



GUAMCOMMUNITYCOLLEGE



Continuing Education &
Workforce Development

CATALOG

Academic Year 2023-2024

www.guamcc.edu/CEWD

2023-2024

TABLE OF CONTENTS

GCC MISSION STATEMENT	2
CONTINUING EDUCATION & WORKFORCE DEVELOPMENT	2
Message from the Assistant Director.....	3
Office of Continuing Education and Workforce Development	3
General Information	4
Continuing Education and Lifelong Learning	4
Certificate Replacement.....	5
Refund Policy.....	5
Catalog Contents Disclaimer.....	6
NOT FOR CREDIT (NC) & CONTINUING EDUCATION UNITS (CEUs).....	7
ABE/CABE - ADULT BASIC EDUCATION.....	7
BE - BUSINESS EDUCATION	10
EE – ELECTRONICS.....	12
ESL – ENGLISH AS A SECOND LANGUAGE.....	14
GED – GENERAL EDUCATIONAL DEVELOPMENT	17
HL – ALLIED HEALTH.....	19
HS - HOSPITALITY	20
PD – PROFESSIONAL DEVELOPMENT (CEUs).....	22
TR – TRUCK/BUS DRIVING.....	22
SI – SCIENCE.....	23
UNDERGRADUATE COLLEGE CREDIT COURSES	23
HM – HUMAN SERVICES	23
PD – PROFESSIONAL DEVELOPMENT.....	24
TESTING CENTER – NATIONAL CERTIFICATIONS.....	26
TESTING CENTER – GENERAL EDUCATIONAL DEVELOPMENT	26
WORKKEYS®	26
BOOT CAMPS.....	27
APPRENTICESHIP.....	27
GOVERNING BOARD & ADMINISTRATION.....	29

GCC MISSION STATEMENT

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misi3n (CHamoru translation)

Guiya i Kulehon Kumunid3t Gu3han, i mas takhilo' mamanaguen fina'che'cho' yan i teknik3t na kinahulo' i manf3fache'cho' ya u na' gu3guaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanan3gui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

Continuing Education & Workforce Development (CEWD) courses are offered via flexible scheduling that meets the diverse training needs of students, business industries, and the community.

The Continuing Education & Workforce Development (CEWD) mission is to provide opportunities for learning that enrich the lives of individuals and improve the quality of living in Guam's community. CEWD provides a variety of offerings that include Continuing Education Unit (CEU) courses, undergraduate credit courses, not for credit courses, professional development courses, personal enrichment courses, national certification testing, industry certification, and re-certification. These offerings benefit professional and personal enrichment that involve hands-on training with specialized skilled instructors that help students implement skills throughout their careers and lives. The Student Learning Outcomes are designed to meet high-demand and high-quality workforce needs by intentionally making clear what expectations for learning are desired for each course. CEWD's vision is to help make Guam Community College the premiere institution in the region which provides educational and technological "cutting edge" approaches in support of a trained workforce. To register or inquire about courses, contact the Continuing Education & Workforce Development office at 671-735-5640 or email learning4life@guamcc.edu.

Message from the Assistant Director

Office of Continuing Education and Workforce Development

Hafa Adai and Welcome! On behalf of the President, Faculty, and Management Team, I would like to thank you for your interest in the course and workshop offerings at GCC's Continuing Education and Workforce Development (CEWD). The CEWD programs are in alignment with GCC's mission of being "a leader in career and technical workforce development", by offering a wide variety of classroom and other educational experiences designed to enhance your professional development and optimize your employment options.



We take great pride in working hand-in-hand with our industry leaders and business professionals to ensure the training we provide is relevant to the current business environment, and of the highest quality in all of Micronesia. Our various courses are specific and short-term, and are designed for the working professional. We also offer extensive testing opportunities for individuals interested in seeking national certificates and licenses. Personal enrichment classes can also be offered on an as-needed basis.

The Continuing Education & Workforce Development Office is located on the first floor of the Student Services & Administration Building (Bldg. 2000) on the Guam Community College campus. For more information about our professional training, enrichment courses or facilities rental rates, please contact Continuing Education & Workforce Development at 671-735-5640 or send us an email at learning4life@guamcc.edu. You can also visit our website at www.guamcc.edu.

Denise M. Mendiola

Denise M. Mendiola
Assistant Director

General Information

Continuing Education and Lifelong Learning

The College offers courses outside its regular schedule of courses for students interested in personal enrichment, skill training or to meet other academic needs. The College also hosts various conferences and workshops that enable participants to upgrade their skills and knowledge in a variety of areas.

Continuing Education and Lifelong Learning courses are primarily skill-oriented and are designed to meet the specific training needs of those seeking to upgrade their skills in the workplace, as well as for those seeking to develop work skills for entry or reentry into the workforce. The courses vary in length, depending on the breadth and depth of the skill to be taught.

The Continuing Education & Workforce Development (CEWD) Office, located on the first floor of the Student Services & Administration Building, welcomes requests or suggestions for course or event offerings. A catalog of courses may also be requested from the office. For more information, call 671-735-5640.

The Continuing Education Unit (CEU) is used by Guam Community College to facilitate the accumulation and exchange of standardized information about participation of individuals in noncredit continuing education. Please note the following four points:

1. CEU credit is for career enrichment/advancement. At no time will a CEU by itself be equivalent to regular credit. CEUs may be integrated into regular credit courses, provided that the CEU is clearly defined and there is assurance that the CEU does not replace regular credit requirements approved by GCC.
2. CEU contact hours can be structured within a regular credit course, provided that the standard of ten instructional hours to one CEU equivalency is maintained. CEUs are awarded on a pass/fail, credit/no credit basis. Letter grades are not to be used, as the goal of the CEU experience is learning enrichment/advancement and not mastery of scholarly material.
3. CEU programs will be governed by the same standards that GCC imposes on regular programs. GCC will have direct quality and fiscal control over all CEU activity within the institution.
4. CEUs cannot be used for degree credit requirements. CEUs and regular credit cannot be earned at the same time for the same learning experience.

4

Further background information about these units is contained in the following statements:

1. One CEU is defined as ten (10) instructional hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instructors.

2. Program objectives, content, format, methods of instruction, methods of evaluation and program schedules will be established prior to the determination of the number of instructional hours and appropriate CEUs. CEUs do not convert to degree credit. CEUs may be integrated into regular credit course work but must be approved on a course-by-course basis by GCC's Vice President for Academic Affairs.
3. Course fees will be negotiated between the requesting agency, organization or individuals and GCC.
4. Review, evaluation and approval of CEUs for an educational experience are the responsibility of CEWD. Contact us at 671-735-5640.

Credit courses under Professional Development, with the alpha designation of PD, may not now or ever be used towards a degree or certificate. These courses will be for the purpose of re-certification (i.e., teachers) or to meet requirements for courses needed for employment at GCC or other industries. These courses are open to individuals interested in taking the course who meet the prerequisite (if any) and GCC's Admissions and Registration requirements. A student taking the course will sign an acknowledgement that the course may not now or ever be used toward a degree or certificate.

Certificate Replacement

A fee of \$15.00 will be charged for the replacement of an original certificate that has been awarded to a student for successfully completing a course or training program offered through CEWD. A \$35.00 fee will be charged should a student request to have the certificate replaced and mailed. The certificate will be mailed via USPS priority shipping and handling.

Refund Policy

Refunds are automatically processed for ALL COURSES OR EVENTS by the College if a course, training, or event is CANCELED. All students are obligated to pay for registered courses unless they officially withdraw/drop the course, training, or event(s) on or before the first day of the class. If students do not officially withdraw/drop from the course, training, or event on or before the first day, they will be liable to pay for the full amount of tuition and fees even if they did not attend.

The refund policy will be applied as follows for a continuing education and workforce development course or event offered:

1. For courses, training, or events that last more than one day: If official withdrawal occurs on or before the first day, 100% of the tuition, special fees and laboratory fees will be refunded. No refunds will be made after the first day of a course, training, or event.
2. For courses, training, or events that are one day only: If official withdrawal occurs before a one-day course, training, or event, 100% of the tuition, special

fees, and laboratory fees will be refunded. No refunds will be made on the day of the course, training, or event.

3. All requests for refunds are initiated at the CEWD Office, located on the first floor of the Student Services & Administration Building, Building 2000, by officially dropping or withdrawing from classes or events.

Catalog Contents Disclaimer

The CEWD Office has made reasonable efforts to provide information that is accurate at the time of this catalog's publication. However, CEWD reserves the right to make changes in procedures, policies, requirements, programs, courses, and fees when appropriate. When feasible, changes will be announced prior to their effective date. Additionally, for the benefit of CEWD's customers, the archived curriculum is listed. This displays the training and courses that have been previously offered through the years. If there is a request or need to offer such a training again, the curriculum will be updated accordingly.

Important Note:

CEWD offers college credit courses on an as-needed-basis in response to requests regarding pilot programs, special projects, or offerings. College credit courses are offered in response to the demand for a quick-turnaround training schedule of specific skills-development courses to meet the immediate employee training needs of public agencies, private business industries, education credentialing requirements, and most importantly, local workforce market demands.

NOT FOR CREDIT (NC) & CONTINUING EDUCATION UNITS (CEUs)

ABE/CABE - ADULT BASIC EDUCATION

CABE 030 LEVEL 2 READING AND WRITING (NC)

This course is designed to assist students who have a reading score of 201-210 develop and improve their reading and writing skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. This course is an application of English Language Arts standards called for in the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce. Formerly CABE030 Basic Skills Reading and Writing Course offering: As needed.

Student Learning Outcomes

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

1. Illustrate understanding of spoken words, syllables, and sounds.
2. Apply grade-level phonics and word analysis skills in decoding words.
3. Read with sufficient accuracy and fluency to support comprehension.
4. Illustrate conventions of standard English grammar and usage when writing or speaking.
5. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CABE 031 LEVEL 2 MATHEMATICS (NC)

This course is designed to assist students who have a mathematics score of 201-210 develop and improve their skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. This course is an application of Mathematics standards called for in the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce. Formerly CABE031 Basic Skills Mathematics. Course offering: As needed.

Student Learning Outcomes

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

1. Use place value to read and write whole numbers.
2. Solve problems involving addition, subtraction, multiplication and division.
3. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

CABE 040 LEVEL 3 READING AND WRITING (NC)

This course is designed to assist students who have a reading score of 211-220 develop and improve their reading and writing skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS)

for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce. Formerly CAFE040 Low Intermediate Reading. Course Offerings: As needed.

Student Learning Outcomes

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

1. Read closely for details and examples in a text when making inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CABE 041 LEVEL 3 MATHEMATICS (NC)

This course is designed to assist students who have a mathematics score of 211-220 develop and improve their skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce. Formerly CABE041 Low Intermediate Math. Course Offerings: As needed.

8

Student Learning Outcomes

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

1. Generalize place value understanding for multi-digit whole numbers.
2. Compute fluently with multi-digit numbers and find common factors and multiples.
3. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
4. Use ratio concepts and reasoning to solve problems.

CGED 050 LEVEL 4 READING AND WRITING (NC)

This course is designed to assist students who have a reading score of 221-235 develop and improve their reading and writing skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. This course is an application of English Language Arts standards called for in the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce.

Student Learning Outcomes

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

1. Make logical inferences based on evidence from the text.

2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CGED 051 LEVEL 4 MATHEMATICS (NC)

This course is designed to assist students who have a mathematics score of 221-235 develop and improve their skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. This course is an application of Mathematics standards called for in the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce.

Student Learning Outcomes

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

1. Illustrate understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.
2. Solve real-life and mathematical problems involving, angle, measure, area, surface area, and volume.
3. Solve real-life and mathematical problems with graphs and functions.

9

CGED 052 LEVEL 4 SOCIAL STUDIES (NC)

This course is designed to assist students who have a reading score of 221-235 to increase their civics competence in the various areas of social studies to include U.S. History and Geography. Students' pretest scores are determined through the comprehensive Adult Student Assessment System (CASAS) for Adult Education. Additionally, students will become more effective decision makers, and enhance their problem-solving skills; these skills will assist students as they enter the workforce, transition into postsecondary education and training, and become more effective citizens.

Student Learning Outcomes

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

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CGED 053 LEVEL 4 SCIENCE (NC)

This course is designed to assist students who have a reading score of 221-235 to increase their knowledge in science (life, physical, earth and space). Students' pretest scores are determined through the Comprehensive Adult Student Assessment System

(CASAS) for Adult Education. Additionally, students will become effective readers, develop critical thinking skills, and enhance their problem-solving skills; these skills will assist students as they enter the workforce, transition into postsecondary education and training, and become more effective citizens.

Student Learning Outcomes

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

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

BE - BUSINESS EDUCATION

C_BE101 PROCUREMENT BASIC TRAINING: FUNDAMENTALS AND PRINCIPLES (1.8 CEUs)

The purpose of the course is to provide an introduction to, and an understanding of, the public and procurement processes in general and the Guam procurement law in particular.

Student Learning Outcomes

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

1. Understand the role of government purchasing.
2. Understand the impact on fiscal responsibility.
3. Understand the adherence to Guam procurement statutes.

10

C_BE102 PROCUREMENT BASIC TRAINING: THE SOLICITATION PROCESS (1.8 CEUs)

This course will rigorously examine the local Guam law and regulations of “methods of source selection,” including bidding, offers and other methods of acquisition of goods, services and construction. Related issues will also be covered, including, the difference between a responsive bid and responsible bidder, specification rules, changes during the solicitation process including rejections and cancellations, various contract types, and various contract clauses allowed in contracts. The student will earn an appreciation and working knowledge of Chapters 3, 4, 5 and 6 of the Guam Procurement Regulations.

Student Learning Outcomes

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

1. Understand the processes of how to legally acquire goods, services and construction contracts under Guam law.
2. Embrace the importance of writing legal specifications that stand up to scrutiny.
3. Identify a contract form and identify clauses best suited to meet performance requirements.

C_BE103 PROCUREMENT BASIC TRAINING: THE PROCUREMENT REVIEW AND REMEDIES (1.8 CEUs)

This course covers the legal aspects of the dispute and review processes of the procurement law, and the remedies available. This course will examine the three types of disputes cognizable under the Procurement Act. The most talked-about dispute is over the solicitation or award of contracts, and this will be taken up in the detail of the law and regulation. The examination of each type of procurement dispute will begin with the agency-level dispute, progress to administrative review, if any, and introduce students to the judicial review process. Discussion of each dispute matter will include a look at the remedies available under the Procurement Act and other laws. Time permitting; the course will take a practical look at reviewing proposed procurement legislation to hone student's understanding of the entire procurement process.

Prerequisite: C_BE101 Procurement Basic Training: Fundamentals and Principles.

Student Learning Outcomes

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

1. Understand what to do, and when to do it, on receiving a protest of an IFB or RFP as a government employee or submitting a protest as a potential contractor;
2. Know how to timely prepare and conduct oneself if an appeal is taken of a protest decision to the Public Auditor.
3. Apply a remedy to a wrong created during the procurement process, and the process required for that.

C_BE104 PROCUREMENT BASIC TRAINING: MANAGEMENT AND ADMINISTRATION (1.8 CEUs)

This course covers the management and administration of the procurement process, from inception to contract termination and close-out. This course will introduce students to how the government can get the biggest bang for its buck. This course departs from the intense study of Guam procurement law found in other procurement courses, and puts the student's management, accounting and administrative skills to task. The course will examine some of the best practices of the Federal government, based on certain Federal Acquisition Rules, for determining agency needs, conducting market research and assuring quality performance. It will take a second look at allowed contract clauses and the means of contract enforcement and termination. Students will learn the need and benefit of establishing an accountability procurement record and audit trail.

Prerequisite: C_BE101 Procurement Basic Training: Fundamentals and Principles.

Student Learning Outcomes

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

1. Know how to plan a procurement solicitation, from inception of a notion of need to preparation of specifications.
2. Know how to create an audit trail of documentation and price and cost data to attain an accountability outcome.
3. Know how to transition from contract solicitation to opening the contract and administering it during the course of performance, to enforcement of performance obligations and final close-out of the contract.

C_BE105 PROCUREMENT BASIC TRAINING: ETHICS IN PROCUREMENT (1.0 CEU)

This course is a review of the basic principles of the procurement process, and in particular, the statutes, policies, and regulations that govern Government of Guam procurement. Emphasis will be on any updates in the procurement process, to include recent decisions from the Office of the Public Accountability and the courts/judicial system, and the role of ethics in the procurement process. Prerequisites: Successful completion of C_BE101 Procurement Basic Training: The Fundamentals and Principles of Procurement and at least one (1) of the following: C_BE102 PBT: The Solicitation Process, C_BE103 PBT: The Procurement Review and Remedies, or C_BE104 PBT: Management & Administration of Procurement.

Student Learning Outcomes

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

1. Describe their role and responsibilities (based on their position/job title) in the procurement process.
2. Explain the importance of ethics in the procurement process.
3. Identify a recent court/OPA decision and state its impact on the procurement process.

EE – ELECTRONICS

C_EE 242 PRINCIPLES OF VOICE AND DATA CABLING (3 CEUs)

This is a preparatory course for the Electronics Technician Association (ETA) Data Cabling Installer Certification test. It is designed to introduce students to the basic theory and terminology of Category 5, 5E and 6 wiring. Detailed hands on component, which utilizes practical applications for installations of cables in indoor type applications in raceways, drop ceilings, raised floors and plenum environments. Cable terminations of data cables in the various environments and use of latest test equipment to perform testing and troubleshooting of Data Cable Systems for commissioning.

Student Learning Outcomes

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

1. Identify the various codes, specifications and technical requirements to terminate and commission data cabling systems.
2. Plan, prepare and place data cables in the different environments for terminations and use of IDC connectors.
3. Troubleshoot and test data cables.

C_EE 243 FIBER OPTICS INSTALLATION (4.5 CEUs)

This is a preparatory course for the Electronics Technician Association (ETA) Fiber Optic Installer Certification test. It is designed to introduce students to the basic theory and terminology on Fiber Optics. Detailed hands on component, which utilizes practical applications for installations of cables in indoor and outdoor type applications, terminations of fiber cables in the various environments and use of latest test equipment to perform testing and troubleshooting of Fiber Optic Systems for commissioning.

Student Learning Outcomes

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

1. Identify the differences between multimode and single mode applications and uses.
2. Plan, prepare and place fiber optic cables in the different environments for splicing or termination.
3. Splice and terminate fiber optic cables
4. Troubleshoot and test fiber optic cables

C_EE 244 FIBER OPTIC TECHNICIAN (4.5 CEUs)

This course is required by the Electronic Technicians Association for students who are taking the national certification exam for Fiber Optic Technician. It is designed to prepare Fiber Optic Installers with the knowledge and advanced skills set to become technicians. The competency includes concepts of fiber optic servicing, troubleshooting and repairing; diagnostically ranging from the intermediate installation up to rudimentary design knowledge.

Student Learning Outcomes

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

1. Prepare to take the Fiber Optic Technician (FOT) exam.
2. Get exposure to in depth theoretical and practical applications of fiber theory, optical test equipment, fusion preparation, splicing and testing.
3. Complete the hands-on competencies set forth by the ETA Hands on Skills Sheet requirements.

C_EE 245 ETA FOI RENEWAL EXAM (NC)

To administer the ETA FOI Exam- Renewal.

Student Learning Outcomes

Upon successful completion of this course, students will be able to take the ETA FOI exam.

C_EE 250 RE-CERT: PRINCIPLES OF VOICE AND DATA CABLING (2.4 CEUs)

This course is required by the Electronic Technicians Association for students who are renewing their three-year national certification as a Data Cabling Installer. The class is designed to have members perform all practical application (hands-on) competencies as required by the ETA. It also updates participants on any of the revisions or changes as it applies to the Data Cabling industry and approved or adopted by IEEE, EIA/TIA standards governing bodies.

Student Learning Outcomes

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

1. Successfully perform terminations with RJ45 jacks, 110 blocks and R-66 blocks as per the ETA recertification standards.
2. Test and document data cable results as per the ETA recertification standards.
3. Update knowledge on new changes as it relates to IEEE, EIA/TIA standards.

ESL – ENGLISH AS A SECOND LANGUAGE

CESL 001 LEVEL 1 ESL BEGINNING (NC)

This course is designed to assist students who have a reading and listening score of 180 and below and are English Language Learners who need to develop and improve their reading, writing, and speaking and listening skills. Students' pretest scores are determined through the Comprehensive Adult Standard Assessment System (CASAS) for Adult Education. This course is an application of the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into Adult Education courses is intended to provide the foundation of knowledge and skills that students will need to transition to postsecondary education, workforce, and become self-sustaining productive citizens.

At the end of each semester, students enrolled in this course are required to complete a post-test component of the CASAS for Adult Basic Education. Students who score 181 or above in the CASAS Reading/Listening scale assessment will be considered to have achieved the Student Learning Outcomes (SLOs) for the course and will be placed into the next appropriate course/program.

Student Learning Outcomes

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

1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. Determine the meaning of words and phrases in oral presentations and literary and informational text.
3. Adapt language choices to purpose, task, and audience when speaking and writing.

14

CESL 002 LEVEL 2 ESL LOW BEGINNING (NC)

This course is designed to assist students who have a reading and listening score of 181-190 and are English Language Learners who need to develop and improve their reading, writing, and speaking and listening skills. Students' pretest scores are determined through the Comprehensive Adult Standard Assessment System (CASAS) for Adult Education. This course is an application of the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into Adult Education courses is intended to provide the foundation of knowledge and skills that students will need to transition to postsecondary education, workforce, and become self-sustaining productive citizens.

At the end of each semester, students enrolled in this course are required to complete a post-test component of the CASAS for Adult Basic Education. Students who score 191 or above in the CASAS Reading/Listening scale assessment will be considered to have achieved the Student Learning Outcomes (SLOs) for the course and will be placed into the next appropriate course/program.

Student Learning Outcomes

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

1. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer audience, or reader comments and questions.
2. Speak and write about level-appropriate complex literary and informational texts and topics.
3. Determine the meaning of words and phrases in oral presentations and literary and informational text.

CESL 003 LEVEL 3 ESL HIGH BEGINNING (NC)

This course is designed to assist students who have a reading and listening score of 191-200 and are English Language Learners who need to develop and improve their reading, writing, and speaking and listening skills. Students' pretest scores are determined through the Comprehensive Adult Standard Assessment System (CASAS) for Adult Education. This course is an application of the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into Adult Education courses is intended to provide the foundation of knowledge and skills that students will need to transition to postsecondary education, workforce, and become self-sustaining productive citizens.

At the end of each semester, students enrolled in this course are required to complete a post-test component of the CASAS for Adult Basic Education. Students who score 201 or above in the CASAS Reading/Listening scale assessment will be considered to have achieved the Student Learning Outcomes (SLOs) for the course and will be placed into the next appropriate course/program.

Student Learning Outcomes

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

1. Construct meaning from oral presentations and literary and information text through level-appropriate listening, reading, and viewing.
2. Speak and write about level-appropriate complex literary and informational texts and topics.
3. Determine the meaning of words and phrases in oral presentations and literary and informational text.

CESL 004 LEVEL 4 ESL LOW INTERMEDIATE (NC)

This course is designed to assist students who have a reading and listening score of 201-210 and are English Language Learners who need to develop and improve their reading, writing, and speaking and listening skills. Students' pretest scores are determined through the Comprehensive Adult Standard Assessment System (CASAS) for Adult Education. This course is an application of the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into Adult Education courses is intended to provide the foundation of knowledge and skills that students will need to transition to postsecondary education, workforce, and become self-sustaining productive citizens.

At the end of each semester, students enrolled in this course are required to complete a post-test component of the CASAS for Adult Basic Education. Students who score 211

or above in the CASAS Reading/Listening scale assessment will be considered to have achieved the Student Learning Outcomes (SLOs) for the course and will be placed into the next appropriate course/program.

Student Learning Outcomes

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

1. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
2. Adapt language choices to purpose, task, and audience when speaking and writing.
3. Determine the meaning of words and phrases in oral presentations and literary and informational text.

CESL 005 LEVEL 5 ESL HIGH INTERMEDIATE (NC)

This course is designed to assist students who have a reading and listening score of 211-220 and are English Language Learners who need to develop and improve their reading, writing, and speaking and listening skills. Students' pretest scores are determined through the Comprehensive Adult Standard Assessment System (CASAS) for Adult Education. This course is an application of the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into Adult Education courses is intended to provide the foundation of knowledge and skills that students will need to transition to postsecondary education, workforce, and become self-sustaining productive citizens.

At the end of each semester, students enrolled in this course are required to complete a post-test component of the CASAS for Adult Basic Education. Students who score 221 or above in the CASAS Reading/Listening scale assessment will be considered to have achieved the Student Learning Outcomes (SLOs) for the course and will be placed into the next appropriate course/program.

Student Learning Outcomes

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

1. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
2. Adapt language choices to purpose, task, and audience when speaking and writing.
3. Determine the meaning of words and phrases in oral presentations and literary and informational text.

CESL 006 LEVEL 6 ESL ADVANCED (NC)

This course is designed to assist students who have a reading and listening score of 221-235 and are English Language Learners who need to develop and improve their reading, writing, and speaking and listening skills. Students' pretest scores are determined through the Comprehensive Adult Standard Assessment System (CASAS) for Adult Education. This course is an application of the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into Adult Education courses is intended to provide the foundation of knowledge and skills that students will

need to transition to postsecondary education, workforce, and become self-sustaining productive citizens.

At the end of each semester, students enrolled in this course are required to complete a post-test component of the CASAS for Adult Basic Education. Students who score 236 or above in the CASAS Reading/Listening scale assessment will be considered to have achieved the Student Learning Outcomes (SLOs) for the course and will be placed into the next appropriate course/program.

Student Learning Outcomes

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

1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social academic contexts, responding to peer, audience, or reader comments and questions.
3. Speak and write about level-appropriate complex literary and informational texts and topics.
4. Adapt language choices to purpose, task, and audience when speaking and writing.
5. Create clear and coherent level-appropriate speech and text.

GED – GENERAL EDUCATIONAL DEVELOPMENT

CGED 050 LEVEL 4 READING AND WRITING (NC)

This course is designed to assist students who have a reading score of 221-235 develop and improve their reading and writing skills. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. This course is an application of English Language Arts standards called for in the College and Career Readiness Standards (CCRS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continue on to postsecondary education and the workforce. Formerly CGED050 High Intermediate Reading. Course Offerings: As needed.

Student Learning Outcomes

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

1. Make logical inferences based on evidence from the text.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CGED 051 LEVEL 4 MATHEMATICS (NC)

This course is designed to assist students who have a mathematics score of 221-235 develop and improve their skills. Students' pretest scores are determined through the

Comprehensive Adult Student Assessment System (CASAS) for Adult Education. The integration of CCRS into basic skill courses is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs and continuing on to postsecondary education and the workforce. Formerly CGED051 High Intermediate Math. Course Offerings: As needed.

Student Learning Outcomes

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

1. Illustrate understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.
2. Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume.
3. Solve real-life and mathematical problems with graphs and functions.

CGED 052 LEVEL 4 SOCIAL STUDIES (NC)

This course is designed to assist students who have a reading score of 221-235 to increase their civics competence in the various areas of social studies to include U.S. History, and Geography. Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. Additionally, students will become effective readers, develop critical thinking skills, become more effective decision-makers, and enhance their problem-solving skills; these skills will assist students as they enter the workforce, transition into postsecondary education and training, and become more effective citizens. Course Offerings: As needed.

Student Learning Outcomes

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

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CGED 053 LEVEL 4 SCIENCE (NC)

This course is designed to assist students who have a reading score of 221-235 to increase their knowledge in science (life, physical, earth and space). Students' pretest scores are determined through the Comprehensive Adult Student Assessment System (CASAS) for Adult Education. Additionally, students will become effective readers, develop critical thinking skills, and enhance their problem-solving skills; these skills will assist students as they enter the workforce, transition into postsecondary education and training and become more effective citizens. Course offering: As needed.

Student Learning Outcomes

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

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

HL – ALLIED HEALTH

CEHW 2001 MEDICAL CODING AND BILLING (3 CEUs)

This course focuses on Medical Billing and Procedures as well as Diagnostic Coding. Students will learn skills and techniques of handling medical billing and insurance claims. Work for a hospital, rehabilitation center physician's office or private billing service. Learn how to manage records and file claims, prepare insurance forms, and handle billing. Master the basics of medical terminology and using the Internet for coding and billing.

Student Learning Outcomes

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

1. Demonstrate the skills and techniques of handling medical billing and insurance claims.
2. Demonstrate mastery of the basics in medical terminology.

CEHW 2005 CPR/FIRST AID & SAFETY (1 CEU)

Keeping your child safe is your top priority. Learn how to protect your child inside the house and out, what to do in an emergency, how to stock a first-aid kit, where to call for help, and more.

Student Learning Outcomes

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

1. Learn how to protect children inside and outside of the house
2. Learn what to do in the case of an emergency
3. Learn how to stock a first-aid kit, where to call for help, and more.
4. Perform mouth-to-mouth respiration and chest compressions.

C_HL 101 PHLEBOTOMY TECHNICIAN I (NC)

This course is the first of the two-course Phlebotomy Technician certificate, and provides basic and advanced training in capillary puncture, venipuncture, and Point of Care Testing (POCT) through didactic and hands-on clinical laboratory instruction. The students will be practicing their procedure on training simulators and on each other to better prepare the student for the emotional and physical stress often associated with phlebotomy procedures. The lecture portion of this course includes Anatomy and Physiology of the body systems with emphasis on the Circulatory System, Medical Terminology, Infection Control, and Occupational Safety and Health Administration's (OSHA) blood borne pathogens standard. The advanced lecture portion of this course includes advanced Infection Control and biohazards, risk factors and appropriate responses to complications, anatomical site selection, quality assurance, pre-analytical source of error and ethical and legal issues related to phlebotomy. The phlebotomy technician is also known as the phlebotomist and is an important member of the clinical laboratory team. After successful completion of all course requirements, the student will be qualified to apply for the Registered Phlebotomy Certification examination administered by the American Medical Technologist (AMT), a nationally recognized Allied Health certifying agency also recognized by the state of California for those that

will be applying for California's phlebotomy licensure. The Guam Community College is an affiliated partner with the American Medical Technologist (AMT). Nationally certified phlebotomists can work in multiple health care settings, including medical offices, hospitals, clinics, and laboratories. Limitation on Enrollment: Special Admission — The student must meet the general education requirement for certificate programs by, testing out of the English Placement Test, or Satisfactory completion of EN100 courses, and Satisfactory completion of MA 108 or test out of the math placement test (EN 100R - Fundamentals of English/Reading-EN 100W - Fundamentals of English/Writing-MA 108 - Introduction to College Algebra). The student must also have a current BLS for Healthcare Provider CPR card, Health clearance to include physical and immunizations-PPD, with the addition of a Hepatitis B vaccine or declination form. Police and court clearance will be required for acceptance into Phlebotomy Technician courses.

Student Learning Outcomes

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

1. Identify vein arterial vessel locations.
2. Identify the phlebotomy tube chemical contents.
3. List laboratory tests common to each color tube.

C_HL 102 PHLEBOTOMY TECHNICIAN II (NC)

This course is the second of the two-course Phlebotomy Technician certificate, and provides the student with practical experience in performing capillary puncture, venipuncture, and Point of Care Testing (POCT) under the supervision of laboratory personnel. Students will also have the opportunity to use medical terminology, infection control, and Occupational Safety and Health Administration's (OSHA) blood borne pathogens standard in a practical setting. After successful completion of all course requirements, students will be qualified to apply for the Registered Phlebotomy Certification, certification examination administered by the American Medical Technologies (AMT), a nationally recognized Allied Health certifying agency also recognized by the state of California for those that will be applying for California's phlebotomy licensure. The Guam Community College is an affiliated partner with the American Medical Technologist (AMT). Nationally certified phlebotomists can work in multiple health care settings, including medical offices, hospitals, clinics, and laboratories.

20

Student Learning Outcomes

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

1. Perform 100 venipunctures.
2. Perform 25 capillary punctures.
3. List laboratory departments.
4. Perform pediatric heel stick phenylketonuria (PKU).
5. Perform Point-of-Care Testing (POCT).

HS - HOSPITALITY

CEIC 1910 FOOD SERVICE TRAINING WORKSHOP (NC)

ServSafe® leads the way in providing the restaurant and foodservice industry with an up-to-date, comprehensive food safety training and certification program. Manager Certification is nationally recognized and accredited. To date, the NRAEF has awarded

more than 2.6 million ServSafe ® Food Protection Manager Certifications. That's food safety at work.

Student Learning Outcomes

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

1. Identify food that is most likely to become unsafe, known as Temperature Control Safe foods.
2. Identify the factors that affect the growth of food borne bacteria in Temperature Control Safe foods.
3. Demonstrate proper hygienic procedures or processes that food service employees use to prevent the spread of food borne illness and cross contamination of food.
4. Identify how active managerial control can impact food safety.

C_HS 110 TOUR GUIDE CERTIFICATION TRAINING (NC)

This course will prepare students to conduct tours professionally. The course will focus on two key areas: the tour guide position and skills, knowledge and abilities required to be a tour guide, and tour guide tasks and requirements specific to knowledge of guiding tourists on Guam.

Student Learning Outcomes

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

1. Explain the importance and role of the tour guide on Guam.
2. Describe the laws and regulations that tour guides must follow.
3. Identify key points on Guam tour sites, Guam history and Guam as a destination.

21

C_HS 111 PASSENGER ASSISTANCE TRAINING (1.6 CEUs)

This course will provide the student with expertise in passenger assistance techniques and sensitivity skills appropriate for serving the public riders of Guam.

Student Learning Outcomes

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

1. Identify the proper methods and techniques of providing good customer service.
2. Identify basic tips for providing professional customer service to riders.
3. Describe ways to serve customers with special needs (children, senior citizens, disabled).

C_HS 112 PASSENGER ASSISTANCE TRAINING REFRESHER (0.8 CEUs)

This course will provide the student with expertise in passenger assistance techniques and sensitivity skills appropriate for serving the public riders of Guam.

Student Learning Outcomes

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

1. Identify the proper methods and techniques of providing good customer service.
2. Identify basic tips for providing professional customer service to riders.

3. Describe ways to serve customers with special needs (children, senior citizens, disabled).

PD – PROFESSIONAL DEVELOPMENT (CEUs)

C_PD 181 CTE METHODS I: INSTRUCTIONAL DESIGN & DELIVERY (4.5 CEUs)

This course will give students the opportunity to examine current teaching practices using Career and Technical Education teaching standards. Prospective and practicing teachers will acquire knowledge, skills, and values essential to becoming effective and competent CTE teachers. Participants will create standards-based student centered lesson plans using Madeline Hunter's Essential Elements of Effective Instruction Model. Participants will also engage in self-reflection in order to improve professional practice.

Student Learning Outcomes

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

1. Apply essential elements of effective instruction in designing lesson plans.
2. Create standards-based unit and lesson plans integrating learner-centered classroom strategies.
3. Examine classroom practice relative to the ten (10) CTE Teaching Standards.

C_PD 210 CTE METHODS II: ASSESSMENT (4.5 CEUs)

An extension of CTE Methods I, this course provides participants with knowledge and skills in planning, designing, and implementing effective assessment strategies that will engage students in their own self-assessment, measure learning, and achieve learning outcomes. Participants will learn how to construct reliable and valid test items, gather and interpret test results, and use results to improve instruction, course, and program.

Student Learning Outcomes

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

1. Explain the five keys to classroom assessment quality.
2. Design assessments that are valid and reliable; aligned with industry, academic, career and technical standards, and learning outcomes.
3. Analyze own assessment data to improve instruction, course, and program.

TR – TRUCK/BUS DRIVING

C_TR 210 TRUCK/BUS DRIVING

This course covers the types of commercial vehicles that require a Type C and/or Type D driver's license, and the appropriate regulations, driver qualifications, vehicle components, loading and unloading practices, environmental safety measures, and log books. Students will gain practical application through the use of a driving simulator and/or actual drive time/hours.

Student Learning Outcomes (SLOs):

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

1. Demonstrate skills needed to operate a variety of commercial vehicles with emphasis on truck/bus driving.
2. Demonstrate the knowledge and skills needed to successfully pass the Type C/Type D commercial vehicle license tests (over 10 tons).

3. Identify commercial vehicle components to include the braking and steering systems and correct basic malfunctions as needed.
4. Demonstrate the knowledge and skills needed to successfully perform a preoperational inspection and identify operational checks & awareness.

SI – SCIENCE

C_SI 120 SUSTAINABLE TECHNOLOGY AND ENVIRONMENTAL EDUCATION PROGRAM (STEEP) (NC)

The core purpose of this course is to equip students with an understanding of the general principles of environmental biology, environmental issues, sustainable development, and renewable energy, i.e., wind and photovoltaic technologies through lectures and hands-on activities. Students will learn how to design and develop small-scale, off-grid PV systems and the integration of such technologies into alternative sustainable homes on island.

Student Learning Outcomes

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

1. Identify the basic components of an off-grid and grid-tied PV system.
2. Design and develop recycled pallet furniture.
3. Design and develop an alternative shipping container home model suitable for tropical climates.

UNDERGRADUATE COLLEGE CREDIT COURSES

23

HM – HUMAN SERVICES

C_HM 102 ASSESSMENT AND CASE MANAGEMENT OF ADDICTIONS (3)

The focus of this course is to develop a practical application and best practices of addiction counseling services. This course will provide an overview of ethical and legal issues of addiction counseling, the clinical process and documentation during substance abuse counseling, various styles and models of client care, client/patient placement and continued care criteria and case management.

Student Learning Outcomes

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

1. Demonstrate basic clinical skills to conduct clinical evaluation, treatment planning, service coordination, and documentation.
2. Identify various best practices in clinical diagnosing, placement protocol, and treatment approaches.
3. Demonstrate basic written skills to complete evaluations and assessments, treatment plans, case notes, discharge plans, and other pertinent documents for the treatment process.

C_HM 103 SIGNS AND SYMPTOMS OF ADDICTION (3)

The focus of this course is to develop an understanding of the biopsychosocial factors of addiction. The Center for Addiction Technologies Addiction Counselor Competencies that are addressed includes the trans-disciplinary foundations necessary for addiction

specialists focusing on understanding addiction. This course provides a framework for recognizing the biological, psychological, and social effects of addiction in our society.

Student Learning Outcomes

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

1. Describe the historical perspectives relevant to drug use, both licit and illicit, in our society.
2. Evaluate and explain the current trends and patterns of drug use, as well as engaging in compulsive behaviors in our society.
3. Explain the theories and models of addiction and compulsive behaviors in our society.

C_HM 104 INDIVIDUAL & GROUP TREATMENT OF ADDICTION (3)

This course presents basic counseling skills, practice concepts and methods of application. It is designed as an introductory course for skills acquisition, applicable to individual and group addictions treatment settings.

Student Learning Outcomes

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

1. Demonstrate basic intentional interviewing skills.
2. Differentiate between the theoretical models of decisional counseling, person-centered, behavioral assertiveness training, brief solution-oriented therapy, and motivational interviewing through competency practice exercises.
3. Explain how to integrate positive wellness, ethics, and multicultural issues into paraprofessional practice.

24

PD – PROFESSIONAL DEVELOPMENT

Note: The following courses are credit courses under Professional Development, with the alpha designation of PD, which may not now or ever be used towards a degree or certificate. These courses will be for the purpose of re-certification (i.e., teachers) or to meet requirements for courses needed for employment at GCC. These courses are open to individuals interested in taking the course who meet the prerequisite (if any) and GCC's Admissions and Registration requirements. A student taking the course will sign an acknowledgement that the course may not now or ever be used toward a degree or certificate.

PD 181 CAREER & TECHNICAL EDUCATION METHODS I (3)

This course explores the evolution of career and technical education (CTE) and federal legislation that continue to impact practices in CTE classrooms. Prospective and practicing teachers will acquire knowledge, skills, and values essential to becoming effective and competent CTE teachers. Participants will create standards-based student-centered lesson plans that integrate technical and core academic skills and classroom strategies that motivate students to achieve desired outcomes. Participants will also engage in self-reflection in order to improve professional practice.

Student Learning Outcomes

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

1. Create standards-based unit and lesson plans integrating learner-centered classroom strategies.
2. Examine classroom practices related to the ten (10) CTE Teaching Standards.
3. Create a professional growth plan.

PD 200 BASIC PROJECT MANAGEMENT (NC)

This course is a basic overview of projects and managing projects in the private and public sector. The course covers the stages of projects and the functional areas of project management, including project planning, managing, control and wrap up. The course will review the functional areas of expertise required by the project manager, as well as the roles and responsibilities of project team members.

Student Learning Outcomes

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

1. Distinguish between a project and a program.
2. Identify the stages of a project.
3. Identify the functional areas within the various stages of a project.
4. Perform basic mathematical calculations required of project management.
5. Define key project management terms and concepts.
6. Understand the importance and management of risk and scope to project success.
7. Outline basic project stages and steps and set up simple projects within their industry.

PD 210 CAREER & TECHNICAL EDUCATION METHODS II (3)

An extension of CTE Methods of Teaching I, this course provides participants with knowledge and skills in planning, designing, and implementing effective assessment strategies that will engage students in their own self-assessment, measure learning, and achieve learning outcomes. Participants will learn how to construct reliable and valid test items, gather and interpret test results, and use results to improve instruction, course, and program.

Student Learning Outcomes

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

1. Explain the five keys to classroom assessment quality.
2. Design assessments that are valid and reliable, aligned with industry, academic, career and technical standards, and learning outcomes.
3. Analyze own assessment data to improve instruction, course, and program.

TESTING CENTER – NATIONAL CERTIFICATIONS

Guam Community College provides certified Test Proctors to proctor your exams through various online testing sponsors. The Test Center provides proctoring services (online or paper/pencil tests) for students and employees. Proctoring services are \$75 per exam.

TEST CENTER HOURS OF OPERATION

Monday: CLOSED

Tuesday – Friday: 9:00 AM - 4:00 PM

Closed on Weekends & Government of Guam Holidays

For more information, contact the Office of Continuing Education & Workforce Development at (671)735-5640 Ext. 5410 or email learning4life@guamcc.edu.

TESTING CENTER – GENERAL EDUCATIONAL DEVELOPMENT

Guam Community College also administers the GED® for those individuals seeking their high school equivalency diploma. To be eligible to take the exam, candidates must meet the following requirements:

- Must be at least 18 years of age and not currently enrolled in an accredited high school;
- Must not hold a standard high school diploma;
- Must take the CASAS appraisal.

26

Fees

\$125.00 (total for all four content areas)

\$31.25 for each subtest.

Re-test fee is \$11.25 per sub-test or content area for the first two retests. Subsequent retests are \$31.25 per subtest.

Effective September 1, 2023 the fees will be:

\$149.00 (total for all four content areas)

\$37.25 for each subtest.

For more information, contact the Office of Continuing Education & Workforce Development at (671)735-5640 Ext. 5572 or email gcc.hse@guamcc.edu.

WORKKEYS®

WorkKeys® is a career skills assessment tool that builds and measures an individual's workplace skills in three core subjects: Applied Math, Workplace Documents, and Graphic Literacy. Employers believe these skills to be essential to job success.

A person must test in these three subject areas and score a level 3 or better in each WorkKeys® assessment to earn a National Career Readiness Certificate (NCRC).

Depending on a person's score, certificates are awarded in the following levels: Bronze, Silver, Gold, and Platinum. Individuals can add their certificates to their resumes to show they have the readiness skills for work. Businesses on Guam and nationwide use the NCRC to select, hire, train, retain, and promote.

Guam Law, P.L. 31-254, also requires a mandatory skills assessment for GovGuam employment to help ensure and sustain a community workforce prepared for current and future jobs.

The WorkKeys® assessment costs \$65.00. This fee includes the online WorkKeys® Curriculum (this website helps you improve your skills and prepare for the assessments) and the WorkKeys® Assessments in Applied Math, Workplace Documents, and Graphic Literacy.

For more information, contact the Office of Continuing Education & Workforce Development at (671)735-5640 Ext. 5413 or email career.ready@guamcc.edu.

BOOT CAMPS

Boot camps provide interested individuals the opportunity to upskill or learn a new skill that prepares them for entry in some of the most high-demand industries on Guam. Employment opportunities may be available for those that successfully complete a boot camp. For more information, please visit <https://guamcc.edu/GCCBootCamps> or email workforce@guamcc.edu.

APPRENTICESHIP

The Registered Apprenticeship Program (RAP) consists of On-the-Job Training (OJT) and the Related Technical Instruction (RTI). The College is a provider of the Related Technical Instruction (RTI) as part of the RAP through the State Apprenticeship Agency (SAA) of the Guam Department of Labor, in partnership with the Guam Contractors Association and individual employers.

On-the-Job Training (OJT) allows for the Apprentice to learn a trade or occupation through formal training under close supervision of a skilled worker or journeyman. In general, an Apprentice works at an actual job setting with an employer during the day and attends related classes at the College during the weeknights and/or Saturdays.

In order for an Apprentice to be eligible to receive a Certificate of Completion of Apprenticeship issued by the United States Department of Labor, the Apprentice must satisfactorily complete a minimum of 144 hours of RTI per year plus a term of 2000 to 8000 hours of OJT, depending on his or her respective Apprenticeship Trade. Upon satisfactory completion of the required training, the Apprentice is issued their certificate.

For more information on the Registered Apprenticeship Program, contact the Continuing Education and Workforce Development Office, Student Services and Administration (Building 2000), Rooms 2128 or 2129, or call (671) 735-5640 ext. 5571 or 5572, or the State Apprenticeship Agency of the Guam, Department of Labor, in the GCIC Building, Suite 300 (3rd Floor), or call (671) 300-4572.

FACILITIES RENTAL

Interested non-profit organizations, public agencies or private parties may contact Continuing Education & Workforce Development (CEWD) for more information on facilities rentals. Please note that Guam Community College classes and events take priority in utilizing space at the College. contact the Office of Continuing Education & Workforce Development at (671)735-5640 or email learning4life@guamcc.edu.

GOVERNING BOARD & ADMINISTRATION

BOARD OF TRUSTEES

Frank P. Arriola	Chairperson
Carlo Leon Guerrero	Vice-Chairperson
Rose P. Grino	Secretary
Richard P. Sablan	Treasurer
Yolonda Padrones	Member
Gina Y. Ramos	Member
Kenly Magwili	Student Member
Simone Bollinger	Faculty Advisory Member
Kenneth C. Bautista	Support Staff Advisory Member
Mary A.Y. Okada, Ed.D.	Chief Executive Officer & President

OFFICE OF THE PRESIDENT

Mary A.Y. Okada, Ed.D.	President
John K. Dela Rosa	Assistant Director, Communications & Promotions
Bonnie Mae M. Datuin	Program Specialist, Development & Alumni Relations
Joachim Peter Roberto	Program Specialist, Development & Alumni Relations
Julie Ulloa-Heath, Ed. D	Assistant Director, Planning & Development
Francisco E. Palacios	Sustainability & Project Coordinator, Planning & Development

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Virginia C. Tudela, Ph.D.	Vice President, Academic Affairs
Denise M. Mendiola	Assistant Director, Continuing Education & Workforce Development
Shaun Hosei	Program Specialist, Continuing Education & Workforce Development
Kimberly Ann Taitano	Program Specialist, Continuing Education & Workforce Development
Catherine M. Solidum	Assistant Director, Assessment, Institutional Effectiveness & Research
Ava M. Garcia	Coordinator, Admissions & Registration

SCHOOL OF TRADES AND PROFESSIONAL SERVICES

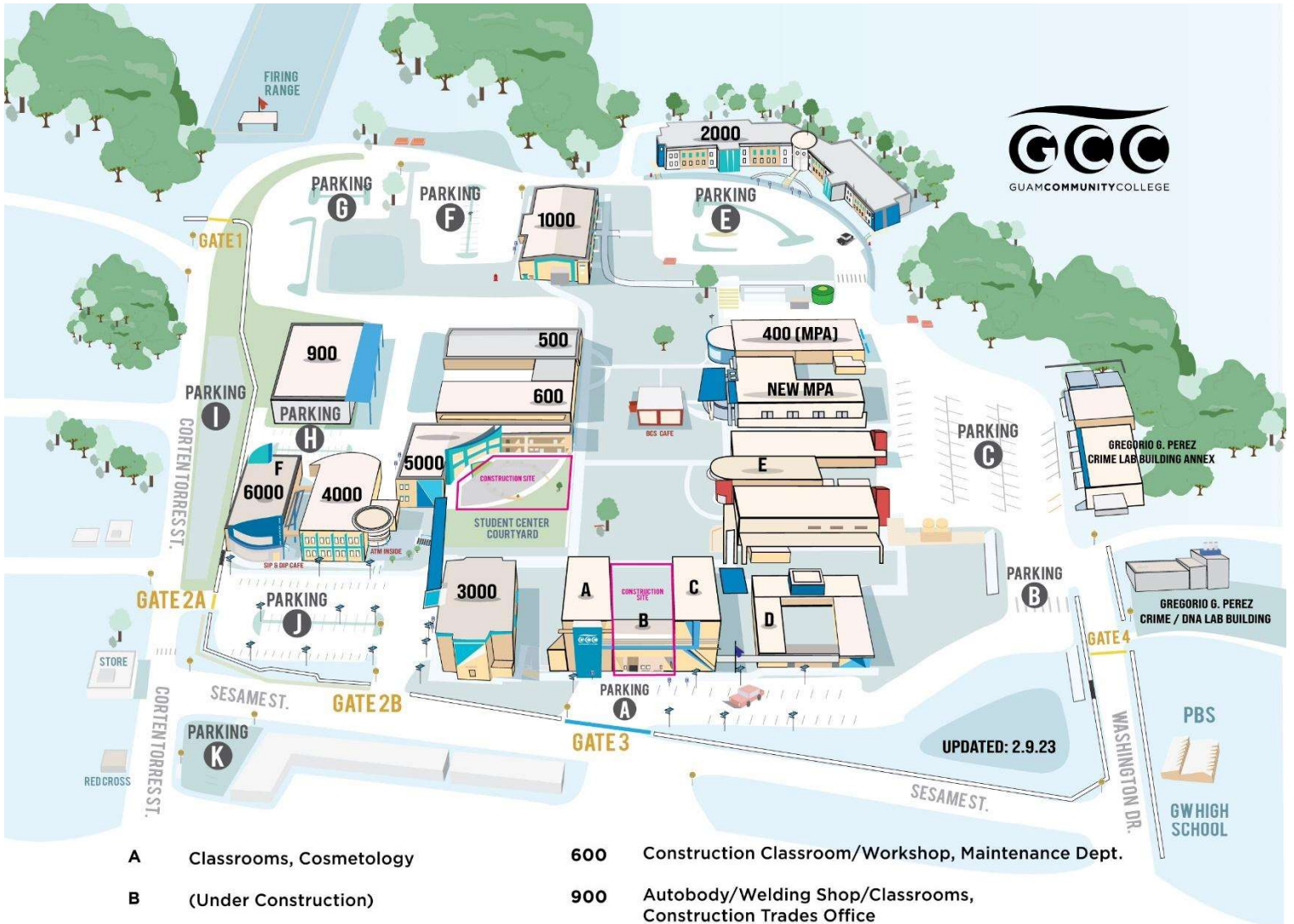
Pilar A. Williams	Dean, School of Trades & Professional Services
Christine B. Sison, Ph.D.	Associate Dean, School of Trades & Professional Services
Vacant	Associate Dean, School of Trades & Professional Services
Mariesha Cruz-San Nicolas	Associate Dean, School of Trades & Professional Services
Dorothy-Lou M. Manglona, R.N.	Nursing and Allied Health Administrator
Esther A. Rios	Program Specialist, Reach for College
Yolonda T. Topasna	Program Specialist, Adult Basic Education

SCHOOL OF TECHNOLOGY AND STUDENT SERVICES

Michael L. Chan, Ed.D.	Dean, School of Technology & Student Services
Gerald A.B. Cruz	Associate Dean, School of Technology & Student Services
John F. Payne	Program Specialist, Accommodative Services

OFFICE OF THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Rodalyn A. Gerardo, CPA, CGFM, CIA	Vice President, Finance and Administration
Edwin E. Limtuatco	Controller, Business Office
Apolline C. San Nicolas, SHRM-CP	Chief Human Resources Officer
Gemma-Lee P. Santos	Coordinator, Financial Aid
Adrian Atalig	Chief Information Technology Officer
Joleen Evangelista	Administrator, Procurement and Inventory
Huan F. Hosei	Environmental Health & Safety Officer



- | | | | |
|------------|--|-------------|---|
| A | Classrooms, Cosmetology | 600 | Construction Classroom/Workshop, Maintenance Dept. |
| B | (Under Construction) | 900 | Autobody/Welding Shop/Classrooms, Construction Trades Office |
| C | (Temporary) Student Support Services, Classrooms | 1000 | Technology Center: Classrooms, Study Hall, Mac Lab, Electronics Lab, Offices, VisCom Studio, Test Center |
| D | Classrooms, Management Information Systems (MIS), Faculty Office | 2000 | Student Services & Administration: Admissions & Registration, Financial Aid, Cashier, Counseling, Accommodative Services, Continuing Education, Business Office, Administrative Offices |
| E | Classrooms, Study Hall, Workout Room, Criminal Justice Offices, Developmental Education, Education/English Offices, Autocad Labs, Mansana Center | 3000 | Anthony A. Leon Guerrero Allied Health Center: Classrooms, Lecture Halls, Offices. |
| F | Foundation Building (6000) Classrooms, Bookstore, Café, Adult Education Office, Veterans Study Room | 4000 | Learning Resource Center (LRC) - Library: Computer Lab |
| 300 | New Multipurpose Auditorium (MPA) | 5000 | Student Center: Student Lounge, Computer Lab, Training Room, Health Services (Nurse) Center, Center for Student Involvement, Reach for College, Academic Advisement & Career Placement |
| 400 | Old Multipurpose Auditorium (MPA), Culinary Arts Kitchen & Office | | Gregorio G. Perez Crime Lab Annex Science Classrooms |
| 500 | Automotive Classroom/Shop, Automotive Technology Office | | |

**1 SESAME SREET,
MANGILAO, GUAM, 96921**



DOWNLOAD MAP:
guamcc.edu/campusmap

CONTACT US:
guamcc.edu/contactus