Gives students clear criteria for assessing their	Outlined in syllabus in rubric format, discussed with

performance.	students.
Integrates technical and foundation skills/competencies into courses and programs.	Teachers work together to review student learning outcomes (SLOs) and competencies from CTE and academic courses to build projects or assignments.
Maintains a congruency between competencies, activities, and assessments.	Course goals, internship work tasks, and tests and student portfolios are aligned.
Focuses on the demonstration of skills and application of knowledge.	Performance-based evaluation which include students' demonstration of interpersonal communication skills, which are critically observed and assessed by teacher.
Incorporates work-simulated activities and projects whenever possible	Service-Learning, internships, job-shadowing at pre-determined work sites.
Provides hands-on experience in the form of projects, scenario based tasks, labs and other activities.	Students in nursing conduct lab project at public health centers.
Meets proven market needs.	Industry advisory committee members identify yearly the needed computer, technical and interpersonal skills for their respective industry.
Requires frequent program and faculty skills updates.	Mandatory advisor committee y meetings, attended by concerned committee members and teachers. Summer or winter externships for teachers are coordinated with local hotels, where teachers learn of current workplace issues.

The authors recommend that the above elements serve to inform the development of Guam's career pathway system.

Equipped with these common criteria, the authors examined the current state of CTE on Guam, and specifically the relationship between GCC's secondary and postsecondary programs. Research indicates that the following programs and courses are already articulated:

GCC Secondary/Postsecondary Course Articulation⁹	
CTE Secondary Program/Course	Postsecondary Program/Course
Autobody Program:	
VEME061A – Intro to Autobody Repair	ME161A – Introduction to Autobody Repair
VEME061B – Intro to Body Painting	ME161B – Introduction to Autobody Painting
VMEM071A – Autobody Collision Repair	ME171A – Autobody Collision Repair
VEME071B – Autobody Refinishing	ME171B – Autobody Refinishing

<p>Automotive Service Technology Program</p> <p> VEME050A – Auto Service 1A VEME050B – Auto Service 1B VEME075 – Automotive Electrical Systems VEME077 – Engine Tune Up VEME065 – Automobile Brake Systems VEME066 – Steering and Suspension Systems </p>	<p> AST100 – Introduction to Automotive Service Technology AST160 – Electrical / Electronic Systems AST180A – Engine Performance I AST150 – Brakes AST140 – Suspension and Steering </p>
<p>Construction Trades Program</p> <p> VECT053 – Carpentry 1A & 1B VECT073 – Carpentry IIA & IIB VECT080 – Intro to AutoCADD VECT081 – Intermediate AutoCADD </p>	<p>CT153 – Introduction to Carpentry</p>
<p>Electronics Program</p> <p> VEEE051A – Electricity I VEEE051B – Electricity II VEEE080 – IT Essentials I VEEE081 – IT Essentials II VEEE066 – Networking II </p>	<p> EE103 - Electricity I EE104 - Electricity II EE107 - Introduction to Instrumentation </p>
<p>Lodging Management Program</p> <p> VETT054 – Lodging Management Program I VETT064 – Lodging Management Program II VETT074 – Lodging Management III </p>	<p> HS150 – Welcome to Hospitality HS211 – Front Office Procedures </p>
<p>Marketing Program</p> <p> VEMK050 – Marketing I VEMK051 – Marketing I B VEMK060 – Marketing II VEMK061 – Marketing II B VEMK066 – Marketing Lab Store I VEMK067 – Marketing Lab Store II VEMK071 – Marketing III A VEMK071 – Marketing III B VEMK078 – Marketing Lab Store III VEMK079 – Marketing Lab Store IV </p>	<p>MK123 – Principles of Marketing</p>
<p>ProStart Program</p> <p> VETT055 – ProStart I VETT055 – ProStart I VETT065 – ProStart II VETT065 – ProStart II VETT075 – ProStart III VETT075 – ProStart III </p>	<p> HS245 – Food Production Principles HS208 – Food and Beverage Service HS150 – Welcome to Hospitality HS152 – Customer Service </p>

While these courses and programs articulate, completers of some secondary CTE programs do not receive college credit (AutoCADD, Allied Health and Visual Communications). For those programs where articulation does exist, the arrangement is often ambiguous. For example, there is no consistency regarding when credits are awarded, and different programs have different standards regarding what grades a student must receive to get college credit. Also, inconsistencies exist among how postsecondary programs recognize secondary work (e.g. course credit vs. course waiver).

Beyond articulation between GCC secondary and postsecondary programs and courses, GDOE currently offers several CTE courses that could potentially be articulated with GCC postsecondary courses. Still, the process of articulating GDOE courses with GCC courses and programs requires the reconciliation of key differences in how each are informed by standards. Specifically, GDOE course descriptions are based on content standards and performance indicators, while GCC courses are informed by course guides, which in turn are based on national and industry standards.

After an in-depth evaluation of the CTE secondary programs of study, the authors found that approximately 80% possess affiliation with national/state/industry certifications or standards. For the CTE certificate programs, 80% are tied to national/state/industry certification and standards. In the CTE associate's degree programs, 70% have affiliation with national/state/industry certifications. For example, the Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Programs (AAHEP) and goes through a rigorous process to meet industry standards so that students are eligible to take the industry examination. Programs that do not have affiliations include: Computer Science, Criminal Justice, Office Technology, Supervision & Management and Visual Communications. The authors noted that programs that have national/state/industry affiliations or comply with these standards use their advisory committees for assistance in recommending curricula that are current and relevant.

Another challenge is that GDOE and GCC use different career classification systems. GDOE's CTE career classification are: 1. Agriculture-Science (AG), 2. Business Education (BS), 3. Consumer and Family Science (CFS), 4. Health, Physical Education, Recreation and Dance (HPERD), 5. Junior Reserve Officer Training Corps (RC), 6. Music (Vocational Band) (MU), and 7. Technology Education (VT). On the other hand, GCC uses the six Guam career clusters, as indicated in the CTE State Plan, in addition to Marketing Sales and Service and Arts, A/V Technology and Communications. This difference, if not reconciled, would serve as a barrier not only to articulation of GDOE and GCC courses, but also to students' ability to move easily from one program of study to another when deciding to change career paths. The authors also determined that while the content covered in some GDOE programs overlap with that of GCC courses, the GDOE/GCC Course Descriptions Table shows that there are currently no GDOE courses being taught that duplicate GCC courses. While this is the case, the content of some GDOE courses and programs coincide with that of GCC courses and programs. The table below illustrates Guam's CTE career clusters, and the GCC and GDOE programs that coincide with the clusters. It should also be noted that GDOE courses that were offered as classes in AY2009-10 are included in the matrix below:

GCC AND GDOE CTE PROGRAMS/COURSES WITHIN GUAM'S CAREER CLUSTERS¹⁰

CTE Career Cluster	GCC Program	GDOE Program/Courses
Architecture & Construction	AutoCadd Construction Trades	
Transportation, Distribution, & Logistics	Automotive Service Technology Autobody	
Hospitality & Tourism	Lodging Management Program ProStart	Consumer And Family Science CFS101 CFS201
Health Science	Allied Health	Health HE101 HE201
Information Technology	Electronics/Networking	Computer Science CS101 CS302P
Education & Training		
Marketing, Sales & Service*	Marketing	
Arts, A/V Technology & Communications*	Visual Communications	<div> Art AR101 AR201 AR202 AR203 AR302 Theater TH200 </div> <div> Music MU100 MU101 MU102 MU103 MU104 MU105 MU201 MU202 MU301 MU408H MU402 MU407 MU408 MU410 </div> <div> Journalism LAE201 LAE301 </div> <div> Communication Technology VT205 </div>

* Additional clusters targeted by Guam Community College.

The most obvious finding is that there is no secondary level program that addresses *Education and Training*, one of Guam's six career clusters. While this is the case, GCC piloted an Early Childhood Education program in George Washington High School during the Spring 2010 semester.

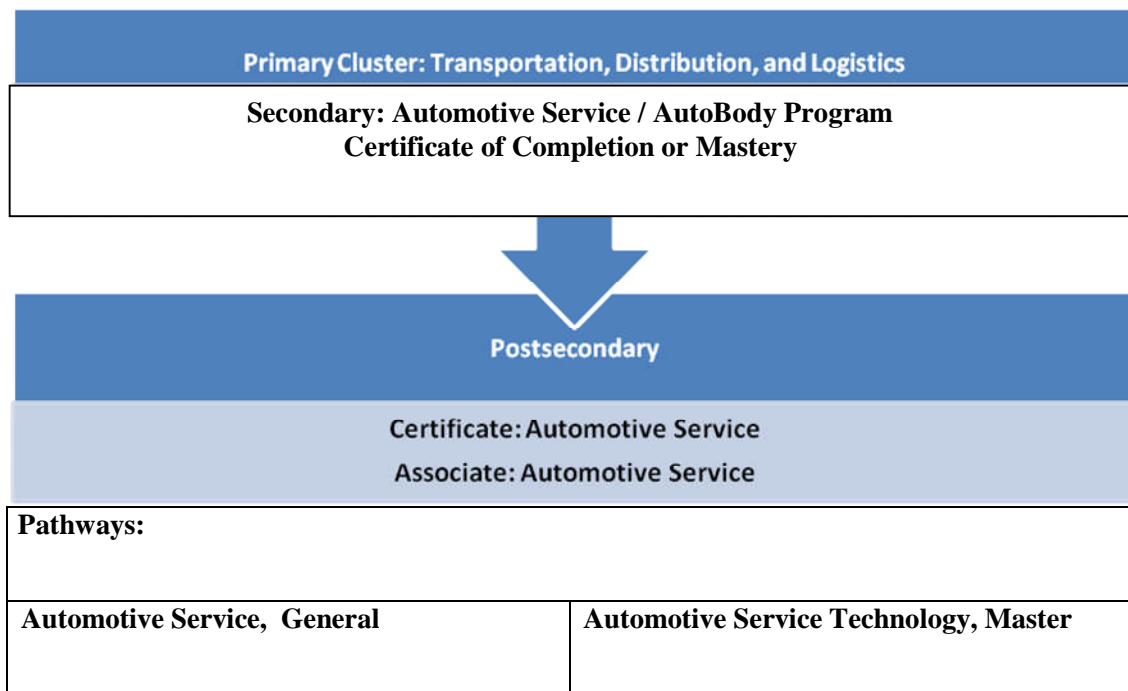
Although such programs prepare students to work in the field of education, they are traditionally categorized within the *Human Services* cluster. This pilot program began in January of 2010, and should it be successful, it will become a long-term GCC secondary program. Also, there are no GDOE courses that address *Architecture and Construction*,

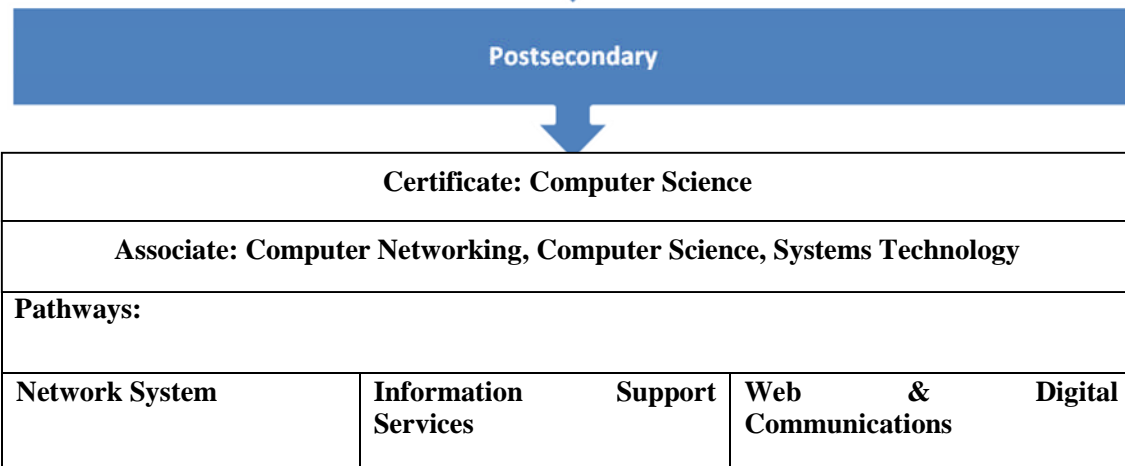
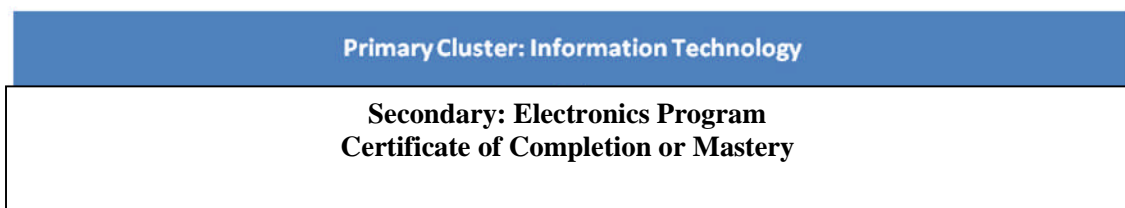
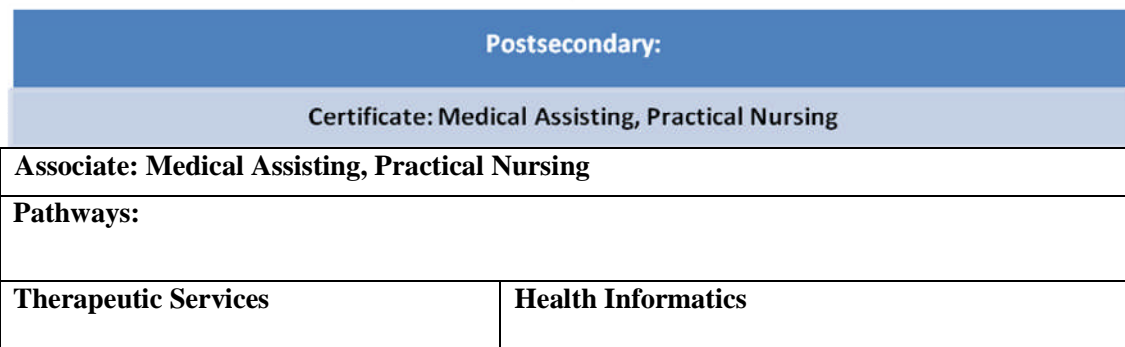
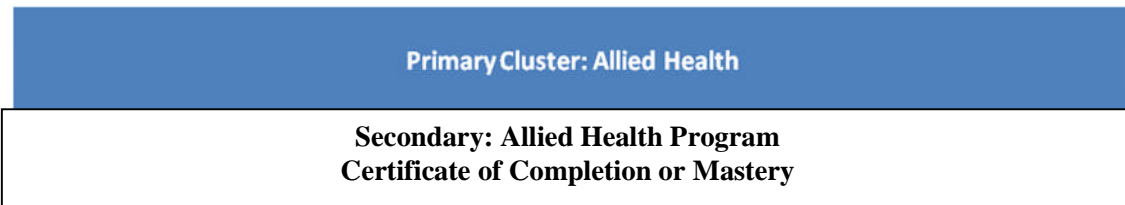
Transportation, Distribution & Logistics, and Marketing, Sales, & Service. In sum, there are 29 GDOE CTE courses that can be categorized within Guam’s CTE career clusters.

While there is still much work to be done to bring together GDOE and GCC CTE offerings, the authors identified content from the current GCC/GDOE Memorandum of Agreement (2006) as offering a mandate for articulating courses between GCC and GDOE. Under “Responsibilities of the Parties”, this document provides the mechanism for GDOE and GCC to “Enter into an articulation agreement which will allow students in the GDOE high schools to make a smooth transition from the secondary programs to the postsecondary programs,” (Guam Public School System / Guam Community College Memorandum of Agreement, August 2006, p. 3). Currently, such articulation is established on an ad-hoc basis, with specific GCC programs identifying courses for which postsecondary credit may be achieved which is specified in course guides.

To increase the strength of articulation among programs, the authors studied GCC programs of study to determine how best to align secondary and postsecondary offerings within the career cluster model. The following flowchart illustrates how each of GCC’s CTE programs can be aligned to Guam’s primary career clusters and career pathways.

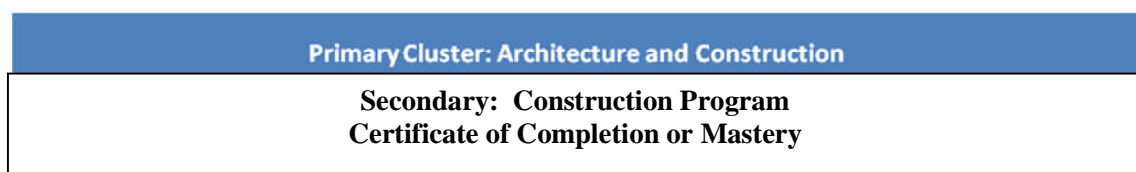
Guam’s Primary Career Clusters and Pathways Flowchart¹¹



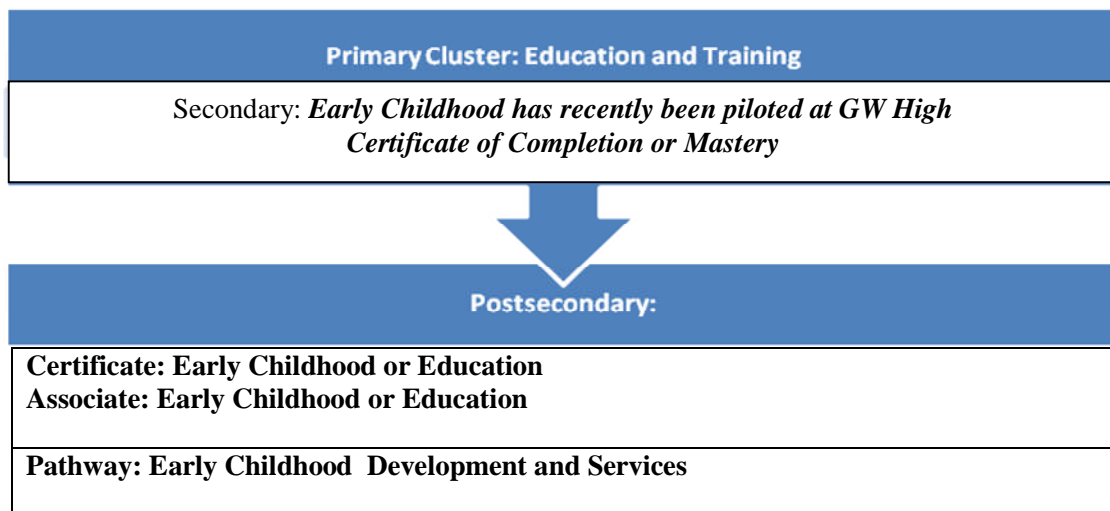




Postsecondary:		
Culinary	Hospitality Industry Mgt	Tourism and Travel
Pathways:		
Restaurant and F&B Service	Lodging	Travel and Tourism Recreation, Amusement & Attraction

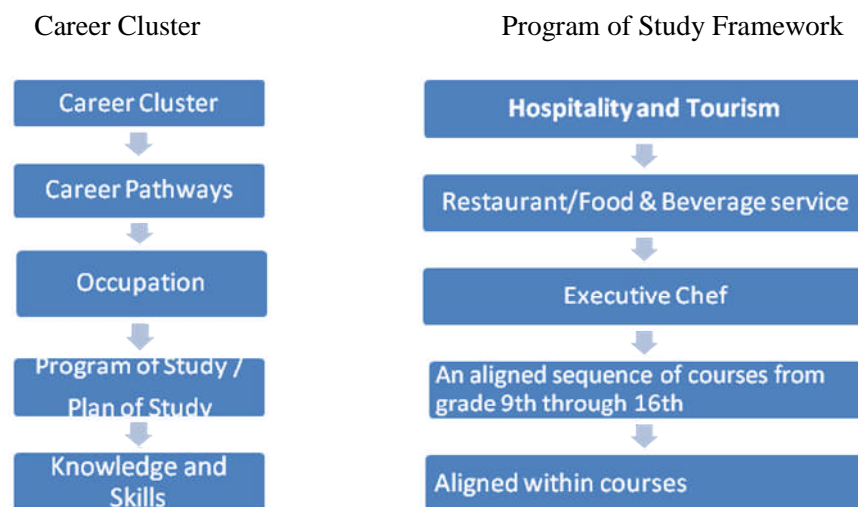


Postsecondary:		
Certificate: Surveying Technology Associate: Surveying Technology		
Pathways		
Design/Pre-Construction	Construction	Maintenance & Operations



Source: Guam Career and Technical Education Five-Year State Plan 2008-2013

More specifically, programs of study can be incorporated into a framework, as exemplified by GCC's Hospitality and Tourism program:



Foundational to all programs of study are knowledge and skills that are essential regardless of cluster. The skills necessary for success become more and more specified as a student identifies a cluster of interest, a pathway, and finally a target occupation. Once these decisions are made, a student can fully embark upon a program of study, which details what courses and experiences he or she will undertake from 9th grade through college. Those responsible for each program of study must ensure that they are rigorous and relevant at each level. When possible, high school courses that are included within programs of study should be offered within smaller learning communities, or “career academies”.

Regardless of the quality of how CTE pathways are structured, their success depends on students' ability to fully engage in CTE experiences. Unfortunately, the authors found that many high school graduates are not prepared to fully engage in the process. For example, according to the 2008 GCC Fact Book, Vol. II, only 7% of students taking the mathematics placement test are capable of taking a college-level mathematics course, and only 14% of students taking the English placement test are capable of taking a college-level English course. The 2009 GCC Fact Book, Vol. III indicates that the problem continues, as only 9% of students are capable of college-level mathematics study, with 16% of students ready for college-level English courses. The mathematics findings can be attributed in part to the dichotomy created through the current GDOE Career / College pathway system. In order to complete the number of credits in GCC's secondary CTE programs, students usually follow the career pathway, which requires three, rather than four years of study in mathematics. Regardless of the reasons behind the lack of student preparation in mathematics and English, this represents a fundamental barrier to student success in pursuing postsecondary CTE studies.

In an effort to assist students in making a more seamless transition from high school to college, GCC has implemented a new dual enrollment program called "Dual Enrollment Accelerated Learning" (DEAL) which currently targets core subjects such as English, mathematics, science, social science and foreign languages. This program has the potential not only to provide students with the general education background necessary for postsecondary studies, but also to provide CTE planners with a template for the addition of CTE-related courses into the dual enrollment structure, as it contains a provision for the addition of "other courses agreed upon by the school system and the College."

To inform efforts to create a dual credit system that fully addresses CTE by the best and most relevant CTE practices in the nation, the authors looked to Hawaii, where the Hawaii State Department of Education and the University of Hawaii Community College System have developed a dual credit initiative that is consistent with the Perkins Act of 2006. This initiative, referred to as DCAPS, or Dual Credit Articulated Programs of Study, serves as a mechanism for students to earn college credit while in high school. DCAPS agreements exist for each program of study, and students who complete high school courses and other requirements that are articulated to college courses can earn college credit, free of charge.

CONCLUSION

Guam needs a well-defined course and program articulation system, complete with policies and procedures. Currently, there is no true career pathway "system" on Guam, and neither GCC nor any other educational agency on Guam has a clear, consistent, well-defined articulation policy for CTE. Once CTE policies and procedures are identified, they must be communicated to all concerned, i.e. students, teachers, counselors, and management, in a clear and concise way, inspiring authentic partnerships and stakeholder ownership. Currently, clear opportunities exist to bring together GCC and GDOE CTE

offerings. There currently exists 29 GDOE courses that fit within Guam’s career clusters, and 9 courses that can be considered for inclusion in the GDOE-GCC articulation matrix, as exemplified in the following table:

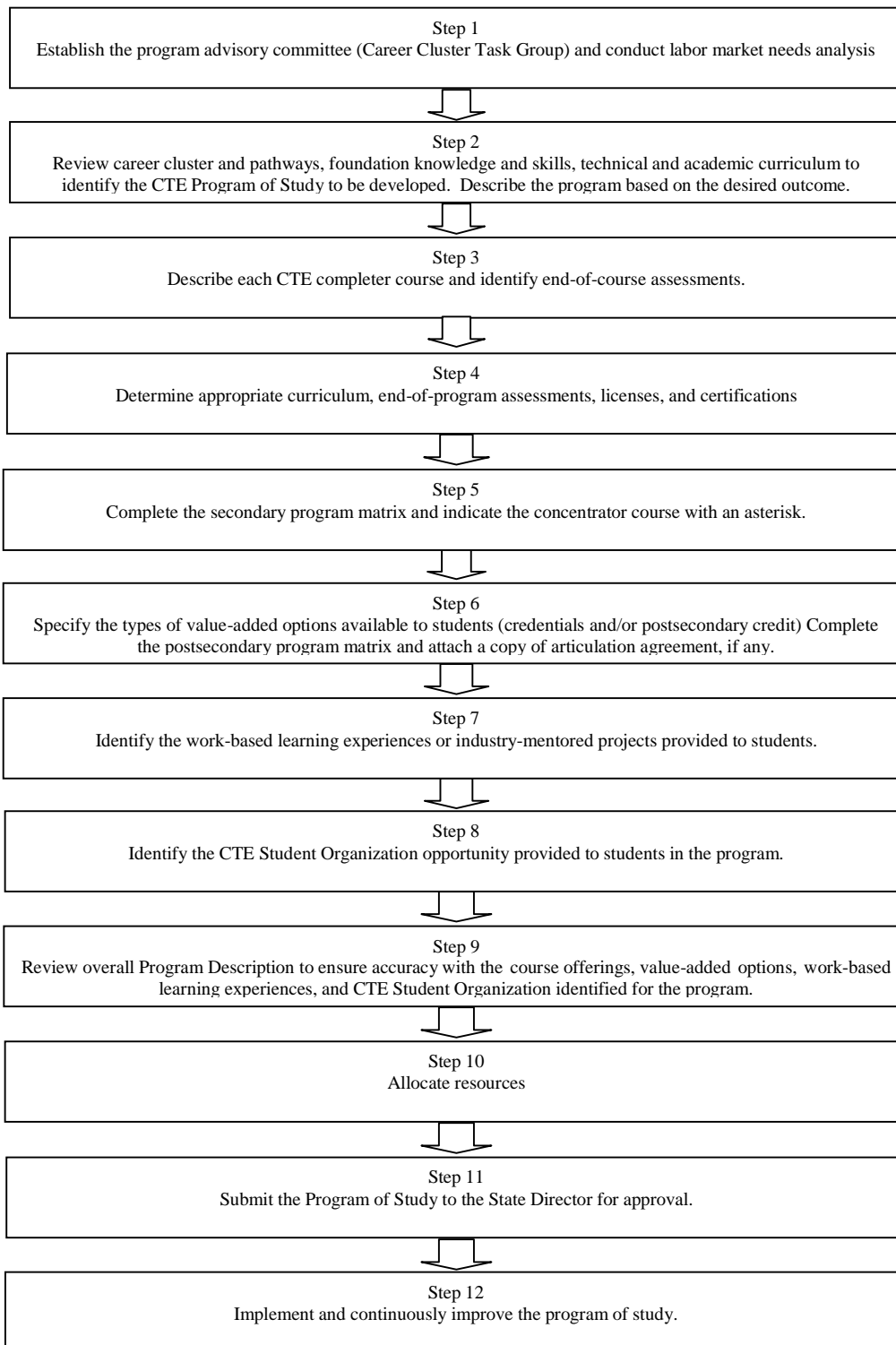
GDOE CTE COURSES TO BE CONSIDERED FOR ARTICULATION		
GDOE COURSES	GCC CTE POSTSECONDARY PROGRAM	CTE CLUSTER
1. BS107/Word Processing I 2. BS202/Word Processing II 3. BS206/Microcomputer Business Applications 4. BS103 Keyboarding	Office Technology	Business Management & Administration
5. BS201 Accounting I A/B 6. BS301 Accounting II	Accounting	Finance
7. CS101/Computer Literacy	Computer Science	Information Technology
8. CS302P/Internet/Web Design 9. VT205/Video I	Visual Communications	Arts, A/V Technology & Communications

The “Plans of Study” (POS) model is an important tool that stakeholders should use to align offerings between GDOE, GCC, legitimate training centers, and other educational institutions to develop seamless relationships between secondary and postsecondary levels, and to ensure that Guam’s CTE offerings fall within the Guam State Plan for Career and Technical Education (2008-2013). The process of developing POS helps all involved to identify strengths, weaknesses, and opportunities for CTE programs. It also ensures that CTE offerings resonate with the island’s workforce needs, and that there is always a forum for industry and education leaders to work collaboratively to adjust programs as deemed necessary. POS also protects students’ ability to pursue occupational goals in a way that is both intentional and fluid, and provides them with a map to guide them in their on-going career development. Adherence to the POS model and the broader CTE State Plan is necessary if programs are to receive Perkins IV funds.

RECOMMENDATIONS

In order to create a framework for articulation between GDOE and GCC courses, the proposed “Dual Credit Articulated Programs of Study (DCAPS) Agreements, Guidelines and Procedures” (Appendix A) should be adopted by both parties. Further, initial DCAPS agreements should be established for at least one program of study for each of Guam’s six career clusters. Guam’s educational partners must also work collaboratively to develop more CTE programs of study, leading to certificates or degrees. Identification of these programs should be based on industry-driven assessment of Guam’s workforce needs. Within these programs, dual credit options should be offered whenever possible. Those who choose to create programs of study must ensure that their offerings are aligned with Guam’s career cluster framework. Further, they should follow the process detailed below:

Procedures for Developing Programs of Study



Criteria and guidelines for each step of the process:

Step 1. Establish the program advisory committee (Career Cluster Task Group) and conduct the labor market needs analysis.

The first step in the process is to establish an industry-led Career Cluster Task Group (CCTG) representing the cluster or program with input from postsecondary educators. The CCTG list is submitted with each program of study proposal. The role of the CCTG is to conduct a needs analysis to review the cluster, pathways, and CTE programs of study under consideration. The CCTG reviews labor market information on the island and the region to determine whether there is a demand (or lack of demand) for employees in the industry.

Step 2. Review cluster, pathways, technical skill standards, and academic curriculum to identify the CTE program(s) to be developed. Describe the program(s) based on desired student outcomes.

Resources that can be used to accomplish this step are the State Career Cluster Initiative website (www.careercluster.org) and the State/National/Industry Certification and/or Standards. Using all available research, the CCTG reviews the appropriate cluster framework and identifies potential broad career pathways for local CTE program of study offering. The CCTG determines which CTE programs to select for further development in relation to programs that already exist in the cluster. This process also includes an analysis of the relevance and performance of existing programs, the identification of new programs in relation to the core functions of the industry, as well as current and future workforce development needs.

The CCTG then identifies or reviews technical and workplace skills as well as the academic standards that students need to master to succeed in the program and align them with Career Cluster Foundation Knowledge and Skills as well as with State/National/Industry standards to ensure that they are relevant and current. The standards serve as the foundation for the development of curriculum, instruction and assessment strategies. The standards include the:

- core knowledge and skills that all students in the cluster will master;
- academic, technical and workplace skills embedded in the program;
- knowledge and skills learned best through participation in industry-mentored projects and/or supervised work-based learning experiences; and
- Knowledge and skills that require more extensive experience or industry training and certification.

After a thorough review process, the CCTG recommends the program to be developed and provides advice regarding credit and degree programs, articulation and dual enrollment agreements and industry-recognized credentials such as licenses and certifications. Administrators and teachers develop the program overview that broadly describes what students are expected to know and be able to demonstrate after completing the program. The overview clearly describes prerequisite requirements as well as knowledge and skills students will acquire in the program. Written in clear and

concise language, the overview is useful in marketing the program to target audiences, such as students, parents, and guidance counselors.

Step 3. Describe each CTE complete course and identify end-of-course assessments.

Administrators and teachers develop the course descriptions and consult with the PAC to identify end-of-course assessments. Course descriptions are written based on well-defined goals and objectives. These clearly specify what students will know and be able to demonstrate as a result of participating in the course. End-of-course assessments are culminating experiences used to document student attainment of the knowledge and skills included in each course. Program assessments are aligned with the standards and performance indicators used to develop the program. As such, assessments include projects, written and performance examinations, and tests leading to credentialing and licensing.

Assessment results must be both reliable and valid. An assessment is reliable if it yields results that are accurate and stable. A reliable assessment is one which consistently achieves the same results with the same (or similar) cohort of students. A valid assessment is one which measures what it is intended to measure.

Step 4. Determine appropriate curriculum, end-of-program assessments, licenses, and certifications.

Secondary and postsecondary academic and CTE teachers develop the curriculum and course sequences to provide students with knowledge of all aspects of the industry and expose them to the major activities defined for the pathways. Curriculum can be adopted, adapted, or developed, depending on the decisions of the CCTG and teachers. Curriculum is based on the most relevant academic, technical, and employability standards available. Academic courses are identified to complement and support CTE programs. Opportunities for CTE program articulation are identified as the program is developed.

Teachers consult with the CCTG to determine the end-of-program assessments and licensing or certification examinations that will be used to document student performance. Include and identify assessments leading to industry recognized credentials if available and appropriate. By offering end-of-program assessments and licensing or certification examinations, student performance is documented and teachers have information to improve learning and instruction. These assessments are aligned with the academic, technical, and industry skills that are integrated into the curriculum and must be valid and reliable. As such, they include both written and performance-based assessments and extend beyond traditional competency profiles. Opportunities exist for students to earn credentials that are valued by employers, labor unions, and college admissions officers.

Step 5. Complete the secondary program matrix of CTE POS.

The program matrix defines a planned, sequential program of study that aligns academic subjects with at least four or five credits in CTE including a capstone or culminating experience such as an industry-mentored project and/or work-based learning. Work-based learning experiences or capstone projects should be required of all students, with rare exceptions. The program matrix includes the specific academic and CTE courses required for success in the CTE program as well as in postsecondary education (i.e., Tech Prep - dual enrollment, advanced placement, transcribed and articulated credit). The sequence of courses is reflected in a matrix that identifies the following:

- GDOE academic courses required for graduation that align with and complement the CTE program;
- CTE courses that blend instruction and ensure student mastery of the industry standards for the pathway;
- The concentrator course; and
- The postsecondary program sequence(s) available to students pursuing further education, including apprenticeships and articulated and dual enrollment courses.

In consultation with CCTG, educators develop a list of potential career options students are preparing to enter after completing the secondary and postsecondary program sequences and describe the options for further education.

Step 6. Specify the type(s) of value-added options available to students enrolled in the program.

Approved CTE program of study often include opportunities for students to earn postsecondary credit while still in high school. Program of study options, including advanced placement, dual enrollment, transcribed and articulated credit, and apprenticeships should be made available to students. The program sequences include secondary and postsecondary courses required of students. Also CTE program of study should offer students opportunities to earn credentials, such as industry-recognized certifications and licenses, prior to graduating from high school. These value-added options enable students to get a head start in their careers and/or postsecondary education.

In developing program of study course sequences, secondary and postsecondary educators collaborate to complete the two- and/or four-year program matrix. Program articulation policy and procedures must be in place to make program of study meaningful.

Step 7. Identify the work-based learning experiences and industry-mentored projects provided to students.

Supervised work-based learning experiences or industry-mentored projects are a required component CTE program of study. They are provided to enrich and advance school-based instruction and are required for all students who demonstrate readiness to participate.

Step 8. Identify the CTE Student Organization opportunity provided to students in the program.

Through CTE student organizations such as Distributive Education Clubs of America DECA, Skills USA, etc, students have opportunities to participate in career development experiences, demonstrate and further refine their technical skills, and exhibit leadership abilities. Students enrolled in CTE program of study are encouraged to participate in CTE Student Organization or other professional associations or organizations.

Step 9: Review the overall program description in Step 2 to ensure accuracy with the course offerings, value-added options, work-based learning opportunities and industry-mentored projects, and the CTSO identified for the program

Step 10. Allocate resources.

The department chair and teachers examine what resources currently exist to support the course or program and identify any additional resources needed for successful implementation. These include staffing, instructional materials, equipment, training and professional development, and work-based learning experiences and industry-mentored projects for teachers and students. Each year, these needs are discussed and considered when developing budgets and allocating fiscal and human resources. These considerations should be reflected in the Guam CTE Plan for program improvement.

Step 11. Submit and Present Proposal to State Director

The department chair reviews the contents of the CTE program of study proposal to ensure accuracy and completeness, obtains the signature of the dean, and goes to the Curriculum Committee for review. The same procedure as described in the GCC Curriculum Manual, will be used to approve program of study with one difference e.g. POS proposal must be reviewed and endorsed by CCTG before it goes to the program document approval process.

Step 12. Implement and Continuously Improve Programs.

As part of the continuous improvement process, CTE secondary and postsecondary instructors along with the CCTG annually reviews program or study within the context of the career clusters to ensure that they keep pace with changes in industry.

After reviewing all available program data, the CCTG and educators discuss upgrades that need to be made to current CTE program of study. CCTG will inform educators about changes within the industry and recommends modifications that need to be made in curriculum and instruction. If major modifications to the CTE program of study are required, then an amendment must be submitted. The same process described in the GCC Curriculum Manual will be used to amend POS.

Once the Guam CTE Program of Study has been approved, A Guam CTE Program of Study Template must be completed. This will serve as a communication tool to all stakeholders.

Educational agencies' efforts to implement the above process should be informed by immediate and on-going reviews of their courses and programs. Once this initial review is completed, GCC, GDOE, and other education / training entities will be more prepared to consider which of their courses should be included in the articulation matrix, and how best to document the reasonable uniformity in content and outcomes for these courses. Only then can gaps in the island's CTE offerings truly be identified.

Further, it is recommended that agencies offering CTE programs conduct studies of their academic curricula, determining how to address the *Essential Knowledge and Skills Standards* in course content. By the time students begin secondary studies, they must have the basic academic and career-readiness skills essential for academic study and career exploration. This will ensure they are able to move among career clusters without barriers of academic knowledge and career-readiness.

Students must also have full access to courses that help them to progressively develop cluster-related skills, as related to their chosen career paths. This access will remove key academic and career-readiness barriers to their mobility; their movement from one career cluster to another will not be impeded.

In order for students to receive the secondary background necessary for CTE success, regardless of whether they pursue postsecondary studies or enter the work force, all should be required to complete four years of secondary study in mathematics, as well as four years in English. A rethinking of the current career / college path system should be done, because all students need to have the same educational foundation and depth of knowledge to succeed in CTE-related occupations. Further, GDOE's existing career path requirements are perceived to be less rigorous than the college path and may give the wrong message: that CTE is only for those who are academically-challenged students.

Clearly, a commitment to programmatic change is necessary if CTE is to be implemented effectively. For example, GDOE must empower counselors to work with high school freshmen, conducting in-depth assessment of their initial career-related skills and interests. Without such depth of focus, plans of study are meaningless. Once the plans are developed, course offerings and scheduling matrices must ensure that students can continually pursue their CTE plans.

Revisions to course and program approval processes at GCC are also necessary if the College is to offer courses and programs within the career pathway structure. The GCC Curriculum Committee has already revised its course and program revision templates and its Curriculum Manual to ensure programs and courses can be fully aligned with the DCAPS initiative. These revised templates will also ensure that course and program guide authors' work is fully informed by the expertise of industry experts, and that a rationale is presented to explain cases when a course or program is not guided by industry standards or certifications.

For AY2010-2011, the Curriculum Committee (now renamed Learning Outcomes Committee) will work with the GCC administration to identify the formulas that will be used to recommend the ratio of the number of hours to credit/Carnegie units for lecture, lab, clinical or practicum. Then, this information will be brought to relevant GCC and GDOE personnel, so that an agreed-upon ratio can be included in the revised GDOE/GCC MOA.

In terms of programmatic development, GCC should develop a secondary program that fully addresses *Education and Training*. It is a known fact that Guam has always had a shortage of qualified educators, and having a secondary program on Education and Training would result in more students transitioning from high school to the postsecondary level. The Early Childhood Education program being piloted by GCC at George Washington High School is a critical step in addressing this need, and therefore should be considered a hybrid Human Services / Education and Training program. Indeed, it prepares students for careers in both clusters. As an Education and Training program, it would be eligible for priority State Agency funding, which would expedite the process of meeting Guam's Education and Training CTE needs.

Once the DCAPS structure is approved by the GCC administration, GCC Department Chairs should lead the effort to implement the initial DCAPS agreements, which will serve as exemplars for agreements to come, including those that bring together curricula from different institutions. The implementation process should build upon the feedback already provided to the authors, which was incorporated into the proposed DCAPS agreements. The table below sets a proposed timeline for tasks related to DCAPS articulation:

Action Plan		
Objective	Responsible Entity	Timeline
Make revisions to report and appendices	GCC Planning and Development Office, Adjunct Associate Dean	AY 2009-2010
Approval of project documents	GCC Academic Vice President	AY 2010-2011
GCC final approval of signed DCAPS Agreements for all POS	GCC Department Chairpersons, Academic Vice President	AY 2010-2011
Implementation of DCAPS system	GCC, GDOE, UOG	AY 2011-2012
Continue to address implementation progress at GCC-GDOE MOA meetings	GCC Dean of Trades and Professional Services	On-going
Ongoing revision of DCAPS agreements.	GCC Academic Vice President, Deans, Assoc. Dean and Department Chairs (DC)	On-going

Clearly, authentic partnerships among stakeholders are essential to Guam's ability to develop a career pathway system, and stakeholders should strive to inspire the intrinsic motivation of all involved with CTE. This ownership, though necessary, is not sufficient for success in implementation of a cohesive career pathway system. It is imperative that policy makers work together to make a clear statement to everyone on Guam: the above initiatives are essential for Guam's educational and economic success. Therefore, it is strongly recommended that in the immediate future, the Guam Legislature and the three Boards of the public educational institutions on island develop and support resolutions and legislation geared to implement Guam's Career Pathway System.

ENDNOTES

- ¹ Chong, E., Dennis, C. & T. San Nicolas. (October 15, 2009) The Career and Technical Education Pathway System Task 1 Report of the Establishing Guam's CTE Career Pathway System Project. Task 1 Report includes an assessment of five State plans and recommendation to select Hawaii and Wyoming as models for Guam to consider in the development of its career pathway system.
- ² Schrage, V. Current Status of Articulation Between GCC CTE Programs in the Secondary Environment and Postsecondary CTE Programs. This was Task 2 Report of the Establishing Guam's CTE Career Pathway System Project which explores articulation of GCC's career and technical educational programs at the secondary and postsecondary levels.
- ³ Hartz, G. & Manzana, A. (September 8, 2009). Establishing Guam's CTE Career Pathway System. This was Task 3 Report of the Establishing Guam's CTE Career Pathway System Project. Studies and evaluates the career and technical education programs of Guam Department of Education that are not under the purview of GCC, and articulation between GCC's secondary and postsecondary CTE programs.
- ⁴ Hartz, G. & Manzana, A. (October 26, 2009). The CTE Pathways System. This was Task 4 Report of the Establishing Guam's CTE Career Pathway System Project which provides a consistent, across-the-board articulation policy and guidelines and procedures for a more seamless transition between GCC's secondary and postsecondary programs.
- ⁵ Chong, E., Dennis, C. & San Nicolas, T. (October 15, 2009). The Career & Technical Education Pathways System. This was Report 1 of the Establishing Guam's CTE Career Pathway System Project which includes a comprehensive assessment of Guam's secondary and postsecondary CTE programs with linkages between CTE programs and state/national/industry certifications and or standards.
- ⁶ Schrage, V. (October 30, 2009). Policies and Guidelines on How to Develop a Secondary or Postsecondary Program of Study. This was Report 2 of the Establishing Guam's CTE Career Pathway System Project which includes the assessment of seven state systems which resulted in a "roadmap" for Guam's development of Programs of Study.
- ⁷ Chong, D. & Dennis, C. (December 21, 2009). The Career and Technical Education Pathways System. This was Report 3 of the Establishing Guam's CTE Career Pathway System Project. An assessment on the articulation of secondary and postsecondary instruction, the alignment of technical content with academic standards, and the determination of appropriate measures of effectiveness, culminating in 37 samples of Guam's secondary and postsecondary programs of study.
- ⁸ Hartz, G. & Manzana, M. (December 24, 2009). Guam's Dual Credit Articulated Programs of Study: Agreements, Guidelines, and Procedures. This was Report 4 of the Establishing Guam's CTE Career Pathway System Project.
- ⁹ Source: Task 1 Report, *The CTE Pathways System* p.p. 10-11.
- ¹⁰ Source: Task 2 Report, *Status of Articulation Between Guam Community College's Secondary and Postsecondary CTE Programs*. p.p. 6-7.
- ¹¹ Source : Task 3 Report, p.6.
- ¹² Source: Report 2 *Policy and Guidelines in Developing a Secondary or Postsecondary Program of Study*, p. 9.

APPENDICES

DUAL CREDIT ARTICULATED PROGRAMS OF STUDY (DCAPS)

Automotive Service Technology Program of Study (GDOE) and Associate of Science in Automotive Service Technology Program of Study (GCC)

Automotive Service Technology Program of Study (GDOE) and Certificate in Automotive Service Technology Program of Study (GCC)

Electronics Technology Program of Study (GDOE) and Associate of Science in Computer Networking Program of Study (GCC)

ProStart Program of Study (GDOE) and Associate of Arts in Culinary Program of Study (GCC)

Early Childhood Education Program of Study (GDOE) and Associate of Science in Early Childhood Education Program of Study (GCC)

ProStart Program of Study (GDOE) and Associate of Science in Food and Beverage Program of Study (GCC)

Health Occupations Program of Study (GDOE) and Certificate in Practical Nursing Program of Study (GCC)

Health Occupations Program of Study (GDOE) and Associate of Science in Medical Assisting Program of Study (GCC)

Lodging Management Program of Study (GDOE) and Associate of Science in Hospitality Industry Management Program of Study, Hotel Management Concentration, Travel & Tour Management Concentration (GCC)

Marketing Program of Study (GDOE) and Associate of Science in Marketing Program of Study (GCC)

Visual Communications Program of Study (GDOE) and Associate of Science in Visual Communications of Study (GCC)

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Automotive Service Technology Program of Study

AND

GUAM COMMUNITY COLLEGE
*Associates of Science in Automotive Service Technology Program of
Study*

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Automotive Service Technology Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Automotive Service Technology Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Automotive Service Technology Program of Study and Guam Community College's Associate of Science in Automotive Service Technology Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

A. Student Eligibility. Students must declare their major in Automotive Service Technology Program of Study at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in Automotive Service Technology Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits. Students must provide:

(1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Marketing Program of Study courses with a grade of “B” or higher.

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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

**Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Automotive Service Technology Program**

GCC/GDOE Cluster Courses	
VEME050a, VEME050b, VEME077, VEME075, VEME065, VEME066	
Students completing the above courses with a “B” or better may earn free articulated credits for AST100, AST150, AST160, AST180A, and AST140 at Guam Community College.	
Guam Community College	
AST100 Introduction to Automotive Service (3 credit hours) AST150 Brakes (3 credit hours) AST160 Electrical (3 credit hours) AST180A Engine Performance I (3 credit hours) AST140 Suspension & Steering (3 credit hours)	

Note: Should the Guam Community College and/or Guam Department of Education course alphas and numbers change, but the course content and student learning outcomes remain the same, the conditions of the Articulation Agreement will be honored.

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

SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME050A & VEME050B Basics I & II</i> <i>1. Depict proper shop safety practice and identify, describe, and demonstrate safe usage of shop tools</i> <i>3. Describe and outline automotive engines and fuel system components</i> <i>4. Identify components of the brake system, suspension & steering system, and wheels & tires.</i> <i>5. Explain vehicle preventive maintenance procedures and carry out repairs</i>	<i>AST100 Introduction to Automotive Service</i> <i>1. Depict proper shop safety practice and identify, describe, and demonstrate safe usage of shop tools</i> <i>3. Describe and outline automotive engines and fuel system components</i> <i>4. Identify components of the brake system, suspension & steering system, and wheels & tires.</i> <i>5. Explain vehicle preventive maintenance procedures and carry out repairs</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME075 Electrical/Electronic Systems</i> <i>1. Perform general electrical system diagnosis</i> <i>2. Demonstrate Battery/Starting System Diagnosis and Repair.</i> <i>3. Diagnose and repair Lighting System</i> <i>4. Work with electrical gauges</i> <i>5. Troubleshoot electrical accessory faults</i>	<i>AST160 Electrical/Electronic Systems</i> <i>1. Perform general electrical system diagnosis</i> <i>2. Demonstrate Battery/Starting System Diagnosis and Repair.</i> <i>3. Diagnose and repair Lighting System</i> <i>4. Work with electrical gauges</i> <i>5. Troubleshoot electrical accessory faults</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME065 Brakes</i> <i>1. Complete work order task, as it relates to brake repair, to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>2. Diagnose poor brake performance and determine necessary action.</i> <i>3. Identify and inspect anti-lock brake system components.</i>	<i>AST150 Brakes</i> <i>1. Complete work order task to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>2. Diagnose poor brake performance in the and determine necessary action.</i> <i>3. Identify and inspect anti-lock brake system components.</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME077 Engine Performance</i> <i>1. Perform general engine diagnosis</i> <i>2. Diagnose computerized engine controls</i> <i>3. Ascertain fault causes in the ignition system</i> <i>4. Depict engine related repair procedures</i>	<i>AST180A Engine Performance I</i> <i>1. Perform general engine diagnosis</i> <i>2. Diagnose computerized engine controls</i> <i>3. Ascertain fault causes in the ignition system</i> <i>Depict engine related repair procedures</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME066 Steering & Suspension</i> <i>1. Complete work order task, as it relates to suspension & steering service, to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>2. Diagnose short/long arm suspension faults</i> <i>3. Diagnose abnormal tire wear patterns and poor drivability</i>	<i>AST140 Suspension & Steering</i> <i>1. Complete work order task, as it relates to suspension & steering service, to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>2. Diagnose short/long arm suspension faults</i> <i>3. Diagnose abnormal tire wear patterns and poor drivability</i>

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are states in respective course and program guides. Identify, review and share recommendation(s) with Advisory Committee.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.)	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Christopher Dennis Department Chair Automotive Service Technology Tel. (671) 735-5602 Fax. (671) 734-5238 Email: christopher.dennis@guamcc.edu	Admission and Registration Tel. (671) 735-5531 – 34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu Gcc.registrar@guamcc.edu Assessment and Counseling Tel. (671) 735-5562 – 65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

PERSONAL PLAN OF STUDY

Career Cluster	Transportation, Distribution, & Logistics	
	Secondary	Postsecondary
Program of Study	Automotive Service Technology	Automotive Service Technology, Associate

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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math or General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography or World History 	<ul style="list-style-type: none"> Chamorro or History of Guam Any of the following Physical Education Health Dance 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 		<ul style="list-style-type: none"> VEME050 A & B Introduction to Automotive Service I & II
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I – or – Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. –or– American History 		<ul style="list-style-type: none"> VEME075 Electrical/Electronic Systems VEME077 Engine Performance
	12	<ul style="list-style-type: none"> English/Language Arts 12 Applied Communication 				<ul style="list-style-type: none"> Art I –or– Speech and Debate Computer Literacy 	<ul style="list-style-type: none"> VEME065 Brake Systems VEME066 Suspension & Steering Systems
Associates in Automotive (60 credits)	Sem 1	<ul style="list-style-type: none"> EN110 Freshman English 	<ul style="list-style-type: none"> MA110 Finite Math 				<ul style="list-style-type: none"> AST180B Engine Performance II (3) AST240 T/P Suspension & Steering Systems
	Sem 2			<ul style="list-style-type: none"> CS151 Windows or CS152 Macintosh Applications 			<ul style="list-style-type: none"> AST250 T/P Brakes AST160 T/P Electrical Systems T/P Engine Performance
Associates in Automotive (60 credits)	Sem 3			<ul style="list-style-type: none"> SI103 Introduction to Marine or SI110 Environmental Biology 	<ul style="list-style-type: none"> PY120 General Psychology SI103 Intro to Sociology 		



Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Sample of Career Specialties / Occupations	Air/Space Transportation: Transportation Managers (Air) * Commercial Pilots * Flight Engineers * Flight Attendants * Dispatchers (Air) * Traffic Managers * Air traffic Controllers * Aircraft Cargo Handling Supervisors * Airfield Operations Specialists Rail Transportation: Transportation Managers (Rail) * Dispatchers (Rail) * Traffic Managers * Locomotive Engineers * Locomotive Firers * Railyard Conductors and Yardmasters * Railroad Brake, Signal and Switch Operators * Railyard Engineers, Dinkey Operators, and Hostlers Water Transportation: Transportation Managers (Water) * Dispatchers (Water) * Traffic Managers * Captains * Mates * Pilots of Water Vessels * Sailors and Marine Oilers * Able Seamen * Ordinary Seamen * Ship and Boat Captains * Ship Engineers * Bridge and Lock Tenders Road Transportation Transportation managers (Road) * Dispatchers (Truck/Bus/Taxi) * Traffic Managers * Truck Drivers (Tractor-Trailer) * Truck Drivers (Light or Delivery Services) * Bus Drivers (Transit and Intercity) * School Bus Drivers * Taxi Drivers and Chauffeurs Transit Systems: Transportation Managers (Mass Transit) * Dispatchers (Bus) * Traffic Managers * Dispatchers (Rail) * Traffic Managers * Bus Drivers (Transit and Intercity) * Subway and Streetcar Operators	Logisticians * Logistics Managers * Logistics Engineers * Logistics Analysts * Logistics Consultants * International Logistics Specialists	Warehouse Managers * Storage and Distribution Managers * Industrial and Packaging Engineers * Traffic, Shipping and Receiving Clerks * Production, Planning, Expediting Clerks * First-line Supervisors/Managers of Helpers * Laborers, and Material Movers (Hand) * First-line Supervisors /Managers of Transportation and Material (Moving Machine and Vehicle Operators) * Laborers and Freight, Stock and Material Movers (Hand) * Car, Truck and Ship Loaders * Packers and Packers-hand	Facility: Facility Maintenance Managers and Engineers * Industrial Equipment Mechanics * Industrial Electricians, * Electrical/Electronic Technicians Mobile Equipment: General--Mobile Equipment Maintenance Managers * Electrical and Electronic Installers and Repairers (Transportation Equipment) * Mobile Heavy Equipment Mechanics Air/Space-- Aerospace Engineering and Operations Technicians * Aircraft Mechanics and Service Technicians * Airframe Mechanics * Power plant Mechanics * Aircraft Engine Specialists * Avionics Technicians Water--Ship Mechanics and Repairers * Motorboat Mechanics * Automotive/Truck Mechanics and Body Repairers Rail--Rail Car Repairers * Signal and Track Switch Repairers * Rail Locomotive Mechanics and Repairers Road--Electronic Equipment Installers and Repairers (Motor Vehicle) * Automotive Body and Related Repairers * Automotive Service Technicians and Mechanics * Automotive Master Mechanics * Automotive Specialty Technicians * Bus and Truck Mechanics and Diesel Engine Specialists * Motorcycle Mechanics * Bicycle Repairers	General-- Intermodal-- Urban and Regional Planners * Civil Engineers * Engineering Technicians * Surveying and Mapping Technicians * Government Service Executives * Environmental Compliance Inspectors Air/Space--Air Traffic Controllers * Aviation Inspectors Road--Traffic Engineers * Traffic Technicians * Motor Vehicle Inspectors * Freight Inspectors Rail--Railroad Inspectors Water--Marine Cargo Inspectors * Vessel Traffic Control Specialists Transit--Public Transportation Inspectors Other--Regulators * Inspectors and other federal/state/local transportation agency jobs	Health and Safety Managers * Industrial Health and Safety Engineers * Environmental Scientists and Specialists * Environmental Science and Protection Technicians * Environmental Managers and Engineers * Environmental Compliance Inspectors * Safety Analysts	Marketing Managers, * Sales Managers * Sales Representatives of Transportation /Logistics Services * Reservation, Travel and Transportation Agents * Cargo and Freight Agents * Customer Service Managers * Cashiers, Counter and Rental clerks
	Transportation Operations	Logistics Planning and Management Services	Warehousing and Distribution Center Operations	Facility and Mobile Equipment Maintenance	Transportation Systems/ Infrastructure Planning, Management, and Regulation	Health, Safety and Environmental Management	Sales and Service
Cluster K&S	<p align="center">Cluster Knowledge and Skills</p> <p align="center">♦ 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</p>						



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

When a DCAPS Agreement is developed, assurance that the DCAPS compiles with requirements of Perkins Act shall be provided to the State Agency Office and GDOE. The original agreement shall be maintained by GCC's Academic Affairs Division. All agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Automotive Service Technology Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Automotive Service Technology Program of Study

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

_____ Department Chair	_____ Date	_____ Advisory Committee Chair Marketing	_____ Date
<small>DC initials indicate commitment to follow through with DCAPS implementation. /s/ Date: <u>3/14/10</u></small>			
_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
_____ President		_____ Date	

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
Automotive Service Technology Program of Study

AND

GUAM COMMUNITY COLLEGE
Certificate in Automotive Service Technology Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Automotive Service Technology Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Certificate in Automotive Service Technology Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Automotive Service Technology Program of Study and Guam Community College's Certificate in Automotive Service Technology Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

A. Student Eligibility. Students must declare their major in Automotive Service Technology Program of Study at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in Automotive Service Technology Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits. Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Marketing Program of Study courses with a grade of “B” or higher.

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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

**Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Automotive Service Technology Program**

GCC/GDOE Cluster Courses	
VEME050a,VEME050b,VEME077, VEME075,VEME065,VEME066	
Students completing the above courses with a “B” or better may earn free articulated credits for AST100, AST150, AST160, AST180A, and AST140 at Guam Community College.	
Guam Community College	
AST100 Introduction to Automotive Service (3 credit hours) AST150 Brakes (3 credit hours) AST160 Electrical (3 credit hours) AST180A Engine Performance I (3 credit hours) AST140 Suspension & Steering (3 credit hours)	

Note: Should the Guam Community College and/or Guam Department of Education course alphas and numbers change, but the course content and student learning outcomes remain the same, the conditions of the Articulation Agreement will be honored.

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

SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME050A & VEME050B Basics I & II</i> <i>1. Depict proper shop safety practice and identify, describe, and demonstrate safe usage of shop tools</i> <i>3. Describe and outline automotive engines and fuel system components</i> <i>4. Identify components of the brake system, suspension & steering system, and wheels & tires.</i> <i>5. Explain vehicle preventive maintenance procedures and carry out repairs</i>	<i>AST100 Introduction to Automotive Service</i> <i>1. Depict proper shop safety practice and identify, describe, and demonstrate safe usage of shop tools</i> <i>3. Describe and outline automotive engines and fuel system components</i> <i>4. Identify components of the brake system, suspension & steering system, and wheels & tires.</i> <i>5. Explain vehicle preventive maintenance procedures and carry out repairs</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME075 Electrical/Electronic Systems</i> <i>6. Perform general electrical system diagnosis</i> <i>7. Demonstrate Battery/Starting System Diagnosis and Repair.</i> <i>8. Diagnose and repair Lighting System</i> <i>9. Work with electrical gauges</i> <i>10. Troubleshoot electrical accessory faults</i>	<i>AST160 Electrical/Electronic Systems</i> <i>6. Perform general electrical system diagnosis</i> <i>7. Demonstrate Battery/Starting System Diagnosis and Repair.</i> <i>8. Diagnose and repair Lighting System</i> <i>9. Work with electrical gauges</i> <i>10. Troubleshoot electrical accessory faults</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME065 Brakes</i> <i>4. Complete work order task, as it relates to brake repair, to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>5. Diagnose poor brake performance and determine necessary action.</i> <i>6. Identify and inspect anti-lock brake system components.</i>	<i>AST150 Brakes</i> <i>3. Complete work order task to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>4. Diagnose poor brake performance in the and determine necessary action.</i> <i>3. Identify and inspect anti-lock brake system components.</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME077 Engine Performance</i> <i>5. Perform general engine diagnosis</i> <i>6. Diagnose computerized engine controls</i> <i>7. Ascertain fault causes in the ignition system</i> <i>8. Depict engine related repair procedures</i>	<i>AST180A Engine Performance I</i> <i>4. Perform general engine diagnosis</i> <i>5. Diagnose computerized engine controls</i> <i>6. Ascertain fault causes in the ignition system</i> <i>4. Depict engine related repair procedures</i>
SECONDARY SLOs	POSTSECONDARY SLOs
<i>VEME066 Steering & Suspension</i> <i>4. Complete work order task, as it relates to suspension & steering service, to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>5. Diagnose short/long arm suspension faults</i> <i>6. Diagnose abnormal tire wear patterns and poor drivability</i>	<i>AST140 Suspension & Steering</i> <i>4. Complete work order task, as it relates to suspension & steering service, to include, identifying customer concern, researching vehicle history, & interpreting component numbers.</i> <i>5. Diagnose short/long arm suspension faults</i> <i>6. Diagnose abnormal tire wear patterns and poor drivability</i>

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are states in respective course and program guides. Identify, review and share recommendation(s) with Advisory Committee.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.)	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Christopher Dennis Department Chair Automotive Service Technology Tel. (671) 735-5602 Fax. (671) 734-5238 Email: christopher.dennis@guamcc.edu	Admission and Registration Tel. (671) 735-5531 – 34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu Gcc.registrar@guamcc.edu Assessment and Counseling Tel. (671) 735-5562 – 65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

PERSONAL PLAN OF STUDY

Career Cluster		Transportation, Distribution, & Logistics					
		Secondary			Postsecondary		
Program of Study		Automotive Service Technology			Automotive Service Technology, Certificate		
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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math or General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography or World History 	<ul style="list-style-type: none"> Chamorro or History of Guam Any of the following Physical Education Health Dance 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 		<ul style="list-style-type: none"> VEME050 A & B Introduction to Automotive Service I & II
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I – or- Geometry 	<ul style="list-style-type: none"> Any of the following: Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. – or- American History 		<ul style="list-style-type: none"> VEME075 Electrical/Electronic Systems VEME077 Engine Performance
	12	<ul style="list-style-type: none"> English/Language Arts 12 Applied Communication 				<ul style="list-style-type: none"> Art I –or-Speech and Debate Computer Literacy 	<ul style="list-style-type: none"> VEME065 Brake Systems VEME066 Suspension & Steering Systems
Associates in Automotive (60 credits)	Sem 1	<ul style="list-style-type: none"> EN110W Fund of English Writing 	<ul style="list-style-type: none"> MA108 Intro to College Algebra I 				<ul style="list-style-type: none"> AST180B Engine Performance II (3) AST240 T/P Suspension & Steering Systems
	Sem 2						<ul style="list-style-type: none"> AST250 T/P Brakes AST160 T/P Electrical Systems T/P Engine Performance
Associates in Automotive (60 credits)	Sem 3			•	•		



Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Sample of Career Specialties / Occupations	Air/Space Transportation: Transportation Managers (Air) * Commercial Pilots * Flight Engineers * Flight Attendants * Dispatchers (Air) * Traffic Managers * Air traffic Controllers * Aircraft Cargo Handling Supervisors * Airfield Operations Specialists Rail Transportation: Transportation Managers (Rail) * Dispatchers (Rail) * Traffic Managers * Locomotive Engineers * Locomotive Firers * Railyard Conductors and Yardmasters * Railroad Brake, Signal and Switch Operators * Railyard Engineers, Dinkey Operators, and Hostlers Water Transportation: Transportation Managers (Water) * Dispatchers (Water) * Traffic Managers * Captains * Mates * Pilots of Water Vessels * Sailors and Marine Oilers * Able Seamen * Ordinary Seamen * Ship and Boat Captains * Ship Engineers * Bridge and Lock Tenders Road Transportation Transportation managers (Road) * Dispatchers (Truck/Bus/Taxi) * Traffic Managers * Truck Drivers (Tractor-Trailer) * Truck Drivers (Light or Delivery Services) * Bus Drivers (Transit and Intercity) * School Bus Drivers * Taxi Drivers and Chauffeurs Transit Systems: Transportation Managers (Mass Transit) * Dispatchers (Bus) * Traffic Managers * Dispatchers (Rail) * Traffic Managers * Bus Drivers (Transit and Intercity) * Subway and Streetcar Operators	Logisticians * Logistics Managers * Logistics Engineers * Logistics Analysts * Logistics Consultants * International Logistics Specialists	Warehouse Managers * Storage and Distribution Managers * Industrial and Packaging Engineers * Traffic, Shipping and Receiving Clerks * Production, Planning, Expediting Clerks * First- line Supervisors/ Managers of Helpers * Laborers, and Material Movers (Hand) * First- line Supervisors /Managers of Transportation and Material (Moving Machine and Vehicle Operators) * Laborers and Freight, Stock and Material Movers (Hand) * Car, Truck and Ship Loaders * Packers and Packagers-hand	Facility: Facility Maintenance Managers and Engineers * Industrial Equipment Mechanics * Industrial Electricians, * Electrical/Electronic Technicians Mobile Equipment: <u>General</u> —Mobile Equipment Maintenance Managers * Electrical and Electronic Installers and Repairers (Transportation Equipment) * Mobile Heavy Equipment Mechanics <u>Air/Space</u> — Aerospace Engineering and Operations Technicians * Aircraft Mechanics and Service Technicians * Airframe Mechanics * Power plant Mechanics * Aircraft Engine Specialists * Avionics Technicians <u>Water</u> —Ship Mechanics and Repairers * Motorboat Mechanics * Automotive/Truck Mechanics and Body Repairers Rail—Rail Car Repairers * Signal and Track Switch Repairers * Rail Locomotive Mechanics and Repairers <u>Road</u> —Electronic Equipment Installers and Repairers (Motor Vehicle) * Automotive Body and Related Repairers * Automotive Service Technicians and Mechanics * Automotive Master Mechanics * Automotive Specialty Technicians * Bus and Truck Mechanics and Diesel Engine Specialists * Motorcycle Mechanics * Bicycle Repairers	<u>General</u> — <u>Intermodal</u> — Urban and Regional Planners * Civil Engineers * Engineering Technicians * Surveying and Mapping Technicians * Government Service Executives * Environmental Compliance Inspectors <u>Air/Space</u> —Air Traffic Controllers * Aviation Inspectors <u>Road</u> —Traffic Engineers * Traffic Technicians * Motor Vehicle Inspectors * Freight Inspectors <u>Rail</u> —Railroad Inspectors <u>Water</u> —Marine Cargo Inspectors * Vessel Traffic Control Specialists <u>Transit</u> —Public Transportation Inspectors <u>Other</u> — Regulators * Inspectors and other federal/state/loc al transportation agency jobs	Health and Safety Managers * Industrial Health and Safety Engineers * Environmen tal Scientists and Specialists * Environmen tal Science and Protection Technicians * Environmen tal Managers and Engineers * Environmen tal Compliance Inspectors * Safety Analysts	Marketing Managers, * Sales Managers * Sales Representati ves of Transportati on /Logistics Services * Reservation, Travel and Transportati on Agents * Cargo and Freight Agents * Customer Service Managers * Cashiers, Counter and Rental clerks
Pathways	Transportation Operations	Logistics Planning and Management Services	Warehousing and Distribution Center Operations	Facility and Mobile Equipment Maintenance	Transportation Systems/ Infrastructure Planning, Management, and Regulation	Health, Safety and Environmen tal Managemen t	Sales and Service
Cluster K&S	<p style="text-align: center;">Cluster Knowledge and Skills</p> <p>♦ 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</p>						



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

When a DCAPS Agreement is developed, assurance that the DCAPS compiles with requirements of Perkins Act shall be provided to the State Agency Office and GDOE. The original agreement shall be maintained by GCC's Academic Affairs Division. All agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Automotive Service Technology Program of Study

AND

GUAM COMMUNITY COLLEGE
Certificate in Automotive Service Technology Program of Study

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

_____ Department Chair	_____ Date	_____ Advisory Committee Chair Marketing	_____ Date
<small>DC initials indicate commitment to follow through with DCAPS implementation. <u>/s/</u> Date: <u>3/14/10</u></small>			
_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
_____ President		_____ Date	

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Electronics Technology Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Computer Networking Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Electronics Technology Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Computer Networking Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Electronics Program of Study and Guam Community College's Associate of Science in Computer Networking Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

A. Student Eligibility. Students must declare their major in Electronics-Computer Networking Program of Study at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in Electronics-Computer Networking Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits. Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Electronics Program of Study courses with a grade of “B” or higher, and
- (2) Certificate of Mastery in Electronics-Computer Networking Program.

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/GDOE Secondary Program of Study and GCC Postsecondary Program of Study Courses Electronics-Computer Networking Program

GCC/GDOE Cluster Courses
VEEE051A, VEEE051B, VEEE065, VEEE066, VEEE080, VEEE081
Students completing the above courses with a “B” or better and receive a Certificate of Mastery may earn free articulated credits for Electronics-Computer Networking Program at Guam Community College.
Guam Community College
Electricity I, Electricity II, IT Essentials, IT Essentials II, Computer Networking Academy I, Computer Networking II, (24 credit hours)

Note: Should the Guam Community College and/or Guam Department of Education course alphas and numbers change, but the course content and student learning outcomes remain the same, the conditions of the Articulation Agreement will be honored.

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

SECONDARY SLOs	POSTSECONDARY SLOs
Electronics-Computer Networking <i>1. Value Networking skills in the community</i> <i>2. Identify various networking media and their characteristics.</i> <i>3. Install, maintain and troubleshoot a computer and its network.</i> <i>4. Measure AC/DC voltage using a multimeter and oscilloscope.</i>	EE103 Electricity I <i>1. Describe how to measure voltage, current and resistance on electrical circuits.</i> <i>2. Identify different types of conducting materials and its electrical properties.</i> <i>3. Describe and apply ohm's law formulas in solving electronic and electrical problems.</i> <i>4. Use electronic and electrical hand tools properly.</i> <i>5. Perform laboratory experiments in direct current circuits.</i>
VEEE051A Electricity I <i>1. Describe how to measure voltage, current and resistance on electrical circuits.</i> <i>2. Identify different types of conducting materials and its electrical properties.</i> <i>3. Describe and apply ohm's law formulas in solving electronic and electrical problems.</i> <i>4. Use electronic and electrical hand tools properly.</i> <i>5. Perform laboratory experiments in direct current circuits.</i>	EE104 Electricity II <i>1. Identify and describe safety rules as applied to electricity and electronics.</i> <i>2. Describe how to use laboratory oscilloscopes to measure voltage, frequency, and period (time).</i> <i>3. Illustrate and explain different transformers turn's ratio, voltage ratio, and current ratio.</i> <i>4. Describe resonance and its effects in electronic communications circuits.</i> <i>5. Perform laboratory experiments in alternating current circuits.</i>
VEEE051B Electricity II <i>1. Identify and describe safety rules as applied to electricity and electronics.</i> <i>2. Describe how to use laboratory oscilloscopes to measure voltage, frequency, and period (time).</i> <i>3. Illustrate and explain different transformers turn's ratio, voltage ratio, and current ratio.</i> <i>4. Describe resonance and its effects in electronic communications circuits.</i> <i>5. Perform laboratory experiments in alternating current circuits.</i>	EE211 Essentials I <i>1. Perform a step by step assembly of a desktop computer tower.</i> <i>2. Explain, install, and navigate an operating system; upgrade component base on customer needs and perform preventive maintenance and troubleshooting.</i> <i>3. Upgrade security components based on customer needs and perform preventive maintenance and troubleshooting.</i>
VEEE080 IT Essentials I <i>1. Perform a step by step assembly of a desktop computer tower.</i> <i>2. Explain, install, and navigate an operating system; upgrade component base on customer needs and perform preventive maintenance and troubleshooting.</i> <i>3. Upgrade security components based on customer needs and perform preventive</i>	EE215 IT Essentials II <i>1. Install the Linux network operating systems.</i> <i>2. Identify various Network application process.</i> <i>3. Differentiate between the Linux and Windows 2000 network operating systems.</i>
	EE265 Computer Networking I

SECONDARY SLOs	POSTSECONDARY SLOs
<p><i>maintenance and troubleshooting.</i></p> <p>VEEE081 IT Essentials II</p> <ol style="list-style-type: none"> <i>1. Install the Linux network operating systems.</i> <i>2. Identify various Network application process.</i> <i>3. Differentiate between the Linux and Windows 2000 network operating systems.</i> <p>VEEE065 Computer Networking I</p> <ol style="list-style-type: none"> <i>1. Install, configure, and troubleshoot Cisco IOS devices for Internet and Server connectivity.</i> <i>2. Describe the Open systems Interconnect (OSI) model and the process of encapsulation.</i> <p>VEEE066 Computer Networking II</p> <ol style="list-style-type: none"> <i>1. Plan the Addressing Structure.</i> <i>2. Describe Routing protocol metrics and the purpose of the administrative distance.</i> <i>3. Troubleshoot a Small-to-Medium Business network.</i> 	<ol style="list-style-type: none"> <i>1. Install, configure, and troubleshoot Cisco IOS devices for Internet and Server connectivity.</i> <i>2. Describe the Open systems Interconnect (OSI) model and the process of encapsulation.</i> <p>EE266 Computer Networking II</p> <ol style="list-style-type: none"> <i>1. Plan the Addressing Structure</i> <i>2. Describe Routing protocol metrics and the purpose of the administrative distance.</i> <i>3. Troubleshoot a Small-to-Medium Business network</i>

Note: For articulation of credits secondary SLOs must align to postsecondary SLOs.

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Articulation Coordinator
*John Limtiaco Assistant Professor Department Chair Electronics and Telecommunications Tel. (671) 735-3034 Fax. (671) 735-3031 Email: john.limtiaco@guamcc.edu	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

PERSONAL PLAN OF STUDY

Career Cluster		Transportation, Distribution, & Logistics					
		Secondary				Postsecondary	
Program of Study		Automotive Service Technology				Automotive Service Technology, Associate	
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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math or General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography or World History 	<ul style="list-style-type: none"> Physical Education I Health Dance 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Algebra I Algebra II 	<ul style="list-style-type: none"> Biology Chemistry Marine Biology 	<ul style="list-style-type: none"> US History American Government History of Guam 	<ul style="list-style-type: none"> Electricity I 	<ul style="list-style-type: none"> Electricity II
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Applied Math General Math 	<ul style="list-style-type: none"> Physical Science General Science 	<ul style="list-style-type: none"> World Geography World History History of Guam 	<ul style="list-style-type: none"> IT Essentials I 	<ul style="list-style-type: none"> IT Essentials II
	12	<ul style="list-style-type: none"> English/Language Arts 12 OR Applied Communication 				<ul style="list-style-type: none"> Work Experience & Training (180 hours of CO-op/Work-Learn for Certificate of Mastery) 	<ul style="list-style-type: none"> VEEE065 Networking I VEEE066 Networking II
PS Associates in Computer Networking (73 credits)	Sem 1 Fall	<ul style="list-style-type: none"> EN110 Freshman English (3) 	<ul style="list-style-type: none"> MA161A College Algebra & Technical Mathematics (3) 	<ul style="list-style-type: none"> SI141 Applied Physics (4) 	<ul style="list-style-type: none"> PY120 General Psychology (3) 		<ul style="list-style-type: none"> EE112 Electronic Devices (4) EE116 Digital Technology (4)
	Sem 2 Spring						<ul style="list-style-type: none"> EE243 Fiber Optics Installation (3) EE267 Computer Networking III (4) EE268 Computer Networking IV (4)
PS AS in Computer Networking (73 credits)	Sem 3 Fall				<ul style="list-style-type: none"> SO130 Introduction to Sociology (3) 	<ul style="list-style-type: none"> CS151 Windows Applications (3) or CS152 Macintosh Applications (3) 	<ul style="list-style-type: none"> EE269 Advanced Computer Networking I (4) EE271 Advanced Networking Professionals I (4) EE274 Advanced Networking Professionals II (4)
PS AS in Computer Networking (73 credits)	Sem 4 Spring				<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> EE275 Advanced Networking Professionals III (4) EE280 Network Security I (4) EE274 Network Security II (4)



Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

Sample of Career Specialties / Occupations	<p>Network Design and Administration: Communications Analyst * Data Communications Analyst * Information Systems Administrator * Information Systems Operator * Information Technology Engineer Network Consulting Engineer Network Pre-Sales Engineer Network: Administrator * Analyst * Architect * Engineer * Manager * Operations Analyst * Security Analyst * Specialist * Technician * Transport Administrator PC Support Specialist * Systems: Administrator * Engineer * Support Lead Technical Support Specialist * User Support Specialist Telecommunications Network Technician</p>	<p>Database Development and Administration: Data: Administrator * Analyst * Architect * Management Associate * Modeler * Modeling Specialist Database: Administration Associate * Administrator * Analyst * Developer * Manager * Modeler * Security Expert * DSS (Decision Support Services) * Knowledge Architect Senior: Database Administrator * Systems Analyst Systems: Administrator * Analyst Tester Technical Writer: Desktop Publisher * Document Specialist * Documentation Specialist * Editor Electronic Publications Specialist * Publisher Instructional Designer, Online Publisher Technical Communicator * Editor * Publications Manager * Writer Technical Support: Analyst * Call Center Support Representative * Content Manager Customer: Liaison * Service Representative * Service Professional Help Desk Specialist * Technician Maintenance Technician * PC Support Specialist * PC Systems Coordinator * Product Support Engineer * Sales Support Technician * Technical: Account Manager * Support Engineer * Support Representative Testing Engineer Enterprise Systems Analysis and Integration: Application Integrator * Business Continuity Analyst * Cross-Enterprise Integrator Data: Systems Designer * Systems Manager * Warehouse Designer E-Business Specialist * Electronic Transactions Implementer Information Systems: Architect * Planner Systems: Analyst * Architect * Integrator</p>	<p>Digital Media: 2D/3D Artist * Animator * Audio/Video Engineer * Designer * Media Specialist * Media/Instructional Designer Multimedia: Author * Authoring Specialist * Developer * Specialist Producer * Production Assistant * Programmer * Streaming Media Specialist * Virtual Reality Specialist Web: Designer * Producer * Specialist Web Development and Administration: Web: Administrator * Architect * Designer * Page Developer * Producer * Site Developer * Specialist Webmaster Web Developer Social Networking Specialist Blog Developer * Search Engine Marketing Specialist Search Engine Optimization Specialist</p>	<p>Programming / Software Engineering: Applications: Analyst * Engineer Business Analyst * Computer Engineer * Data Modeler Operating System: Designer/Engineer * Programmer Analyst Program Manager * Programmer * Programmer/Analyst * Project Lead Software Applications: Specialist * Architect * Design Engineer * Development Engineer * Engineer * QA Specialist * Tester Systems: Analyst * Administrator Test Engineer * Tester</p>
	Network Systems	Information Support and Services	Web and Digital Communications	Programming and Software Development
	<p>Cluster Knowledge and Skills</p> <p>♦ 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</p>			



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

When a DCAPS Agreement has been developed, assurance that the DCAPS complies with requirements of Perkins Act of 2006 shall be provided to the State Agency Office and GDOE. The original agreement shall be maintained by GCC's Academic Affairs Division.

All Agreements will be posted on the GCC website: www.guamcc.edu .

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Electronics Technology Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science Computer Networking Program of Study

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

_____ Department Chair	_____ Date	_____ Advisory Committee Chair Electronics and Telecommunications	_____ Date
<i>DC initials indicate commitment to follow through with DCAPS implementation/s/</i>			
<i>Date <u>2/19/10</u></i>			
_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
_____ President		_____ Date	

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
ProStart Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Arts in Culinary Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*ProStart Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Arts in Culinary Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE ProStart Program of Study and Guam Community College's Associate of Arts in Culinary Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
- (1) will transfer between Guam Community College's/Guam Department of Education'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

A. Student Eligibility. Students must declare their major in Culinary at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery or Certificate of Completion in ProStart Program, when applying for the articulated college credits. There will be no additional testing for these credits and students must pay for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary ProStart Program of Study courses with a grade of “C” or higher, and
- (2) Certificate of Mastery in ProStart Program or a Certificate of Completion in ProStart Program.

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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

**Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Culinary Program**

GCC/GDOE Cluster Courses	
<ul style="list-style-type: none">• VETT055 ProStart I (1 Credit)• VETT065 ProStart II (2 Credits)• VETT075 ProStart III (1 Credit)	
Students completing the above courses with a “C” or better and receive a Certificate of Mastery will earn articulated credits for <u>Culinary</u> at Guam Community College.	
Guam Community College	
Certificate of Mastery in ProStart HS208 (Food and Beverage Service) HS293 (Practicum)	Certificate of Completion in ProStart HS208 (Food and Beverage Service)

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VETT055 ProStart I</p> <ol style="list-style-type: none"> 1. Demonstrate sanitary practices in serving and dispensing food. 2. Demonstrate the art of serving food and beverages. 3. Demonstrate standards of excellent customer service skills in the foodservice setting. 4. Demonstrate skills in resume preparation, self-promotion, communication, and interviewing. <p>VETT065 ProStart II</p> <ol style="list-style-type: none"> 1. Interpret and apply fundamentals of food service for various types of restaurant operations. 2. Perform food service skills by preparing various foods and serving them to guest. 3. Identify the components and functions of a standardized recipe, interpret the procedures of the recipe and produce a quality product by set standards 4. Apply different cooking methods in the preparation of breakfast foods, salads and garnishes, fruits and vegetables, and meats, seafood and poultry. <p>VETT075 ProStart III</p> <ol style="list-style-type: none"> 1. Interpret and apply fundamentals of food service for various types of restaurant operations. 2. Demonstrate positive work ethics required in the food service industry. 3. Develop and cost recipes, demonstrate effective sanitation practices, and prepare recipes utilizing proper cooking techniques. 4. Identify different types of written menus, organize and develop a computer generated restaurant menu,, and cost recipes for the menu created. 5. Plan and cost recipes, write a descriptive menu including a starter, an entrée with appropriate side dishes, and a dessert. 6. Develop a bid specification, solicit a bid for the product, and keep a current inventory for the product . 	<p>HS208 Food and Beverage Service</p> <ol style="list-style-type: none"> 1. Describe essential attitudes, knowledge and skills needed to become efficient and effective food and beverage employers, supervisors, and managers. 2. Identify causes, assess potential solutions, and formulate a plan of action to address all negative moments of truth encountered by guests. 3. Develop an appropriate sequence of service for various food and beverage establishments. 4. Prepare a three day training program and outline training objectives for a fine dining restaurant. 5. Demonstrate knowledge and skills in providing American, English, Russian, and French service in various food and beverage establishments. 6. Evaluate if a food and beverage establishment's service procedure is properly implemented and managed.
Note: For articulation of credits secondary SLOs must align to postsecondary SLOs.	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Respond to "Recommended Curricula Updates" (Task#2-Tables 1 and 2) and place into "D" (DCAPS) document.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Barry Mead Assistant Professor Department Chair Tourism & Hospitality Tel. (671) 735-5629 Fax. (671) 734-1004 Email: barry.mead@guamcc.edu	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

PERSONAL PLAN OF STUDY

Career Cluster	Hospitality and Tourism	
	Secondary	Postsecondary
Program of Study	ProStart	Culinary

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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math or General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography or World History 	<ul style="list-style-type: none"> Physical Education Health and Dance Word Processing 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> Chamorro or History of Guam Computer Literacy 	<ul style="list-style-type: none"> VETT055 PROSTART I
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I – or – Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. 	<ul style="list-style-type: none"> Art I or Speech and Debate Psychology/Sociology 	<ul style="list-style-type: none"> VETT065 PROSTART II
	12	<ul style="list-style-type: none"> English/Language Arts 12 Applied Communication 				<ul style="list-style-type: none"> School to Work Basic Communication II PE II 	<ul style="list-style-type: none"> VETT075 PROSTART III

*Students who receive a Certificate of Mastery in ProStart will receive credits for HS208 and HS293. For Certificate of Completion, a student will receive credits of HS208.

Postsecondary	Year 13	<ul style="list-style-type: none"> EN110 Freshman English 	<ul style="list-style-type: none"> MS145 Culinary Math 				HS140 Menu Planning HS203 Food Sanitation and Safety
				<ul style="list-style-type: none"> Gen SI 	<ul style="list-style-type: none"> Gen Ed SS 		HS245 Food Production Principles HS237 Principles of European Cuisine
							HS293 Practicum (Summer)
	Year 14					<ul style="list-style-type: none"> Gen Ed PY120 	HS208 F&B Service HS222 F&B Controls HS248 Patisserie HS241 Baking & Breads
						<ul style="list-style-type: none"> Gen Ed CS151 HL202 Nutrition 	HS160 Hospitality SUPV HS238 Garde Manager HS246 Buffer Service
							HS293 Practicum (Summer) HS247 International Cuisine HS249 Advanced Food Preparation HS293 Practicum (Summer)



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
	Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions
	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			
	Pathways			



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements.

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 and GDOE. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
ProStart Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Arts in Culinary Program of Study

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

_____ /s/ Department Chair Tourism & Hospitality	_____ 6/7/10 Date	_____ Advisory Committee/ Subject/Industry Expert	_____ Date
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_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
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_____ President	_____ Date
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Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
Early Childhood Education Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Early Childhood Education Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Early Childhood Education Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Early Childhood Education Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Early Childhood Education Program of Study and Guam Community College's Associate of Science in Early Childhood Education Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.

- D. Transferability of Credits.** As stipulated in this Agreement, credits awarded:
- (1) will transfer between Guam Community College's/Guam Department of Education'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

- A. Student Eligibility.** Students must declare their major in Early Childhood Education at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in the Early Childhood Education Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Early Childhood Education Program of Study courses with a grade of "B" or higher
- 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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC Postsecondary Program of Study Courses Early Childhood Education Program

GCC/GDOE Cluster Courses	
VEEC050, VEEC060, VEEC061, VEEC070, VEEC071, VEEC092	
Students completing the following courses with a "B" or better and receive a Certificate of Mastery may earn free articulated credits for the following courses at Guam Community College as follows:	
Guam Community College	
VEEC050:	Credit is awarded for CD110
VEEC060 and VEEC061:	Credit is awarded for CD180
VEEC070 and VEEC071:	Credit is awarded for CD140

Note: Should the Guam Community College and/or Guam Department of Education course alphas and numbers change, but the course content and student learning outcomes remain the same the conditions of the Articulation Agreement will be honored.

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VEEC050 Early Childhood Education Orientation</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of all developmental domains related to childhood. 2. List entry-level requirements and employment skills for various careers within the early childhood education field. 3. Demonstrate basic knowledge and skills needed to create a developmentally appropriate learning environment for young children. 	<p>CD110 Early Childhood Education Orientation</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of all developmental domains related to childhood. 2. List entry-level requirements and employment skills for various careers within the early childhood education field. 3. Demonstrate basic knowledge and skills needed to create a developmentally appropriate learning environment for young children.
<p>VEEC060 Language Arts in Early Childhood I</p> <ol style="list-style-type: none"> 1. Demonstrate basic understanding of language development and skills at the early childhood level. 2. Plan, develop and implement language activities, including literacy activities, for early childhood settings. <p>VEEC061 Language Arts in Early Childhood II</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of language development and skills at the early childhood level. 2. Plan, develop and implement language activities, including literacy activities, in early childhood settings. 	<p>CD180 Language Arts in Early Childhood</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of language development and skills at the early childhood level. 2. Plan, develop and implement language activities, including literacy activities, in early childhood settings.
<p>VEEC070 Environments for Young Children I</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge and understanding of the importance of child's health, safety, and nutrition. 2. Demonstrate basic knowledge and understanding of meeting children's essential nutritional needs through meal planning and nutrition education. 3. Promote children's health through awareness, effective practices, and health education. 4. Demonstrate basic knowledge and skills needed to create and maintain safe learning environments. <p>VEEC071 Environments for Young Children II This course has the same SLOs as VEEC070</p>	<p>CD140 Environments for Young Children</p> <ol style="list-style-type: none"> 1. Demonstrate skills needed to successfully design a safe and healthy environment for young children. 2. Demonstrate strategies for the promotion of positive health practices in the early childhood environment.

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Clare A. Camacho Professor Department Chair Education Tel. (671) 735-5656 Fax. (671) 734-2550 Email: clare.camacho@guamcc.edu	Admission and Registration Tel. (671) 735-5531 -34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu Gcc.registrar@guamcc.edu Assessment and Counseling Tel. (671) 735-5562 -65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

PERSONAL PLAN OF STUDY

<i>Career Cluster</i>		<i>Education and Training or Human Services</i>					
		<i>Secondary</i>			<i>Postsecondary</i>		
<i>Program of Study</i>		<i>Early Childhood Education</i>			<i>Early Childhood Education (AS)</i>		
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	• VEE050 ECE Orientation • VEE060 Language Arts in Early Childhood 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	• VEE061 Language Arts in Early Childhood II • VEE070 Environments for Young Children I
	12	• English/Language Arts 12 OR • Applied Communication				• School to Work • Basic Communication II • PE II	• VEE070 Environments for Young Children II • VEE092 Early Childhood Education Practicum
POSTSECONDARY Associate of Science in Early Childhood Education (61 credits)	Sem 1 Fall	• EN110 Freshman English (3)	• MA110 Finite Mathematics (3)	• CS151 Windows Applications OR • CS152 Macintosh Applications (3)	• SO130 Introduction to Sociology (3)		• ED231 Intro. To Exceptional Children (3) • CD220 Human Growth and Development (3) OR • CD221 Child Growth and Development (3)
	Sem 2 Spring					• HU120 Pacific Cultures (3)** • PY125 Interp. Relations (3)**	• CD240 Cognitive and Creative Development (3)
	Sem 3 Fall			• SI110 Environmental Biology or • SI103 Introduction to Marine Biology (4)		• CJ102 First Responder (3)**	• CD260 Social and Emotional Development (3) • CD280 Program Development and the Family Partnership (3)
	Sem 4 Spring				• PY120 General Psychology (3)	• OA101 Keyboarding Applications (3)	• ED280 Bilingual/Bicultural Education (3) • CD292 ECE Practicum (3)

*Students completing the secondary courses will receive 9 credits for CD110, CD140 and CD180 free of charge

**Students must complete 12 credits by selecting among and completing ASL100/110, CJ102, HU120, HU220, OA101 or PY125



Planning, managing and providing education and training services, and related learning support services.

Sample Career Specialties / Occupations	Elementary and Secondary Superintendents, Principals, Administrators Supervisors and Instructional Coordinators Education Researchers, Test Measurement Specialists/ Assessment Specialists College Presidents, Deans, Department Chairs, Program Coordinators Post-Secondary Administrators Curriculum Developers Instructional Media Designers Education and Training Technician Labor Relations Managers/Specialists	Psychologists- Clinical, Developmental, Social Social Workers Parent Educators Counselors Program Advisors Financial Aid Advisors Career Counselors/ Advisors Career and Employment Placement Counselors Speech-Language Pathologists and Audiologists Instructional Resources Coordinator Technology Support Administrator Database Administrators/AV Specialists Distance Education Coordinator Human Resources Manager Organization Development Specialist Training Manager/Coordinator Instructional Coordinators Museum Coordinators / Technicians Media Coordinators / Specialists Instructional Media Designer	Preschool, Kindergarten Teachers, Aides Elementary Teachers, Aides Secondary/CTE Teachers, Aides Special Education Teachers, Aides College/University Lecturers, Professors Human Resource Trainers Physical Trainers Professional Coaches Preschool & Child Care Program Directors Child Care Assistants / Workers Child Life Specialist Nanny Early Childhood Teachers and Assistants Instructional Systems Specialist Corporate Trainers and Educators Adult Literacy Teachers Librarians/Assistants/ Technicians
	Administration and Administrative Support	Professional Support Services	Teaching / Training
	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		



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

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

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Early Childhood Education Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Early Childhood Education Program of Study***

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

_____ Department Chair	_____ Date	_____ Advisory Committee Chair Education	_____ Date
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DC initials indicate commitment to follow through with DCAPS implementation.
Date /s/_____

_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
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_____ President	_____ Date
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Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
ProStart Program of Study

AND

GUAM COMMUNITY COLLEGE
*Associate of Science in Food and Beverage Management Program of
Study*

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*ProStart Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Food and Beverage Management Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE ProStart Program of Study and Guam Community College's Associate of Science in Food and Beverage Service Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery or a Certificate of Completion to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
- (1) will transfer between Guam Community College's/Guam Department of Education'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

A. Student Eligibility. Students must declare their major in Culinary at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery or Certificate of Completion in ProStart Program, when applying for the articulated college credits. There will be no additional testing for these credits and students must pay for these credits

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary ProStart Program of Study courses with a grade of “C” or higher, and
- (2) Certificate of Mastery in ProStart Program or a Certificate of Completion in ProStart Program.

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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC Postsecondary Program of Study Courses Food and Beverage Management

GCC/GDOE Cluster Courses <ul style="list-style-type: none">• VETT055 ProStart I (1 Credit)• VETT065 ProStart II (2 Credits)• VETT075 ProStart III (1 Credit)	
Students completing the above courses with a “C” or better and receive a Certificate of Mastery will earn articulated credits for <u>Culinary</u> at Guam Community College.	
Guam Community College Certificate of Mastery in ProStart HS152 Customer Service HS208 (Food and Beverage Service) HS293 (Practicum)	Certificate of Completion in ProStart HS152 Customer Service HS208 (Food and Beverage Service)

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

SECONDARY SLOs	POSTSECONDARY SLOs
VETT055 ProStart I <ol style="list-style-type: none"> 1. Demonstrate sanitary practices in serving and dispensing food. 2. Demonstrate the art of serving food and beverages. 3. Demonstrate standards of excellent customer service skills in the foodservice setting. 4. Demonstrate skills in resume preparation, self-promotion, communication, and interviewing. 	HS152 Customer Service <ol style="list-style-type: none"> 1. Demonstrate the accepted protocol for answering the telephone within 10 seconds: greet the caller, name the location, identify self, offer help. 2. Assess the customer's wants and needs through the use of demographics and other database information. 3. Apply the steps to take a negative customer encounter and turn it into a positive customer service experience.
VETT065 ProStart II <ol style="list-style-type: none"> 1. Interpret and apply fundamentals of food service for various types of restaurant operations. 2. Perform food service skills by preparing various foods and serving them to guest. 3. Identify the components and functions of a standardized recipe, interpret the procedures of the recipe and produce a quality product by set standards 4. Apply different cooking methods in the preparation of breakfast foods, salads and garnishes, fruits and vegetables, and meats, seafood and poultry. 	HS208 Food and Beverage Service <ol style="list-style-type: none"> 1. Describe essential attitudes, knowledge and skills needed to become efficient and effective food and beverage employers, supervisors, and managers. 2. Identify causes, assess potential solutions, and formulate a plan of action to address all negative moments of truth encountered by guests. 3. Develop an appropriate sequence of service for various food and beverage establishments. 4. Prepare a three day training program and outline training objectives for a fine dining restaurant. 5. Demonstrate knowledge and skills in providing American, English, Russian, and French service in various food and beverage establishments. 6. Evaluate if a food and beverage establishment's service procedure is properly implemented and managed.
VETT075 ProStart III <ol style="list-style-type: none"> 1. Interpret and apply fundamentals of food service for various types of restaurant operations. 2. Demonstrate positive work ethics required in the food service industry. 3. Develop and cost recipes, demonstrate effective sanitation practices, and prepare recipes utilizing proper cooking techniques. 4. Identify different types of written menus, organize and develop a computer generated restaurant menu,, and cost recipes for the menu created. 5. Plan and cost recipes, write a descriptive menu including a starter, an entrée with appropriate side dishes, and a dessert. 6. Develop a bid specification, solicit a bid for the product, and keep a current inventory for the product . 	HS929 Practicum (Pending)
Note: For articulation of credits secondary SLOs must align to postsecondary SLOs.	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Respond to “Recommended Curricula Updates” (Task#2-Tables 1 and 2) and place into “D” (DCAPS) document.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Barry Mead Assistant Professor Department Chair Tourism & Hospitality Tel. (671) 735-5629 Fax. (671) 734-1004 Email: barry.mead@guamcc.edu	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

PERSONAL PLAN OF STUDY

<i>Career Cluster</i>	<i>Hospitality and Tourism</i>	
	<i>Secondary</i>	<i>Postsecondary</i>
<i>Program of Study</i>	<i>ProStart</i>	<i>Food and Beverage Management</i>

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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math –or– General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography – or – World History 	<ul style="list-style-type: none"> Physical Education I – or – Health and Dance Word Processing 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> Chamorro - or - History of Guam Computer Literacy 	<ul style="list-style-type: none"> VETT055 PROSTART I
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I - or - Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. 	<ul style="list-style-type: none"> Art I – or – Speech and Debate Psychology/Sociology 	<ul style="list-style-type: none"> VETT065 PROSTART II
	12	<ul style="list-style-type: none"> English/Language Arts 12 OR Applied Communication 				<ul style="list-style-type: none"> School to Work Basic Communication II PE II 	<ul style="list-style-type: none"> VETT075 PROSTART III
*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	<ul style="list-style-type: none"> EN110 Freshman English (3) 	<ul style="list-style-type: none"> MA110 Finite Mathematics (3) 				<ul style="list-style-type: none"> HS206 Beverage management HS203 Food Sanitation and Safety
				<ul style="list-style-type: none"> SI103 or SI110 Intro to Marine Biology or Environmental Biology 		<ul style="list-style-type: none"> OA101 Keyboarding Applications 	<ul style="list-style-type: none"> HS245 Food Production Principles HS288 Food and Beverage Service
							<ul style="list-style-type: none"> HS292 Practicum (Summer)
	Year 14				<ul style="list-style-type: none"> SO130 Introduction to Sociology 	<ul style="list-style-type: none"> PY120 General Psychology CS151 Windows Applications 	



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

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
	Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions
	Clusters 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			



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

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 and GDOE. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
ProStart Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Food and Beverage Management Program of Study

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

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;"><div style="width: 60%;">/s/</div><div style="width: 40%;">05/20/10</div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 60%;">Department Chair Tourism & Hospitality</div><div style="width: 40%;">Date</div></div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;"><div style="width: 60%;">Advisory Committee/ Subject/Industry Expert</div><div style="width: 40%;">Date</div></div>	
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;"><div style="width: 60%;">Dean, TPS</div><div style="width: 40%;">Date</div></div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;"><div style="width: 60%;">Academic Vice President</div><div style="width: 40%;">Date</div></div>	
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;"><div style="width: 60%;">President</div><div style="width: 40%;">Date</div></div>		

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
Health Occupations Program of Study

AND

GUAM COMMUNITY COLLEGE
Certificate in Practical Nursing Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Health Occupations Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Certificate in Practical Nursing Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Introduction to Health Occupations Program of Study and Guam Community College's Certificate in Practical Nursing Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

- A. Student Eligibility.** Students must declare their major in Health Occupations Program of Study at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in Health Occupations Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Health Occupations Program of Study courses with a grade of “B” or higher, and
- (2) Certificate of Mastery in License Practical Nursing Program.

- 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/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Practical Nursing Program

GCC/GDOE Cluster Courses
VEHO050, VEHO062, VESI050, VENU062
Students completing the above courses with a “B” or better and receive a Certificate of Mastery may earn credits for Introduction to Health Occupations at Guam Community College.
Guam Community College
NU110 Nursing Foundations & Basic Skills (8-credits) HL120 Medical Terminology (2-credits)

Note: Should the Guam Community College and/or Guam Department of Education course alphas and numbers change, but the course content and student learning outcomes remain the same, the conditions of the Articulation Agreement will be honored.

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VEHO050 Introduction to Health Occupations <i>1. Identify systems in the human body and how illness effects these systems.</i> <i>2. Identify and discuss members of the Health team and collaboration of the team in health care clients.</i> <i>3. Identify major organs in the human body and the functions of these organ.</i> <i>4. Identify components of the health care system.</i> <i>5. Identify different health occupations in the health care career field.</i> <i>6. Identify and demonstrate basic nursing skills</i> <i>7. Perform Heart Saver CPA/AED/First Aide.</i></p>	<p>NU110 Nursing Foundations & Basic Skills <i>1. Utilize the nursing process in the assessment, planning, implementation, and evaluation.</i> <i>2. Practice basic therapeutic nursing interventions in a laboratory and clinical setting.</i> <i>3. Apply problem-solving and critical thinking skills.</i> <i>4. Apply a variety of interpersonal and communication skills.</i></p>
<p>VEHO062 Allied Health Occupations <i>1. Identify systems in the human body and how illness effects these systems.</i> <i>2. Identify and discuss members of the Health team and collaboration of the team in health care clients.</i> <i>3. Identify major organs in the human body and the functions of these organ.</i> <i>4. Identify components of the health care system.</i> <i>5. Identify different health occupations in the health care career field.</i> <i>6. Identify and demonstrate basic nursing skills</i> <i>7. Perform Heart Saver CPA/AED/First Aide.</i></p>	<p>HL120 Medical Terminology <i>1. Demonstrate knowledge of medical terms.</i> <i>2. Define 350 medical words and elements.</i> <i>3. Define medical abbreviations and symbols.</i></p>
<p>VESI050 Applied Anatomy and Physiology <i>1. Identify systems in the human body, including body structure, function and underlying principles, manifestations and clinical implications of disease processes in all age groups.</i></p>	
<p>VENU062 Allied Health Occupations <i>1. I identify the skills required for nursing careers to include Nurse Aides, Medical Assistants, Licensed Practical Nurses and Registered Nurses.</i></p>	
<p>Note: For articulation of credits secondary SLOs must align to postsecondary SLOs.</p>	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Articulation Coordinator
*Louise Foster License Practical Nursing Program Department Chair LPN Program Tel. (671) 735-5632 Fax. (671) 734-5498 Email: louise.foster@guamcc.edu	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

PERSONAL PLAN OF STUDY

<i>Career Cluster</i>	<i>Health Science</i>	
	<i>Secondary</i>	<i>Postsecondary</i>
<i>Program of Study</i>	<i>Intro. To Health Occupations Program</i>	<i>License Practical nursing</i>

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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math –or– General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography – or – World History 	<ul style="list-style-type: none"> Physical Education I – or – Health and Dance Word Processing 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> Chamorro - or - History of Guam Computer Literacy 	<ul style="list-style-type: none"> Introduction to Health Occupations Applied Anatomy & Physiology
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I - or - Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. 	<ul style="list-style-type: none"> Art I – or – Speech and Debate Psychology/Sociology 	<ul style="list-style-type: none"> Allied Health Program
	12	<ul style="list-style-type: none"> English/Language Arts 12 OR Applied Communication 				<ul style="list-style-type: none"> Computer Literacy Basic Communication I Psychology/Sociology 	
POSTSECONDARY Certificate in Practical Nursing (30 credits)	Sem 1 Fall	<ul style="list-style-type: none"> EN110 Freshman English (3) 	<ul style="list-style-type: none"> MA108 Introduction to College Algebra I (3) 	SI130 Anatomy & Physiology (4)	PY120 General Psychology		<ul style="list-style-type: none"> ED220 Human Growth & Development (3) HL120 Medical Terminology (2) HL131 Basic Life Support (1) HL150 Study of Diseases (3) HL202 Nutrition (3)
	Sem 2 Spring						<ul style="list-style-type: none"> NU110 Nursing Foundations & Basic Skills (8) NU140 Mental Health Nursing (2)
POSTSECONDARY Certificate in Practical Nursing (30 credits)	Sem 3 Fall						<ul style="list-style-type: none"> NU160 Pharmacology for Practical Nurses (3) NU220 Adult Medical-Surgical Nursing (6) NU230 Maternal/Newborn Concepts & Skills (3)



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Sample Career Specialties/Occupations	Acupuncturist Anesthesiologist/Assistant Anesthesia Technologist/Technician Art/Music/Dance Therapist(s) Athletic Trainer Audiologist Certified Nursing Assistant Chiropractor Chiropractic Assistant Dental Assistant/Hygienist Dental Lab Technician Dietitian/Nutritionist Dosimetrist EMT/Paramedic Endodontist Exercise Physiologist Home Health Aide Kinesiotherapist Licensed Practical Nurse Massage Therapist Medical Assistant Mental Health Counselor Naturopathic Doctor Nurse Anesthetist Nurse Midwife Nurse Practitioner Occupational Therapist/Assistant Oral Surgeon Orientation/Mobility Specialist Orthodontist Orthoptist Orthotist/Prosthetist/Technician Podiatrist Perfusionist Pharmacist Pharmacy Technician Physical Therapist/Assistant Physician (MD/DO) Physician Assistant Podiatrist Psychologist Psychiatrist Radiation Therapist Recreation Therapist Registered Nurse Rehabilitation Counselor Respiratory Therapist Speech-Language Therapist Surgical Technician Veterinarian Veterinarian Assistant/Technician Vision Rehabilitation Therapist Wellness Coach	Audiologist Blood Bank Technology Specialist Cardiovascular Technologist Clinical Lab Technician Clinical Laboratory/Technologist Computer Tomography (CT) Technologist Cytogenetic Technologist Cytotechnologist Dentist Diagnostic Medical Sonographer Electrocardiographic (ECG) Technician Electroneurodiagnostic Technologist Electronic Diagnostic (EEG) Technologist Exercise Physiologist Geneticist Geriatrician Histotechnician Histotechnologist Magnetic Resonance Technologist Mammographer Medical Technologist/ Clinical Laboratory Scientist Nuclear Medicine Technologist Optician Ophthalmologist Ophthalmic Assistant/Technologist Optometrist Pathologist Pathologists' Assistant Phlebotomist Polysomnographic Technologist Positron Emission Tomography (PET) Technologist Radiologic Technologist Radiologist Speech-Language Pathologist	Admitting Clerk Applied Researcher Compliance Technician Clinical Account Manager Clinical Account Technician Clinical Data Specialist Community Services Specialists Data Quality Manager Epidemiologist Ethicist Health Educator Health Information Mgmt. Administrator Health Information Mgmt. Technician Healthcare Access Manager Healthcare Administrator Healthcare Finance Informatician Information Privacy Officer Managed Care Contract Analyst Medical Coder Medical Historian Medical Illustrator Medical Information Technologist Medical Librarian Medical Transcriptionist Patient Account Manager Patient Account Technician Patient Advocate Patient Information Coordinator Project Manager Public Health Educator Quality Management Specialist Quality Data Analyst Research and Decision Support Specialist Reimbursement Specialist Risk Manager Unit Coordinator Utilization Manager Utilization Review Manager	Animal Behavioralist Biomedical/Clinical Engineer Biomedical/Clinical Technician Clinical Simulator Technician Central Service Manager Central Service Technician Community Health Worker Dietary Manager Dietetic Technician Environmental Health Advocate Environmental Health Practitioner Environmental Services/ Specialist Facilities Manager Food Safety Specialist Health Advocate Hospital Maintenance Engineer Industrial Hygienist Interpreter Martial, Couple, Family Counselor/Therapist Materials Manager Medical Health Counselor Mortician/ Funeral Director Nurse Educator Occupational Health Nurse Occupational Health & Safety Expert Social Worker Transport Technician	Biochemist Bioinformatics Scientist Biomedical Chemist Biomedical Manufacturing Technician Biostatistician Cancer Registrar Cell Biologist Clinical Data Management Specialist Clinical Pharmacologist Clinical Trials Monitor Clinical Trials Research Coordinator Crime Scene Investigator Diagnostic Molecular Scientist Forensic Biologist Forensic Chemist Forensic Odontologist Forensic Pathologist Genetic Counselor Geneticist-Lab Assistant Lab Technician Medical Editor/Writer Microbiologist Molecular Biologist Nurse Researcher Packaging Technician Patent Lawyer Pharmaceutical/Clinical Project Manager Pharmaceutical Sales Representative Pharmaceutical Scientist Pharmacokineticist Pharmacologist Product Safety Scientist Process Development Scientist Processing Technician Quality Assurance Technician Quality Control Technician Regulatory Affairs Specialist Research Assistant Research Scientist Toxicologist
	Therapeutic Services	Diagnostics Services	Health Informatics	Support Services	Biotechnology Research and Development
	Cluster Knowledge and Skills ♦ Academic Foundation ♦ Communications ♦ Systems ♦ Employability Skills ♦ Legal Responsibilities ♦ Ethics ♦ Safety Practices ♦ Teamwork ♦ Health Maintenance Practices ♦ Technical Skills ♦ Information Technology Applications Revised July 2009				



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

When a DCAPS Agreement has been developed, assurance that the DCAPS complies with requirements of Perkins Act of 2006 shall be provided to the State Agency Office and GDOE. The original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Health Occupations Program of Study

AND

GUAM COMMUNITY COLLEGE
Certificate in Practical Nursing Program of Study

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

_____/s/_____ Department Chair	_____ Date	_____ Date
	Advisory	Committee Chair License Practical Nursing Program

DC initials indicate commitment to follow through with DCAPS implementation /s/
Date 2/19/10

_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
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_____ President	_____ Date
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Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
Health Occupations Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Medical Assisting Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Health Occupations Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Medical Assisting Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Introduction to Health Occupations Program of Study and Guam Community College's Associate of Science in Medical Assisting Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

A. **Student Eligibility.** Students must declare their major in Health Occupations Program of Study at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in Health Occupations Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Health Occupations Program of Study courses with a grade of “B” or higher, and
- (2) Certificate of Mastery in Medical Assisting Program.

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/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Medical Assisting Program**

GCC/GDOE Cluster Courses
VEHO050, VEHO062, VESI050, VENU062
Students completing the above courses with a “B” or better and receive a Certificate of Mastery may earn credits for Introduction to Health Occupations at Guam Community College.
Guam Community College
MS101 Introduction to Medical Assisting (3-credits), SI130 Anatomy & Physiology (4-credits), HL120 Medical Terminology (2-credits)

Note: Should the Guam Community College and/or Guam Department of Education course alphas and numbers change, but the course content and student learning outcomes remain the same, the conditions of the Articulation Agreement will be honored.

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VEHO050 Introduction to Health Occupations <i>1. Identify systems in the human body and how illness effects these systems.</i> <i>2. Identify and discuss members of the Health team and collaboration of the team in health care clients.</i> <i>3. Identify major organs in the human body and the functions of these organ.</i> <i>4. Identify components of the health care system.</i> <i>5. Identify different health occupations in the health care career field.</i> <i>6. Identify and demonstrate basic nursing skills</i> <i>7. Perform Heart Saver CPA/AED/First Aide.</i></p>	<p>MS101 Introduction to Medical Assisting <i>1. Demonstrate basic knowledge of admnistration and clinical skills.</i> <i>2. Discuss ethical legal considerations and theoretical concepts regarding patient care.</i></p> <p>HL120 Medical Terminology <i>1. Demonstrate knowledge of medical terms.</i> <i>2. Define 350 medical words and elements.</i> <i>3. Define medical abbreviations and symbols.</i></p> <p>SI130 Anatomy & Physiology <i>1. Provide students with the knowledge and understanding of the structure and function of the human body and common pathophysiology.</i> <i>2. Examine each system of the human body in terms of anatomy and physiology.</i> <i>3. Identify systems in the human body, including body structure, function and underlying principles, manifestations and clinical implications of disease processes in all age groups.</i></p>
<p>VEHO062 Allied Health Occupations <i>1. Identify systems in the human body and how illness effects these systems.</i> <i>2. Identify and discuss members of the Health team and collaboration of the team in health care clients.</i> <i>3. Identify major organs in the human body and the functions of these organ.</i> <i>4. Identify components of the health care system.</i> <i>5. Identify different health occupations in the health care career field.</i> <i>6. Identify and demonstrate basic nursing skills</i> <i>7. Perform Heart Saver CPA/AED/First Aide.</i></p>	
<p>VESI050 Applied Anatomy and Physiology <i>1. Identify systems in the human body, including body structure, function and underlying principles, manifestations and clinical implications of disease processes in all age groups.</i></p>	
<p>VENU062 Allied Health Occupations <i>1. I identify the skills required for nursing careers to include Nurse Aides, Medical Assistants, Licensed Practical Nurses and Registered Nurses.</i></p>	
<p>Note: For articulation of credits secondary SLOs must align to postsecondary SLOs.</p>	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Articulation Coordinator
*Louise Foster License Practical Nursing Program Department Chair LPN Program Tel. (671) 735-5632 Fax. (671) 734-5498 Email: louise.foster@guamcc.edu	Admission & Registration Tel. (671) 735-5531 -34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu gcc.registrar@guamcc.edu
*Barbara Mafnas Medical Assisting Program Director Medical Assisting Program LPN Program Tel. (671) 735-5632 Fax. (671) 734-5498 Email: barbara.mafnas@guamcc.edu	Assessment & Counseling Tel. (671) 735-5562 -65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

PERSONAL PLAN OF STUDY

Career Cluster		Health Science					
		Secondary			Postsecondary		
Program of Study		Intro. To Health Occupations Program			Medical Assisting		
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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math –or– General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography – or World History 	<ul style="list-style-type: none"> Physical Education I – or – Health and Dance Word Processing 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> Chamorro - or - History of Guam Computer Literacy 	<ul style="list-style-type: none"> Introduction to Health Occupations Applied Anatomy & Physiology
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I - or - Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. 	<ul style="list-style-type: none"> Art I – or – Speech and Debate Psychology/Sociology 	<ul style="list-style-type: none"> Allied Health Program
	12	<ul style="list-style-type: none"> English/Language Arts 12 OR Applied Communication 				<ul style="list-style-type: none"> Computer Literacy Basic Communication I Psychology/Sociology 	
POSTSECONDARY Certificate in Medical Assisting (42 credits)	Sem 1 Fall	<ul style="list-style-type: none"> EN110 Freshman English (3) 	<ul style="list-style-type: none"> MA108 Introduction to College Algebra I (3) 	<ul style="list-style-type: none"> SI130 Anatomy & Physiology (4) 	<ul style="list-style-type: none"> PY120 General Psychology 		<ul style="list-style-type: none"> MS101 Introduction to Medical Assisting (3) MS120 Clinical Medical Assisting II (2) MS121 Clinical Medical Assisting II (2) MS125 Clinical Office Experience (1) MS140 Administrative Medical Assisting I (2) MS141 Administrative Medical Assisting II (2)
POSTSECONDARY Certificate in Medical Assisting (42 credits)	Sem 2 Fall						<ul style="list-style-type: none"> MS145 Administrative Medical Assisting Experience (1) MS201 Medical Law & Ethics (2) MS210 Medical Assisting Critique MS292 Practicum-Medical Assisting (5) HL120 Medical Terminology (2) HL131 BLS for Healthcare Providers (1)
	Sem 3 Fall						<ul style="list-style-type: none"> HL140 Introduction to Clinical Laboratory (2) HL150 Study of Diseases (3) HL160 Introduction to Pharmacological Treatment of Disease (1) HL161 Pharmacological Treatment of Disease (1) HL162 Administrative of Medications (1)



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Sample Career Specialties/Occupations	Acupuncturist Anesthesiologist/Assistant Anesthesia Technologist/Technician Art/Music/Dance Therapist(s) Athletic Trainer Audiologist Certified Nursing Assistant Chiropractor Chiropractic Assistant Dental Assistant/Hygienist Dental Lab Technician Dietitian/Nutritionist Dosimetrist EMT/Paramedic Endodontist Exercise Physiologist Home Health Aide Kinesiotherapist Licensed Practical Nurse Massage Therapist Medical Assistant Mental Health Counselor Naturopathic Doctor Nurse Anesthetist Nurse Midwife Nurse Practitioner Occupational Therapist/Assistant Oral Surgeon Orientation/Mobility Specialist Orthodontist Orthoptist Orthotist/Prosthetist/Technician Pedorthist Perfusionist Pharmacist Pharmacy Technician Physical Therapist/Assistant Physician (MD/DO) Physician Assistant Podiatrist Psychologist Psychiatrist Radiation Therapist Recreation Therapist Registered Nurse Rehabilitation Counselor Respiratory Therapist Speech-Language Therapist Surgical Technician Veterinarian Veterinarian Assistant/Technician Vision Rehabilitation Therapist Wellness Coach	Audiologist Blood Bank Technology Specialist Cardiovascular Technologist Clinical Lab Technician Clinical Laboratory/Technologist Computer Tomography (CT) Technologist Cytogenetic Technologist Cytotechnologist Dentist Diagnostic Medical Sonographer Electrocardiographic (ECG) Technician Electroneurodiagnostic Technologist Electronic Diagnostic (EEG) Technologist Exercise Physiologist Geneticist Geriatrician Histotechnician Histotechnologist Magnetic Resonance Technologist Mammographer Medical Technologist/ Clinical Laboratory Scientist Nuclear Medicine Technologist Optician Ophthalmologist Ophthalmic Assistant/Technologist Optometrist Pathologist Pathologists' Assistant Phlebotomist Polysomnographic Technologist Positron Emission Tomography (PET) Technologist Radiologic Technologist Radiologist Speech-Language Pathologist	Admitting Clerk Applied Researcher Compliance Technician Clinical Account Manager Clinical Account Technician Clinical Data Specialist Community Services Specialists Data Quality Manager Epidemiologist Ethicist Health Educator Health Information Mgmt. Administrator Health Information Mgmt. Technician Healthcare Access Manager Healthcare Administrator Healthcare Finance Informatician Information Privacy Officer Managed Care Contract Analyst Medical Coder Medical Historian Medical Illustrator Medical Information Technologist Medical Librarian Medical Transcriptionist Patient Account Manager Patient Account Technician Patient Advocate Patient Information Coordinator Project Manager Public Health Educator Quality Management Specialist Quality Data Analyst Research and Decision Support Specialist Reimbursement Specialist Risk Manager Unit Coordinator Utilization Manager Utilization Review Manager	Animal Behaviorist Biomedical/Clinical Engineer Biomedical/Clinical Technician Clinical Simulator Technician Central Service Manager Central Service Technician Community Health Worker Dietary Manager Dietetic Technician Environmental Health Advocate Environmental Health Practitioner Environmental Services/ Specialist Facilities Manager Food Safety Specialist Health Advocate Hospital Maintenance Engineer Industrial Hygienist Interpreter Marital, Couple, Family Counselor/Therapist Materials Manager Medical Health Counselor Mortician/ Funeral Director Nurse Educator Occupational Health Nurse Occupational Health & Safety Expert Social Worker Transport Technician	Biochemist Bioinformatics Scientist Biomedical Chemist Biomedical Manufacturing Technician Biostatistician Cancer Registrar Cell Biologist Clinical Data Management Specialist Clinical Pharmacologist Clinical Trials Monitor Clinical Trials Research Coordinator Crime Scene Investigator Diagnostic Molecular Scientist Forensic Biologist Forensic Chemist Forensic Odontologist Forensic Pathologist Genetic Counselor Geneticist-Lab Assistant Lab Technician Medical Editor/Writer Microbiologist Molecular Biologist Nurse Researcher Packaging Technician Patent Lawyer Pharmaceutical/Clinical Project Manager Pharmaceutical Sales Representative Pharmaceutical Scientist Pharmacokineticist Pharmacologist Product Safety Scientist Process Development Scientist Processing Technician Quality Assurance Technician Quality Control Technician Regulatory Affairs Specialist Research Assistant Research Scientist Toxicologist
	Therapeutic Services	Diagnostics Services	Health Informatics	Support Services	Biotechnology Research and Development
	Cluster Knowledge and Skills ♦ Academic Foundation ♦ Communications ♦ Systems ♦ Employability Skills ♦ Legal Responsibilities ♦ Ethics ♦ Safety Practices ♦ Teamwork ♦ Health Maintenance Practices ♦ Technical Skills ♦ Information Technology Applications Revised July 2009				

2008-2009



IV.Approval Process For Dual Credit Articulated Program of Study Agreements

When a DCAPS Agreement has been developed, assurance that the DCAPS complies with requirements of Perkins Act of 2006 shall be provided to the State Agency Office and GDOE. The original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

Guam's Career Pathway System

Dual Credit Articulated Program of Study Agreement

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Health Occupations Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Medical Assisting Program of Study

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

<u>/s/</u>	<u>02/25/10</u>		
Department Chair	Date	Advisory Committee Chair	Date
		License Practical Nursing Program	

DC initials indicate commitment to follow through with DCAPS implementation /s/
Date 2/29/10

_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
_____ President		_____ Date	

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Lodging Management Program of Study

AND

GUAM COMMUNITY COLLEGE
*Associate of Science in Hospitality Industry Management Program of
Study*
Hotel Management Concentration
Travel & Tour Management Concentration

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Lodging Management Program of Study***

AND

**GUAM COMMUNITY COLLEGE
Associate of Science in Hospitality Industry Management Program of Study
Hotel Management Concentration
*Travel & Tour Management Concentration***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Lodging Management Program of Study and Guam Community College's Associate of Science in Hospitality Industry Management Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.

- D. Transferability of Credits.** As stipulated in this Agreement, credits awarded:
- (1) will transfer between Guam Community College's/Guam Department of Education'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

A. Student Eligibility. Students must declare their major in Hospitality Industry Management at Guam Community College to be eligible for the awarding of any articulated college credit. Once accepted into the program named above, students must submit their original Certificate of Mastery in Lodging Management Program, when applying for the articulated college credits. There will be no additional testing for these credits and no additional cost to the students for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Lodging Management Program of Study courses with a grade of "C" or higher, and
- (2) Certificate of Mastery in Lodging Management Program (LMP).

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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses Hospitality & Tourism Program

GCC/GDOE Cluster Courses <ul style="list-style-type: none"> • VETT054 Lodging Management Program I (1 Credit) • VETT064 Lodging Management Program II (1 Credit) • VETT074 Lodging Management Program III (1 Credit)
<p>Students completing the above courses with a "C" or better and receive a Certificate of Mastery will earn nine articulated credits for HS150, HS152 and HS292 at Guam Community College. (Note: Students completing the above courses with a "C" or better and receive a Certificate of Completion will earn six articulated credits for HS150 and HS152 at Guam Community College.)</p>
Guam Community College <ul style="list-style-type: none"> • HS150 Welcome to Hospitality (3 credit hours) • HS152 Customer Service (3 credit hours) • HS292 Practicum (3 credit hours)

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VETT054 Lodging Management Program I <i>1. Perform basic guest relations in lodging Operations.</i> <i>2. Gain sufficient knowledge in the tourism and hospitality industry.</i> <i>3. Document professional and career planning skills.</i></p> <p>VETT064 Lodging Management Program II <i>1. Perform basic fundamental skills in front office and housekeeping operations.</i> <i>2. Gain sufficient knowledge to meet national standards for Lodging Operations.</i> <i>3. Demonstrate professional and career planning skills.</i></p> <p>VETT074 Lodging Management Program III <i>1. Gain sufficient knowledge to meet the national standards for Lodging Operations.</i> <i>2. Demonstrate professionalism and work ethic as required in the hospitality industry.</i> <i>3. Apply technical skills and general knowledge in the tourism and hospitality industry: sales, marketing, and banqueting.</i></p>	<p>HS150 Welcome to Hospitality <i>1. Describe all facets and segments of tourism and hospitality industry;</i> <i>2. Explain how tourism and hospitality industry segments work together to achieve objectives and goals;</i> <i>3. Identify career opportunities in the tourism and hospitality industry;</i> <i>4. Summarize the knowledge, skills and attitudes required for advancement in the hospitality industry, and describe trends in tourism and hospitality industry.</i></p> <p>HS152 Customer Service <i>4. Demonstrate the accepted protocol for answering the telephone within 10 seconds: greet the caller, name the location, identify self, offer help.</i> <i>5. Assess the customer's wants and needs through the use of demographics and other database information.</i> <i>6. Apply the steps to take a negative customer encounter and turn it into a positive customer service experience.</i></p>
<p>Note: For articulation of credits secondary SLOs must align to postsecondary SLOs.</p>	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Identify, review and share recommendation(s) with Advisory Committee.		
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Barry Mead Assistant Professor Department Chair Tourism & Hospitality Tel. (671) 735-5629 Fax. (671) 734-1004 Email: barry.mead@guamcc.edu	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

PERSONAL PLAN OF STUDY

<i>Career Cluster</i>		<i>Hospitality and Tourism</i>					
		<i>Secondary</i>			<i>Postsecondary</i>		
<i>Program of Study</i>		<i>Lodging Management Program (LMP)</i>			<i>Hospitality Industry Management – Hotel Management</i>		
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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math –or– General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography – or World History 	<ul style="list-style-type: none"> Physical Education I – or – Health and Dance Word Processing 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> Chamorro - or - History of Guam Computer Literacy 	<ul style="list-style-type: none"> VETT054 LMP I
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I - or - Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. 	<ul style="list-style-type: none"> Art I – or – Speech and Debate Psychology/Sociology 	<ul style="list-style-type: none"> VETT064LMP II
	12	<ul style="list-style-type: none"> English/Language Arts 12 OR Applied Communication 				<ul style="list-style-type: none"> School to Work Basic Communication II PE II 	<ul style="list-style-type: none"> VETT074 LMP III
*Students who receive a Certificate of Mastery in LMP will receive 9 credits for HS150 Welcome to Hospitality, HS152 Customer Service and HS292 Practicum at GCC free of Charge.							
POSTSECONDARY	Year 13	<ul style="list-style-type: none"> EN110 Freshman English (3) 	<ul style="list-style-type: none"> MA110A Finite Mathematics 	<ul style="list-style-type: none"> SI103 Introduction to Marine or SI110 Environmental Biology CS151 Windows App 			<ul style="list-style-type: none"> HS155 Basic Hotel & Rest. Accounting HS160 Hospitality Supervision JA110 Beginning Japanese HS211 Front Office Management HS215 Housebreaking Management HS216 Human Resources Mgt.
	Year 14				<ul style="list-style-type: none"> PY120 General Psychology SO130 Introduction to Sociology 		<ul style="list-style-type: none"> HS217 Hotel Security Mgt. HS218 Facilities Mgt. HS254 Hospitality & Travel Marketing

PERSONAL PLAN OF STUDY

Career Cluster		Hospitality and Tourism					
		Secondary			Postsecondary		
Program of Study		Lodging Management Program (LMP)			Hospitality Industry Management – Travel & Tour 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	<ul style="list-style-type: none"> English/Language Arts 9 	<ul style="list-style-type: none"> Applied Math –or– General Math 	<ul style="list-style-type: none"> General Science 	<ul style="list-style-type: none"> World Geography – or World History 	<ul style="list-style-type: none"> Physical Education I – or – Health and Dance Word Processing 	
	10	<ul style="list-style-type: none"> English/Language Arts 10 	<ul style="list-style-type: none"> Pre-Algebra 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> Chamorro - or - History of Guam Computer Literacy 	<ul style="list-style-type: none"> VETT054 LMP I
	11	<ul style="list-style-type: none"> English/Language Arts 11 	<ul style="list-style-type: none"> Algebra I - or - Geometry 	Any of the following: <ul style="list-style-type: none"> Biology Marine Biology Physics Chemistry 	<ul style="list-style-type: none"> American Govt. 	<ul style="list-style-type: none"> Art I – or – Speech and Debate Psychology/Sociology 	<ul style="list-style-type: none"> VETT064LMP II
	12	<ul style="list-style-type: none"> English/Language Arts 12 OR Applied Communication 				<ul style="list-style-type: none"> School to Work Basic Communication II PE II 	<ul style="list-style-type: none"> VETT074 LMP III
*Students who receive a Certificate of Mastery in LMP will receive 9 credits for HS150 Welcome to Hospitality, HS152 Customer Service and HS292 Practicum at GCC free of Charge.							
POSTSECONDARY	Year 13	<ul style="list-style-type: none"> EN110 Freshman English (3) 	<ul style="list-style-type: none"> MA110A Finite Mathematics 	<ul style="list-style-type: none"> SI103 Introduction to Marine or SI110 Environmental Biology CS151 Windows App 			<ul style="list-style-type: none"> HS155 Basic Hotel & Rest. Accounting HS160 Hospitality Supervision JA110 Beginning Japanese HS153 Selling Destinations & Itinerary Planning
	Year 14				<ul style="list-style-type: none"> PY120 General Psychology SO130 Introduction to Sociology 		<ul style="list-style-type: none"> HS158 Intro. to MICE HS251A Ticketing & Travel Documents HS251B Internet Travel HS257 Principles of Tour Guiding HS260 Travel Professional HS265 Eco-Tourism



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
	Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions
	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			
Pathways				
Cluster K&S				



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

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 and GDOE. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Lodging Management Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Hospitality Industry Management Program of Study
Hotel Management Concentration
Travel & Tour Management Concentration

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

_____ Advisory Committee/ Subject/Industry Expert	_____ Date	_____ /s/ Department Chair Tourism & Hospitality	_____ 05/20/10 Date
<small>DC initials indicate commitment to follow through with DCAPS implementation.</small>			
<small>Date _____</small>			
_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
_____ President		_____ Date	

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
Marketing Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Marketing Program of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Marketing Program of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Marketing Program of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Marketing Program of Study and Guam Community College's Associate of Science in Marketing Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

- A. Student Eligibility.** Students must declare their major in Marketing at Guam Community College to be eligible for the awarding of any articulated college credit. There will be no additional testing for these credits and no additional cost to the students for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Marketing Program of Study courses with a with a grade point average of 70% or above and cumulative grade point average of 70% or higher.

- 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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Marketing Program

GCC/GDOE Cluster Courses
VEMK050, VEMK051, VEMK060, VEMK061, VEMK066, VEMK067, VEMK078, VEMK079
Students completing the above courses with a grade point average of 70% or above and have a cumulative grade point average of 70% or higher at the secondary level may earn free articulated credits for MK123 at Guam Community College.
Guam Community College
MK123 Principles of Marketing (3 credit hours)

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VEMK050 Marketing IA</p> <ol style="list-style-type: none"> 1. Understand how economic systems function and interpret economic indicators, as they relate to marketing decisions. 2. Communicate well with customers, co-workers, supervisors and subordinates. 3. Gain self-understanding, plan self-development, chose a career, and obtain self-sustaining employment. 4. Understand the fundamentals of business, management, and entrepreneurship. 5. Demonstrate skills associated with the functions of marketing: distribution, financing, marketing information management, pricing, product/service planning, promotion, and selling. <p>VEMK051 Marketing IB</p> <ol style="list-style-type: none"> 1. Understand the sales process and be able to guide customers through the seven stages of the sales process. 2. Use math in marketing situations. 3. Devise promotional strategies and develop advertisements. 4. Perform visual merchandising and display techniques. 5. Understand physical distribution and stock handling procedures. 6. Demonstrate skills associated with the functions of marketing: distribution, financing, marketing information management, pricing, product/service planning, promotion, and selling. 	<p>MK123 Principles of Marketing</p> <ol style="list-style-type: none"> 1. Demonstrate effective communication skills in the performance of a verbal presentation concerning one of the eight marketing functions, while using technology to assist in the delivery of the subject. 2. Research a marketing environment in order to identify a marketing opportunity and formulate strategies to deliver promotional messages to the target markets. 3. Apply elements of the Promotional Mix in a marketing campaign. 4. Describe how cost, profitability, pricing strategies, and promotional strategies change over the entire Product Life Cycle of a product. 5. Justify selection of the most efficient means of distribution for a product.
<p>VEMK060 Marketing IIA</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to make decisions in the retail environment. 2. Communicate well with customers, co-workers, supervisors and subordinates. 3. Gain self-understanding, plan self-development, chose a career, and obtain self-sustaining employment. 4. Demonstrate skills associated with the functions of marketing: marketing information management, pricing, and product/service planning. 5. Plan, design, and present product presentations. 	
<p>VEMK061 Marketing IIB</p> <ol style="list-style-type: none"> 1. Communicate well with customers, co-workers, supervisors and subordinates. 	

SECONDARY SLOs	POSTSECONDARY SLOs
<p>2. Gain self-understanding, plan self-development, chose a career, and obtain career-sustaining employment.</p> <p>3. Demonstrate skills associated with the functions of marketing: risk management, financing, and product/service management.</p> <p>4. Understand the entrepreneurial concept, develop a Business Plan, and interpret financial statements that are key to the success of a small business.</p>	
<p>VEMK066/067 Marketing Lab Store I & II</p> <p>1. Apply marketing theory and principles learned in the classroom in an actual business atmosphere.</p> <p>2. Acquire the knowledge, skills and attitudes required for a career in marketing.</p> <p>3. Develop business-like procedures and attitudes.</p> <p>4. Develop their leadership and management skills</p>	
<p>VEMK078/079 Marketing Lab Store III & IV</p> <p>1. Apply marketing theory and principles learned in the classroom in an actual business atmosphere.</p> <p>2. Acquire the knowledge, skills and attitudes required for a career in marketing.</p> <p>3. Develop business-like procedures and attitudes.</p> <p>4. Develop their leadership and management skills.</p>	
<p>Note: For articulation of credits, secondary SLOs must align to postsecondary SLOs.</p>	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides. Identify, review and share recommendation(s) with Advisory Committee.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Richard Skipper Assistant Professor Department Chair Marketing Tel. (671) 735-3027 Fax. (671) 734-5238 Email: richard.skipper@guamcc.edu	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

PERSONAL PLAN OF STUDY

Career Cluster		Marketing Sales & Service					
		Secondary			Postsecondary		
Program of Study		Marketing			Marketing		
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	• VEMK050/051 Marketing IA/B
	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	• VEMK060/061 Marketing IIA/B • VEMK066/067 Marketing Lab Store I and II
	12	• English/Language Arts 12 OR • Applied Communication				• School to Work • Basic Communication II • PE II	• VEMK070/071 Marketing IIIA/B • VEMK078/079 Marketing Lab Store III & IV
POSTSECONDARY	Sem 1 Fall	• EN110 Freshman English (3)	• MA110A Finite Mathematics (3)	• CS152 Macintosh Applications			• MK123 Principles of Marketing (3)
	Sem 2 Spring		•	•		• VC101 Introduction to Visual Communications (3) • VC125 Digital Graphics: Photoshop (3) • VC126 Digital Graphics: Illustrator (3)	• MK124 Selling (3) • MK206 Retailing (3)
	Sem 3 Fall	•	•	•		VC102 Elements of Design (3) SM205 Purchasing	• MK207 E-Marketing (3) • MK208 International Marketing (3) • MK224 Advertising (3)
	Sem 4 Spring			• SI110 Environmental Biology or • SI103 Introduction to Marine Biology (4)	• PY120 General Psychology (3)	• VC131 Desktop Publishing	• MK205 Entrepreneurship (3) • MK298 Co-op/Work-Learn (3)

**Students who complete the CTE courses with an average of 70% or above and has a cumulative GPA of 70% or above may receive free articulated credits at GCC for MK123.*



Planning, managing, and performing marketing activities to reach organizational objectives.

Sample Career Specialties / Occupations	Entrepreneurs Owners Small Business Owners Presidents Chief Executive Officers Principals Partners Proprietors Franchisees Independent X's (e.g., distributor) Customer Service Representatives Administrative Support Representatives (e.g., human resources, clerical, finance, technical)	Inbound Call Managers Channel Sales Managers Regional Sales Managers Client Relationship Managers Business Development Managers Territory Representatives / Managers Key Account Managers National Account Managers Account Executives Sales Engineers Sales Executives Technical Sales Specialists Retail Sales Specialists (big ticket) Outside Sales Representatives Industrial Sales Representatives Manufacturer's Representatives Salespersons Field Marketing Representatives Brokers Agents Field Representatives Solutions Advisors Sales/Marketing Associates Telemarketers/Inside Sales Representatives Customer Service Representatives Administrative Support Representatives (e.g., human resources, clerical, finance, technical)	Store Managers Retail Marketing Coordinators Merchandising Managers Merchandise Buyers Operations Managers Visual Merchandise Managers Sales Managers Department Managers Sales Associates Customer Service Representatives Clerks (e.g., stock, receiving, etc.) Administrative Support Representatives (e.g., human resources, clerical, finance, technical)	Advertising Managers Public Relations Managers Public Information Directors Sales Promotion Managers Co-op Managers Trade Show Managers Circulation Managers Promotions Managers Art/Graphics Directors Creative Directors Account Executives Account Supervisors Sales Representatives Marketing Associates Media Buyers/Planners Interactive Media Specialists Analysts Contract Administrators Copywriters Research Specialists Research Assistants Customer Service Representatives Administrative Support Representatives (e.g., human resources, clerical, finance, technical)	Database Managers Research Specialists / Managers Brand Managers Marketing Services Managers Customer Satisfaction Managers (Research) Project Managers CRM Managers Forecasting Managers Strategic Planners, Marketing Product Planners Planning Analysts Directors of Market Development Database Analysts Analysts Research Associates Frequency Marketing Specialists Knowledge Management Specialists Interviewers Customer Service Representatives Administrative Support Representatives (e.g., human resources, clerical, finance, technical)
Pathways	Marketing Management	Professional Sales	Merchandising	Marketing Communications	Marketing Research
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				



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

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 Director for the State Agency Office and GDOE. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Marketing Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Marketing Program of Study

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

_____ Advisory Committee/ Subject/Industry Expert	_____ Date	_____/s/_____ Department Chair Marketing	_____ Date
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DC initials indicate commitment to follow through with DCAPS implementation./s/

Date 02/19/10

_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
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_____ President	_____ Date
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Reviewed by:

<u> /s/ </u>	<u>02/19/10</u>
Department Chair	Date
Marketing	

Comments/Recommendations:

1. Changes to the curricula must be completed by the end of March, 2010 in order for the revised program to go into effect in the Fall, not by October 15, 2010.
2. The department has agreed to eliminate VEMK070 and VEMK071 from the curriculum.
3. The department has agreed that the revised curriculum will include the statement, "Guam Community College offers three years of Marketing Education in the Guam Department of Education. All students should complete three years of Marketing with a "C" average or better for a Certificate of Completion. Students completing three years of Marketing Education with a "C" average or better and 180 hours of Work Experience in lieu of VEMK079 shall receive a Certificate of Mastery."
4. The question remains, "Do students who receive credit for MK123 because they have a Certificate of Completion or a Certificate of Mastery have to register for MK123 or do they receive credit by some other means?"

Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement

GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
Visual Communication Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Visual Communication of Study

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION
*Visual Communications of Study***

AND

**GUAM COMMUNITY COLLEGE
*Associate of Science in Visual Communication of Study***

I. Purpose

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the Guam Department of Education (GDOE) high schools who enroll at Guam Community College to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

II. Agreements and Procedures

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the Guam Community College's secondary program at GDOE 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. **Term of Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until January 2015. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from GCC and representatives from GDOE to address curriculum and course changes. Faculty and other appropriate representatives from GCC and representatives from GDOE will conduct an extensive review of possible substantive changes to the Agreement prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the GCC/GDOE Visual Communications Program of Study and Guam Community College's Associate of Science in Visual Communications Program of Study courses and credits students may earn through this Agreement. GCC's articulated credit and contact hours are shown in parenthesis (credit hours). A high school student must successfully complete the GCC/GDOE Program of Study and receive a Certificate of Mastery to be eligible for the articulated credits.
- D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
 - (1) will transfer between Guam Community College's/Guam Department of Education'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

- A. Student Eligibility.** Students must declare their major in Visual Communications at Guam Community College to be eligible for the awarding of any articulated college credit. There will be no additional testing for these credits and no additional cost to the students for these credits.

Students must provide:

- (1) Official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary Visual Communications Program of Study courses with a grade point average of 80% or above and cumulative grade point average of 70% or higher.

- 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. Students will have 2 years after date of high school graduation to apply for articulated credits.

C. Table 1

Dual Credit Articulated GCC/GDOE Secondary Program of Study and GCC
Postsecondary Program of Study Courses
Visual Communications Program

GCC/GDOE Cluster Courses
VEVC051, VEVC052, VEVC053, VEVC054. VEVC055, VEVC056
Students completing the above courses with a grade point average of 80% or above and have a cumulative grade point average of 70% or higher at the secondary level may earn free articulated credits for VC125, VC126, and CS152 at Guam Community College.
Guam Community College
VC125 Digital Graphics: Photoshop (3 credit hours) VC126 Digital Graphics: Illustrator (3 credit hours) CS152 Macintosh Applications (3 credit hours)

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

SECONDARY SLOs	POSTSECONDARY SLOs
<p>VEVC051 VisCom I <i>1. Analyze an advertisement using the elements and principles of design.</i> <i>2. Explain how typography, the rules of design, and color decisions affect a person's perception of a visual message.</i> <i>3. Demonstrate proficiency in using the features of Mac OS X.</i> <i>4. Perform correction techniques on a digital photograph.</i></p>	<p>VC125 Digital Graphics: Photoshop <i>1. Understand and use the vocabulary of Photoshop activity.</i> <i>2. Apply the principles of good graphic design to computer graphic projects.</i> <i>3. Navigate with the tools of Photoshop to create and edit graphics for print and for the web.</i> <i>4. Employ basic photo and scan editing and corrections including cloning, healing and patching.</i> <i>5. Use layers, masks paths and channels to produce graphic images.</i> <i>6. Differentiate between vector and raster (bit-map) graphics.</i> <i>7. Prepare images for two-color printing.</i> <i>8. Produce and print consistent color.</i> <i>9. Optimize web images and image maps.</i></p>
<p>VEVC052 VisCom II <i>1. Demonstrate proficiency in the use of Microsoft Word.</i> <i>2. Scan documents and images.</i> <i>3. Use a digital camera.</i> <i>4. Use the basic functions of Photoshop and Illustrator in digital design.</i></p>	<p>VC126 Digital Graphics: Illustrator <i>1. Apply the principles of good graphic design to create artwork required by computer graphic projects.</i> <i>2. Work with type including creation of type, typw masks, formatting and wrapping text.</i> <i>3. Understand the tools and procedures of Illustrator and navigate to the proper tool to create and edit graphics for print and for the web.</i> <i>4. Understand and use the common vocabulary of Illustrator.</i> <i>5. Combine Illustrator graphics and Photoshop images.</i> <i>6. Draw cylinders and boxes and use gradients and brushes to draw shapes.</i> <i>7. Create images for web publication including exporting in GIF and JPEG formats.</i></p>
<p>VEVC053 VisCom III <i>1. Perform desktop publishing projects.</i> <i>2. Employ digital photography techniques and computer skills to produce a slide show and publish it on the Web.</i> <i>3. Construct a functional spreadsheet.</i></p>	
<p>VEVC054 VisCom IV <i>1. Plan and construct a Web page.</i> <i>2. Use filming techniques, editing software, narration, music, and sound to create a video that can be transferred to DVD.</i> <i>3. Construct and present an advanced visual presentation.</i></p>	
<p>VEVC 055 VisCom V <i>1. Work as part of a team in performance of projects for a customer.</i> <i>2. Work with customers to gather the necessary information to compose black and white, four-color, and spot advertisements.</i> <i>3. Create a four page Annual Report.</i> <i>4. Work as a part of a team to produce video advertisements.</i> <i>5. Design and construct a Web project.</i></p>	<p>CS152 Macintosh Applications</p>
<p>VEVC056 VisCom VI <i>1. Create a personal art portfolio containing examples of printed artwork.</i> <i>2. Develop a promotional package for a school-related or non-profit group.</i> <i>3. Produce a video documentary.</i> <i>4. Design and construct a website for a GCC secondary school program.</i></p>	
<p>Note: For articulation of credits, secondary SLOs must align to postsecondary SLOs.</p>	

E. Plan of Action:

Plan of Action Matrix		
TASK	OUTCOME	RECOMMENDED DEADLINE
Ensure SLO Alignment	Modify secondary SLOs to align with postsecondary SLOs	March 31, 2010
Ensure that articulation details are stated in respective course and program guides. Identify, review and share recommendation(s) with Advisory Committee.	Concurrence of Advisory Committee on recommendation(s).	March 31, 2010
Make appropriate change to curricula (i.e., Non-Substantive, Substantive Course Document, Substantive Program Document, SLO Maps, etc.).	Approved by respective signatories	October 15, 2010
Implement approved document	Offer course/program and begin assessment process	
Share assessment results with Advisory Committee	Meet and incorporate recommendations made by the Advisory Committee	

F. Campus Contacts

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals with asterisk (*) in the table below.

Program Contact	Administration Contact
*Richard Skipper Assistant Professor Department Chair Visual Communications Tel. (671) 735-3027 Fax. (671) 734-5238 Email: richard.skipper@guamcc.edu	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

PERSONAL PLAN OF STUDY

Career Cluster			Arts, A/V Technology & Communications				
			Secondary			Postsecondary	
Program of Study			Visual Communications			Visual Communications	
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	• VEVC051 VisCom I • VEVC052 VisCom II
	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	• VEVC053 VisCom III • VEVC054 VisCom IV
	12	• English/Language Arts 12 OR • Applied Communication • EN110 Freshman English (3)				• School to Work • Basic Communication II • PE II	• VEVC055 VisCom V • VEVC VisCom VI
POSTSECONDARY	Sem 1 Fall		•	• CS152 Macintosh Applications (3)			• VC101 Introduction to Visual Communications (3) • VC125 Figital Graphics: Photoshop (3) • VC126 Digital Graphics: Illustrator (3)
	Sem 2 Spring		• MA110a Finite Mathematics(3)	•	• PY120 General Psychology (3)	• MK123 Principles of Marketing (3)	• VC172 Imaging Concepts & Elements • VC102 Design Principles & Elements (3)
	Sem 3 Fall	•	•	•	• SO130 Introduction to Sociology (3)	• MK224 Advertising (3)	• VC131 Desktop Publishing (3) • VC141 Web Design (3) • VC161 Video I (3)
	Sem 4 Spring			• SI110 Environmental Biology or • SI103 Introduction to Marine Biology (4)			Elect two of the following five: • VC135 DTP: QuarkXpress and/or • VC145 Macromedia Suite and/or • VC165 Digital Editing: Final Cut Pro • VC201 Project Management • VC298 Co-op Work Learn

*Students who complete the CTE courses with an average of 80% or above and has a cumulative GPA of 70% or above may receive free articulated credits at GCC for VC125, VC126, and CS152.



Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Sample Career Specialties/Occupations	<ul style="list-style-type: none"> Video Systems Technicians Video Graphics, Special Effects, and Animation Audio-Video Designers and Engineers Technical Computer Support Technicians, State, Film, Video, and DVD Audio-Video System Service Technicians Audio Systems Technicians 	<ul style="list-style-type: none"> Graphics and Printing Equipment Operators Lithographers and Platemakers Computer Typography and Composition Equipment Operators Desktop Publishing Specialists; Web Page Designers 	<ul style="list-style-type: none"> Commercial Photographers, Digital, Still, Video, Film Interior Designers, Commercial/Residential and Home Furnishings coordinators Graphic Designers, CAD Technicians, and Fashion Illustrators Textile Designers Commercial Artists, Illustrators, and Artists, all Media Curators and Gallery Managers Fashion Designers 	<ul style="list-style-type: none"> Production Managers, Digital, Video, Stage Cinematographers, Film/Video Editors Dancers Play Writers, Screen Writers, Screen Editors, Script Writers Directors and Coaches, Performers, actors, Musicians Make-Up Artists and Costume Designers Stagecraft Designers, Lighters, Sets, Sound Effects, Acoustics, Painters Composers, Conductors, and Music Instructors 	<ul style="list-style-type: none"> Audio/Video Operations, Control Room Technician Station Managers and Radio & TV Announcers Publishers, Editors, and Journalists and Reporters, Print, Broadcast, Other Broadcast Technicians 	<ul style="list-style-type: none"> Telecommunication Technicians Telecommunication Equipment, Cable, Line Repairers/Installers Telecommunication Computer Programmers, and Systems Analysts
	Audio and Video Technology and Film	Printing Technology	Visual Arts	Performing Arts	Journalism and Broadcasting	Telecommunications
Cluster K&S	<p>Cluster Knowledge and Skills</p> <p>♦ 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</p>					



2008-2009

IV. Approval Process For Dual Credit Articulated Program of Study Agreements

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 Director for the State Agency Office and GDOE. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

**Guam's Career Pathway System
Dual Credit Articulated Program of Study Agreement**

**GUAM COMMUNITY COLLEGE/
GUAM DEPARTMENT OF EDUCATION**
Visual Communications Program of Study

AND

GUAM COMMUNITY COLLEGE
Associate of Science in Visual Communications Program of Study

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

_____ Advisory Committee/ Subject/Industry Expert	_____ Date	_____ /s/ Department Chair Visual Communication	_____ 02/19/10 Date
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DC initials indicate commitment to follow through with DCAPS implementation./s/

Date 02/19/10

_____ Dean, TPS	_____ Date	_____ Academic Vice President	_____ Date
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_____ President	_____ Date
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Reviewed by:

<u> /s/ </u>	<u>02/19/10</u>
Department Chair	Date
Marketing	

Comments/Recommendations:

1. Currently this DCAPS document states, “Students completing the above courses with a “B” or better and receive a Certificate of Mastery may earn free articulated credits for MK123 at Guam Community College.” This is for the Marketing program not the Visual Communications program and needs to be removed.
2. The current Associate of Science in Visual Communications program document reads, “Recipients of the Visual Communications Secondary Certificate of Completion can receive credit for VC125, VC126, and CS152 without attending classes, but they must register for said courses, be declared as a major in Visual Communications, and pay the tuition for those courses.” The department chair needs to submit a non-substantive curriculum revision that eliminates the need for the student to pay for the courses.”

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