



2020–2021

GRADUATE BULLETIN



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NOTE TO THE READER

The University reserves the right to make changes to the Bulletin at any time. These changes may affect such matters as tuition and all other fees, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

The curriculum found in this Bulletin has been created by the faculty and followed a rigorous review process by deans, the Faculty Senate, and the senior vice president.

Updates and Corrections

The Bulletin is updated annually with every effort to ensure accuracy. Any updates or errors should be brought to the attention of Maria Caringal at caringalm@triton.uog.edu and will be reviewed for incorporation in a supplement and/or the next edition.

Web Browser Compatibility

This online Bulletin is best viewed using Google Chrome, Apple Safari, and Mozilla Firefox browsers.



A MESSAGE FROM THE PRESIDENT

Håfa Adai!

Welcome to the University of Guam/*Unibetsedât Guåhan*, and to our returning alumni, welcome back! In making the decision to pursue a graduate degree, you are embarking on a deeper educational journey of enlightenment (*ina*), discovery (*deskubre*), and service (*setbe*) — the three tenants of our University mission. This Graduate Bulletin will serve as your roadmap on that journey.

In total, the University offers 15 master's degrees as well as seven graduate-level certificates. These programs cover some of the most in-demand career sectors in Guam and throughout Micronesia, to include business and public administration, teaching and education, and environmental science and agriculture, among others.

If you're not yet admitted into a graduate program, this Bulletin is a great place to explore a higher level degree that will enhance your current career or open the door to new opportunities. You can also browse each degree program in depth on the UOG website or by talking personally with our faculty members, who are experts in their fields and are here to help mentor and guide you. A complete directory of graduate faculty can be found [here](#).

This Bulletin also serves as a resource for the many services available at UOG to support your graduate experience. Academic success relies not only on coursework, but on facilities conducive to learning and studying, on your physical health and mental well-being, and on financial resources and opportunities. Be sure to browse through the listing of [Student Resources](#) and [Research Institutes](#) so you can make the most of your university experience.

Becoming a scholar and a member of an academic community carries certain responsibilities and expectations. The [UOG Honor Code](#) requires all of us to treat one another with respect and regard, to maintain our academic integrity and truthfulness, and to avoid the mistreatment of others for any reason. A strong sense of belonging is the cornerstone for your success, and we are committed to helping you feel a part of the Triton family. Please do your part to help others feel a strong sense of belonging at UOG as well.

For more than 65 years, the University of Guam has prepared the leaders, creators, innovators, and thinkers for this extraordinary region of the globe with a strong commitment to academic excellence and student success. I am glad you have chosen to join us and our important mission. You will be challenged, you be inspired, and you will be amazed.

Biba UOG!

Thomas W. Krise, Ph.D.

President and Professor of English



A MESSAGE FROM THE SENIOR VICE PRESIDENT

Buenas yan Håfa Adai!

Congratulations on taking this next significant step in your education! It's a decision that will undoubtedly advance your way of thinking, broaden your perspectives, and impact your career. We're excited to guide you on this path and to soon include your work among the impressive and impactful research that our graduate students have produced.

Alumni from our master's programs are now making valuable contributions as leaders, administrators and executives, teachers and counselors, business owners, and more throughout the region and beyond. For many of them, their graduate studies not only resulted in the degree to obtain an advanced position, but facilitated important connections in the community toward work they're passionate about.

We are proud to offer the people of Micronesia an academic experience that is [accredited](#) institution-wide under the Western Association of Schools & Colleges. Last year, we also celebrated seven years of re-accreditation for our Professional Master of Business Administration program from the International Accreditation Council for Business Education.

The University aims to enrich our students' professional development through value-added experiences that will strengthen the overall meaning and quality of your graduate degree. Opportunities abound to collaborate on research and to present research in front of international as well as local audiences, and we will be encouraging you and guiding you in taking advantage of these.

We continue to evolve our program offerings to meet the changing needs of our community and regional workforce. The [Master of Science in Sustainable Agriculture, Food, and Natural Resources](#) program, for example, is our newest master's program, started in 2017, to accommodate a growing interest of the population.

We know your graduate studies here at UOG will reap many rewards — for you and for the communities you will impact. Seize your time here, and let us know how we can help.

Biba, UOG Tritons!

Anita Borja Enriquez, DBA

Senior Vice President and Vice Provost

GRADUATE BULLETIN

GENERAL INFORMATION

MISSION

Ina, Deskubre, Setbe:
To Enlighten, To Discover, To Serve

- The University of Guam is a U.S.-accredited regional land-grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom, and truth.
- The University exists to service its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia.
- The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research, and outreach.
- At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to discover and acquire indigenous and global knowledge.

ACCREDITATIONS

The University of Guam, a U.S. land-grant institution, is accredited by the [Western Association of Schools and Colleges \(WASC\) Senior College and University Commission \(WSCUC\)](#), a U.S. regional accrediting body recognized by the Council on Post-Secondary Accreditation and the U.S. Department of Education. The University has been continuously accredited since 1959.

All of UOG's academic programs and its Intensive English Program (a non-degree program) are covered by this accreditation. See www.wascsenior.org and www.uog.edu for more information about WSCUC and the University of Guam.

The Office of Graduate Studies is authorized to accept graduate credits transferred from graduate schools of other colleges and universities accredited by any of the American Regional Accrediting Agencies.

The University also holds the following degree program accreditations:

School of Business & Public Administration

The [Professional Master of Business Administration](#) degree program is accredited by the International Accreditation Council for Business Education (IACBE) until 2026. This continues a history of accreditation dating back to 1997.

In December 2014, the [Master of Public Administration](#) degree program was approved for membership under the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), which is considered the global standard in public service education.

School of Education

The School of Education and all of its degree programs have previously been accredited under the National Council for Accreditation of Teacher Education (NCATE) through the Council for the Accreditation of Educator Preparation (CAEP) system. The school is now pursuing accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

Additionally, programs provided by the School of Education to prepare candidates for teacher certification in elementary and secondary education are accepted by the Guam Commission on Educator Certification.

INSTITUTIONAL GRADUATE LEARNING OUTCOMES (IGLO)

Upon completion of their degree program, graduate students will:

1. Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study;

2. Plan, conduct, and complete a significant research or creative project;
3. Exercise oral and written communication skills sufficient to publish and present work in their field;
4. Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and
5. Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.

LOCATION

The University campus sits on a gently sloping 100-acre site in Mangilao, minutes from Hagåtña and other government and commercial centers. It overlooks Pago Bay and commands a breathtaking view of the Pacific Ocean.

LANGUAGE

While English is the primary language of instruction at the University of Guam, the University recognizes English and CHamoru as the official languages of Guam (P.L. 12-132). The University also adheres to spelling and usage conventions developed by the *Kumision I Fino' CHamoru*, which has the duty of establishing agreement on CHamoru orthography and notifying public and private institutions of updates to the language (P.L. 33-236). Courses and coursework may be delivered in *fino' CHamoru* or other modern languages upon the approval of the instructor and dean.

In line with this endeavor, the semester names at the University of Guam are officially the following, in line with the CHamoru terms for the local seasons:

- August to December: *Fanuchånan* ("a time for wet")
- December to January: *Tinalo'* ("in between")
- January to May: *Fañomnåkan* ("a time for sunshine")
- June to August: *Finakpo'* ("the conclusion")

GRADUATE BULLETIN

HISTORY

HISTORY OF THE UNIVERSITY OF GUAM

The University of Guam dates back to June 1952, when the island government established the Territorial College of Guam as a two-year teacher-training school under the U.S. Department of Education. The College, located on a high school campus in the village of Mongmong, had an initial enrollment of approximately 200 students — most of them experienced teachers — and a staff of 13.

The College gained accreditation as a junior college in 1959 and moved to the present campus in central Mangilao in 1960 where a two-story classroom building and a library had been erected. The College's academic programs expanded to accommodate increasing enrollment and student needs.

In 1963, administrative control of the College was transferred from the Department of Education to a five-member governing Board of Regents. Accreditation as a four-year degree-granting institution was first granted in 1963 and again in 1965.

A plan for the establishment of three undergraduate schools was implemented in the fall of 1967. The following year, on Aug. 12, 1968 — four months after its accreditation was extended to the maximum five-year period — the College was renamed the "University of Guam" by an act of the Guam Legislature.

Enrollment in the fall of 1968 reached 1,800; staff and faculty totaled more than 130. Additions to the campus included a new library, the Fine Arts Building, and the Science Building. A Student Center, three dormitories, and the Health Sciences Building were completed in the summer of 1970.

On June 22, 1972, the University was designated a landgrant institution by an Act of the U.S. Congress. Administrative autonomy was granted on Oct. 4, 1976, with the enactment of Public Law 13-194, "The Higher Education Act of 1976," which became effective on

Nov. 3, 1976. The Act, with subsequent amendments, established the University as a non-membership, non-profit corporation under the control and operation of a nine-member Board of Regents appointed by the governor, with the advice and consent of the legislature. Public Law 17-55, enacted on June 11, 1984, provided further autonomy to the University and established staggered terms for members of the Board of Regents.

GRADUATE BULLETIN

POLICIES

STUDENT HANDBOOK

The Student Handbook provides most of the information needed by students to understand their roles within the University. Students should carefully read this handbook, abide by its rules and regulations, and refer to it whenever they have questions or problems concerning University policies or procedures. Contact the [Student Life Office](#) for a copy of the handbook or visit the [Student Life Office webpage](#) for an electronic copy.

POLICY FOR EQUAL EMPLOYMENT OPPORTUNITY AND NON-DISCRIMINATION/ NON-HARASSMENT

Board of Regents Resolution No. 03-24 (July 17, 2003)
[Read the complete policy here](#)

The University of Guam is committed to maintaining the campus community as a place of work and study for faculty, staff, and students, free of all forms of discrimination and harassment that are unlawful under Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, et seq., or other applicable law. The University prohibits unlawful discrimination or harassment against any member(s) of the University community, including faculty, student-employees, staff, and administrators and applicants for such positions. This policy prohibits retaliation because one has in good faith filed a complaint concerning behavior prohibited by this policy or has reasonably opposed, reported, or stated the intent to report such behavior or is participating in a related investigation, proceeding, or hearing regarding such a matter. All members of the University community must comply with this policy.

POLICY PROHIBITING SEX DISCRIMINATION

Board of Regents Resolution No. 20-26 (Sept. 17, 2020)

[Read the complete policy here](#)

The UOG Policy Prohibiting Sex Discrimination is an update to what was the UOG Sexual Misconduct Policy (Board of Regents Resolution No. 16-12, March 17, 2016) and, as such, continues to prohibit all forms of sexual discrimination and misconduct, including, but not limited to, sexual harassment, sexual assault, sex offense, domestic violence, dating violence, stalking, and inappropriate amorous relationships. Further, the policy expressly prohibits retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations of this policy. University students and employees who violate this policy will face discipline up to and including expulsion or termination.

All members of the University community must work together to prevent and eliminate harassment, sexual misconduct, and discrimination. New students are required to affirm their understanding of student rights and responsibilities under the University's Policy Prohibiting Sexual Discrimination as part of the registration process before attending any classes.

POLICY AND PROCEDURE FOR STUDENTS AND APPLICANTS WITH A DISABILITY

Board of Regents Resolution No. 04-32, Oct. 28, 2004
Superseded by Resolution No. 10-11, April 22, 2010
[Read the complete policy here](#)

In accordance with the American with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University will reasonably accommodate individuals with disabilities, as defined by applicable law, if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program of the University, without undue

hardship to the University. Harassment on the basis of disability issues is prohibited.

The University offers reasonable accommodations for a student who is otherwise qualified, if the accommodation is reasonable, effective and will not alter the fundamental aspect of a University program, nor will otherwise impose an undue hardship of the University, and/or there are not equivalent alternatives. Student are expected to make timely requests for accommodation. If appropriate, the University may choose to consult with such individuals at or outside the University to provide expertise needed to evaluate the request for accommodation.

The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for Student and Applicants with a Disability.

TITLE IX COMPLIANCE STATEMENT

20 U.S.C. Ch. 38 § 1681 of U.S. Public Law 92-318 (Education Amendments of 1972)
[Read the complete statute here](#)

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities.

Under Title IX, students have the right to the following:

- Be free from all types of sex discrimination, including sexual misconduct, sexual harassment, and sexual violence;
- Bring forward a complaint in good faith;
- Be informed of complaint procedures and options for resolution;
- Expect a complaint to be thoroughly investigated;
- Interim measures to ensure safety pending outcome of investigation;
- Be advised of outcome of investigation; and
- Be free from retaliation.

Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University's Title IX coordinator, located at the EEO/ADA/ Title IX Office in Dorm II, Iya Hami Hall, Room 104, Tel. (671) 735-2244, TDD (671) 735-2243, or to the Office of Civil Rights.

RELEASE OF INFORMATION / FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

§ 513 of U.S. Public Law 93-380 (The Education Amendments Act of 1974)
[Read the complete section here](#)

Annually, the University of Guam informs students of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. This act, with which the institution intends to comply fully, was designated to protect the privacy of education records. FERPA affords students certain rights with respect to their education records.

These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the Registrar, the college dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Students wishing to restrict release of directory information must file a "Request to Prevent Disclosure of Directory Information" form at the Office of Admissions & Records. This form must be filed within two weeks after the first day of instruction of a regular semester and within one week after the first day of instruction of summer sessions. The notification

to prevent disclosure of directory information is effective only for the one term for which the student is registering.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception where records may be released without student consent is to parents or legal guardians upon submission of evidence that the parents or legal guardians declared the student as a dependent on their most recent income tax form. For more information on other exceptions, contact the Registrar's Office.

The following is considered "Directory Information" at the University and will be made available to the general public unless the student notifies the Office of the Registrar in person or in writing before the last day to add classes:

- Student's name, telephone number, email address, mailing address, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of enrollment, honors, awards, degrees completed and dates of degrees conferred, institutions attended prior to admission to UOG, class level, and full-time/part-time status.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Guam to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
- Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202-5920

STUDENT RIGHT-TO-KNOW POLICY

U.S. Public Law No. 101-542 (Nov. 8, 1990)

[Read the complete act here](#)

The University of Guam complies with the Student Right-to-Know Act, which requires the University to disclose graduation or completion rates annually for the student body in general and athletes in particular.

All current students and prospective students may request from the Office of Admissions & Records general information on graduation rates. "Prospective Student" means any person who has contacted the University requesting information concerning admission.

Any potential student who is offered "athletically related student aid" will receive more detailed information concerning graduation or completion rates for the previous year and the average of the last four years. This category of aid encompasses any scholarship, grant, or other financial aid that requires the recipient to participate in intercollegiate athletics.

TOBACCO POLICY

Board of Regents Resolution No. 13-24 (Sept. 19, 2013)

[Read the complete policy here](#)

The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, and distribution and use of tobacco and tobacco-based products on the UOG campus and properties. The purpose of this policy is to protect the public health and welfare by prohibiting smoking and the use of tobacco products or simulated smoking devices, including but not limited to Ecigarettes, on the UOG campus and properties; to guarantee the right of nonsmokers to breathe smoke-free air, while recognizing that the need to breathe smoke-free air shall have priority over the desire to smoke; and to encourage a healthier, more productive living/learning environment for all members of our University community.

PARKING POLICY

Board of Regents Resolution No. 15-28 (July 16, 2015)

| Read the complete policy here

UOG's Parking Policy applies to all motorized and/or electric vehicles, including two-wheeled vehicles. Parking is permitted only within paved parking lots and officially designated parking areas. Fire lanes, active loading/unloading zones, and other areas near facilities that are marked "No Parking" are considered no parking zones. All University grass ground areas and sidewalks on campus are considered no parking areas, unless specifically designated by the University in writing for certain purposes. Authorized parking areas in grassy locations will be identified on an official campus map or will have signs identifying them. "No Parking" signs may be put up in certain areas for emphasis or clarification purposes but are not required for the enactment or enforcement of this policy.

Vehicles parked in violation of this policy, and the rules and regulations supporting it, are subject to an official parking violation ticket and/or towing at the violator's expense. Vehicles that are parked in accessible parking spaces for persons with disabilities without a special license plate or windshield placard pursuant to the Americans with Disabilities Act, and other than two-wheeled motor vehicles parked in two-wheeled motor vehicle spaces are also subject to an official parking violation ticket and/or towing at the violator's expense. Any towed vehicle must be picked up by the registered owner of that vehicle with a valid picture identification. Exceptions to this policy include:

1. Maintenance or service vehicles or contract vehicles doing specific work within certain areas near facilities where temporary parking facilitates completion of work activities;
2. Emergency vehicles in response to a situation or conducting official business; and
3. Special major events as approved by the University such as, but not limited to, Charter Day, graduation ceremonies, major construction activities, and concerts/forums drawing a significant or higher than normal amount of traffic and attendees.

Exceptions must be specified in writing in advance through the Safety Office, and only certain areas will be temporarily open to accommodate such activities. Areas not specified are considered no parking areas and subject to official parking violation tickets and/or towing.

Reserved parking may be approved and will be handled through the rules and regulations process managed by the Safety Office and approved by the vice president for Administration and Finance.

Parking on campus is at the owner's risk. The University accepts no liability for the safety and security of vehicles parked on campus. Rules and regulations will be developed to further define parking policy authorizations or restrictions within the intent of this policy and Title 16, Guam Code Annotated, Chapter 3. The safety administrator is authorized to make such rules and regulations, with approval from the vice president for Administration and Finance. The rules and regulations will be reviewed annually by the Safety Office and updated as appropriate.

EQUAL EMPLOYMENT OPPORTUNITY/ AMERICANS WITH DISABILITIES ACT/ TITLE IX POLICIES

The University of Guam is committed to promoting a safe and supportive environment for each and every member of our community. The [Equal Employment Opportunity/Americans with Disabilities Act/Title IX Office](#) (EEO/ADA/Title IX) is responsible for overseeing the implementation, review, compliance, and enforcement of equal employment opportunities, the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972 prohibiting sex discrimination.

In case of questions or concerns, please contact:

Larry G. Gamboa

Acting Director
EEO & Title IX / ADA
(671) 735-2971
lgamboa@triton.uog.edu

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HONOR CODE STATEMENT

The University of Guam is a community of academics, administrators, support staff, and students who are devoted to the pursuit of truth and integrity in all of the University's operations in the conduct of research, coursework, the management of the institution, and the relationships of UOG community members.

All members of the community are expected to adhere to standards of behavior that exhibit regard and respect for one another. We are all responsible to treat one another in a fair and equitable manner that does not discriminate nor take advantage of anyone for any purpose due to their status as a student, subordinate, or supervisor.

The University has in place responsibilities and standards of behavior with regard to academic integrity; non-discrimination on the basis of race, sexual orientation, national origin, color, religion, religious creed, age, disability, citizenship status, military service status, or any other status protected by law; and interpersonal behavior of a sexual or romantic nature. The University will scrupulously follow these policies and applicable federal and Guam law.

All members of the community have the right to have complaints investigated and managed in accordance with these policies. All members of the community have the right to due process in the management of these complaints. Retaliation is prohibited under these policies, federal law, and Guam law.

Most importantly, all members of the community have a responsibility to read and understand these policies and apply them to their personal behavior. The great University of Guam requires each of us to understand our individual rights; to understand our responsibilities to one another; and to pursue truth and integrity.

GRADUATE BULLETIN

ACADEMIC CALENDAR

FANUCHANAN - TINALO 2020

The dates listed below for application and registration into the University of Guam are **recommended timelines** that students are encouraged to observe. The University will continue to accept applications and process registration for new and returning students up to the last day of Open Registration as space is available. However, those applicants must provide complete documentation at the time of application for acceptance into the University.

IMPORTANT DATES FOR FANUCHANAN 2020

(AUGUST – DECEMBER)

AUGUST

Aug. 6 -7, 10, 14, and 17-18 Open registration

Aug. 11-14 New student registration

Aug. 11-14 Senior citizens notify Admissions & Records Office of intent to participate in Tuition Waiver Program.

Aug. 19 Weekday classes and Part A 8-week classes begin

Aug. 19-25 Schedule Adjustment (Drop/Add) Period
Make schedule adjustments at the Admissions & Records Office or any satellite location from 8 a.m. - 5 p.m., Monday - Friday. Cancellation fees apply.

Aug. 22 Saturday classes begin

Aug. 25 Deadline to register for Course by Conference.
Forms available at the Global Learning & Engagement Office located on the second floor of the MARC/Computer Center building.

Aug. 25 Deadline to withdraw from courses without a transcript record entry

Aug. 26 Registration for eligible senior citizens (55+) through the Tuition Waiver Program. Call 734-2210/11.

Aug. 27 Tuition payment deadline

Final payment must be received by 4 p.m. on Aug. 27, 2020; otherwise, your registration will be cancelled. Even if your schedule is cancelled, you are still liable to pay your financial obligation. If you are a financial aid recipient or are interested in financial aid, please contact the [Financial Aid Office](#) to ensure that all necessary documents are complete before the payment deadlines.

SEPTEMBER

Sept. 7 Holiday: Labor Day

Sept. 16 Deadline for voluntary withdrawal from Part A 8-week classes

OCTOBER

Oct. 7 Deadline for voluntary withdrawal from classes with a grade of "W"

Oct. 14 Deadline for Special Project and Credit by Exam
Forms available at the Global Learning & Engagement Office located on the second floor of the MARC/Computer Center building.

Oct. 16 Last day of Part A 8-week classes

Oct. 16 Deadline to withdraw from Part A 8-week classes courses by petition

Oct. 19 First day of Part B 8-week classes

NOVEMBER

Nov. 2 Holiday: All Souls' Day

Nov. 11 Holiday: Veterans Day

Nov. 18 Deadline for voluntary withdrawal for Part B 8-week classes

Nov. 26-28 Holiday: Thanksgiving Break

Nov. 27 Deadline to announce thesis defense

DECEMBER

Dec. 4 Deadline to defend thesis

Dec. 8 Holiday: Our Lady of Camarin Day

Dec. 11 Deadline to withdraw by petition from classes
Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class. Each form requires individual instructors and advisor signature and approval.)

Dec. 11 Last day of instruction for regular and Part B 8-week classes

Dec. 11 Deadline for thesis submission

Dec. 12 Last day of instruction for Saturday classes

Dec. 14 Final exams for Saturday classes

Dec. 14-16 Final exams for weekday classes

Dec. 18 Semester ends

Dec. 18 Grades due for prospective graduating students by 5 p.m.

Dec. 1-22 Online grade posting (faculty)

Dec. 21 Grades for all students due by 5 p.m.

Dec. 27 Fanuchānan 2020 Commencement Ceremony

IMPORTANT DATES FOR TINALO' 2020-2021

(DECEMBER – JANUARY)

DECEMBER

Dec. 9–18 Registration

Dec. 19 Tinalo' courses begins

Dec. 21 Schedule Adjustment (Add/Drop) Period

Dec. 21 Late Registration

Dec. 22 Tuition payment deadline

Final payment for Tinalo' must be received by 4 p.m. Students who don't make the payment deadline will be administratively withdrawn from all courses and will be required to pay a \$50 administrative fee.

Dec. 25 Holiday: Christmas Day

JANUARY

Jan. 1 Holiday: New Year's Day

Jan. 4 Deadline for voluntary withdrawal from courses

Jan. 13-16 Faculty evaluations

Jan. 16 Tinalo' courses end

Jan. 19 Final grades due

FANOMNAKAN 2021

The dates listed below for application and registration into the University of Guam are **recommended timelines** that students are encouraged to observe. The University will continue to accept applications and process registration for new and returning students up to the last day of Open Registration as space is available. However, those applicants must provide complete documentation at the time of application for acceptance into the University.

IMPORTANT DATES FOR FAÑOMNĀKAN 2021

(JANUARY – MAY)

SEPTEMBER

Sept. 1 Deadline to submit International (Foreign I-20) Application for Admission

Sept. 30 Deadline to submit Application for Degree Completion

Students anticipating Fañomnākan 2021 graduation must submit an Application for Degree Completion to the Admissions & Records Office.

OCTOBER

Oct. 19 Deadline to submit Former Student Re-entry Application to participate in Fañomnākan 2021 Early Registration by class level. Students who submit Re-Entry



Applications after deadline will participate in Fañomnåkan 2021 Open Registration.

NOVEMBER

Nov. 4 – Dec. 4 Early registration by class level
Class level is determined by total credits completed.
Register at the Admissions & Records Office, on Web Advisor, or at any satellite location. Make payment by 4 p.m. on Jan. 28.

Nov. 20 Deadline to submit Resident/Non-Resident Application for Admission to avoid Fañomnåkan 2021 Late Registration.

DECEMBER

Dec. 5 – 23 Early registration on Web Advisor ONLY

JANUARY

Jan. 1 Holiday: New Year's Day

Jan. 6-8, 15, and 19 Open registration
Register at the Admissions & Records Office, on Web Advisor, or at any satellite location from 8 a.m. to 5 p.m., Monday - Friday

Jan. 11 – 15 New student registration

Jan. 11 – 15 Senior citizens notify Records Office of intent to participate in Tuition Waiver Program

Jan. 18 Holiday: Martin Luther King Jr.

Jan. 20 Weekday classes and Part A 8-week classes begin

Jan. 20 – 26 Schedule Adjustment Period
Make schedule adjustments at the Admissions & Records Office or any satellite location from 8 a.m. to 5 p.m., Monday to Friday. Cancellation fee applies.

Jan. 23 Saturday classes begin

Jan. 26 Deadline to register for Course by Conference.
Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

Jan. 26 Deadline to drop classes without a transcript record entry.

Jan. 27 Tuition Waiver Program registration for eligible senior citizen residents (55+)

Jan. 28 Tuition payment deadline by 4 p.m.

FEBRUARY

Feb. 17 Deadline for voluntary withdrawal from Part A 8-week classes

Feb. 19 Faculty Development Day

MARCH

March 1 Holiday: Guam History & Chamorro Heritage Day

March 9 University of Guam Charter Day

March 17 Deadline for voluntary withdrawal from classes with a grade of "W"

March 17 Deadline for Special Project and Credit by Exam
Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

March 19 Last day of instruction and deadline for petition to withdraw for Part A 8-week classes

March 22 – 26 Fañomnåkan Break

March 29 First day of classes for Part B 8-week classes

APRIL

April 28 Deadline for voluntary withdrawal from Part B 8-week classes

April 30 Deadline to announce thesis defense

MAY

May 7 Deadline for thesis defense

May 14 Last day of classes

May 14 Deadline to submit thesis



May 14 Deadline to submit Petition to Withdraw from classes

Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class. Each form requires individual instructor's and advisor's signature/approval.)

May 14 Last day of instruction

May 17 Final exams for Saturday classes

May 17-19 Final exams for weekday classes

May 10-26 Online grade posting

May 21 Semester ends

May 21 Grades for prospective graduating students due by 5 p.m.

May 23 Fañomnākan 2021 Commencement

May 24 Grades for all remaining students due by 5 p.m.

May 31 Holiday: Memorial Day

FINAKPO 2021

The dates listed below for application and registration into the University of Guam are **recommended timelines** that students are encouraged to observe. The University will continue to accept applications and process registration for new and returning students up to the last day of Open Registration as space is available. However, those applicants must provide complete documentation at the time of application for acceptance into the University.

IMPORTANT DATES FOR FINAKPO' 2021

(JUNE – AUGUST)

FEBRUARY

Feb. 8 Deadline for International (Foreign I-20) applications for admission

Feb. 26 Deadline to submit applications for degree completion for students anticipating graduating in Finakpo' 2021 or Fanuchānan 2021
Applications available at the Admissions & Records Office

MARCH

March 2-31 Early registration by class level
Class level is determined by total credits completed. Register at the Admissions & Records Office, on Web Advisor, or at any satellite location. Payment must be completed no later than the second day for each Finakpó session.

APRIL

April 1-May 3 Early registration on Web Advisor ONLY

April 12 Deadline to apply for resident/non-resident admission

MAY

May 25-26 Open registration
Register at the Admissions & Records Office or any Satellite location from 8 a.m. - 5 p.m., Monday - Friday.

May 27-28 New student registration

May 31 Holiday: Memorial Day

JUNE

June 1 First day of classes for Session A

June 1 Late registration and schedule adjustment for Session A

June 1 Deadline to register for Course by Conference for Finakpo' A
Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

June 7 First day of classes for Session B

June 7 Late registration and schedule adjustment for Session B

June 7 Deadline to register for Course by Conference Finakpo' B
Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.



June 14 Deadline for Special Project and Credit by Exam for Finakpo' A

Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

June 16 Deadline for voluntary withdrawal from Session A classes with a grade of "W"

June 21 Deadline for Special Project and Credit by Exam for Finakpo' B

Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

June 23 Deadline for voluntary withdrawal from Session B classes with a grade of "W"

JULY

July 2 Last day of classes for Session A

July 2 Deadline to submit Petition to Withdraw from Session A classes

Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class. Each form requires individual instructor's signature/approval.)

July 5 Holiday: Independence Day (observed)

July 6 First day of classes for Session C

July 6 Late registration and schedule adjustment for Session C

July 6 Deadline to register for Course by Conference for Finakpo' C

Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

July 7 Grades for Session A due before 5 p.m.

July 14 Deadline for voluntary withdrawal from Session C classes with a grade of "W"

July 21 Holiday: Liberation Day

July 22 Deadline for Special Project and Credit by Exam for Finakpo' C

Forms available at the Global Learning & Engagement office located on the second floor of the MARC/Computer Center building.

July 23 Deadline to submit Petition to Withdraw for Session B classes

Pick up and submit form at the Admissions & Records Office. (One form per class. Each form requires individual instructor's signature and approval.)

July 23 Last day of classes for Session B

July 24 Last day of Saturday classes for Session B

July 28 Grades for Session B due by 5 p.m.

AUGUST

Aug. 6 Deadline to submit Petition To Withdraw for Session C classes

Pick up and submit form at the Admissions & Records Office by 5 p.m. (One form per class. Each form requires individual instructors signature and approval.)

Aug. 6 Last day of classes for Session C

Aug. 7 Last day of Saturday classes for Session C

Aug. 11 Grades for Session C due by 5 p.m.

FANUCHANAN 2021

The dates listed below for application and registration into the University of Guam are **recommended timelines** that students are encouraged to observe. The University will continue to accept applications and process registration for new and returning students up to the last day of Open Registration as space is available. However, those applicants must provide complete documentation at the time of application for acceptance into the University.

IMPORTANT DATES FOR FANUCHĀNAN 2021

(AUGUST – DECEMBER)

March 15 Deadline to submit International (Foreign I-20) applications for admission

April 1 – May 3 Early registration by class level
Class level is determined by total credits completed. Register at the Admissions & Records Office, on Web



*Advisor, or at any satellite location from 8 a.m. - 5 p.m.,
Monday - Friday.*

May 4 - July 9 Early registration on Web Advisor ONLY

May 27 Deadline to submit resident/non-resident
applications for admission

Nov. 26 Deadline to announce thesis defense

Dec. 3 Deadline to give thesis defense

Dec. 10 Deadline to submit thesis

CENTERS AND PROGRAMS

AUXILIARY SERVICES

Contact: Ann S.A. Leon Guerrero, Director of Auxiliary Services
Tel: (671) 735-2931 | **Email:** annsalg@triton.uog.edu

Triton Store and Gift Shop

Location: Student Services Center
Tel: (671) 735-2931 | **Website:** www.tritonstore.gu

The University of Guam Triton Store and Gift Shop is conveniently located in the Student Center and is open to the University community as well as the public. It carries textbooks, instructional materials, trade books, dictionaries, reference books, and school/office supplies. A variety of sundries, snacks, and beverages are available as well as gift items and quality clothing bearing the UOG logo.

Food and Beverage Services

Food trucks and food vendors are available to serve the campus community with meals and cold beverages at reasonable prices. Food trucks are located in the center courtyard across from the RFK Library and are open for lunch to the general public Monday through Thursday. Food vendors are located at the School of Health building and the School of Business & Public Administration building and are also open to the general public Monday through Friday.

Post Office - UOG Station

Location: Student Services Center
Hours: 7:30 a.m. – 3 p.m., Monday – Friday

The Post Office at UOG Station provides postal services to the students living in the dorms and the University community. It is also open to the general public.

CENTER FOR ENTREPRENEURSHIP & INNOVATION

Location: Jesus & Eugenia Leon Guerrero Business & Public Administration Building, 2nd Floor

Email: c4ei@triton.uog.edu

iTunes: <https://podcasts.apple.com/au/podcast/getbizyid1451570230>

YouTube: <https://www.youtube.com/channel/UCCYLziip0SHgjtXB4cDEOjQ>

Facebook and Instagram: @uogc4ei

The Center for Entrepreneurship & Innovation was developed through a partnership with the Bank of Hawaii Foundation and the University of Guam School of Business & Public Administration. Launched in April 2016 with four years of initial funding from the Bank of Hawaii Foundation, the Center for Entrepreneurship & Innovation (C4EI) was launched. The C4EI was designed as an interactive learning laboratory that brings students' business ideas to life and nurtures growth from concept to launch and beyond.

As part of students' curricular and co-curricular activities, the C4EI serves as a gathering place for students to share business concepts and to explore the feasibility of their potential business. The goal is to spur an entrepreneurial spirit within and among students of all academic fields, moving them past the initial stage of idea generation into the implementation of a successful and profitable company.

Students utilizing the center will benefit from existing resources. As a bridge from the start-up phase, the Guam Small Business Development Center will provide the long-term resources and support for students who have already launched their businesses. The added benefit is that students can remain plugged into both centers' networks for ongoing resources and support.

In addition, the C4EI hosts the SBPA Dean's Speaker Series and Entrepreneur Series. The series gives students the opportunity to connect with successful professionals



from across different business disciplines. Through this partnership, students are also able to hear inspiring perspectives from local, national, and international guest speakers.

Follow the C4EI social media channels to access C4EI's offerings that include podcasts and announcements on training, seminars, and workshops.

CALVO FIELD HOUSE

Contact: Doug Palmer, Athletics Director

Tel: (671) 735-2861 | **Email:** palmerd@triton.uog.edu

Website: www.uog.edu/athletics/calvo-field-house

The University of Guam Calvo Field House was originally developed to provide UOG students with a site to expand their knowledge and skills in the areas of health and physical education. This concept eventually broadened to allow the Calvo Field House to be used alternately as a community center for sports and recreational use as well as a concert and performance hall and convention center.

The facility hosts intramural sports, varsity sports competitions, and physical education and recreation classes in a newly renovated Triton Fitness Center with locker rooms and restroom facilities.

For the island as a whole, the facility offers a unique venue for events never before economically or practically feasible. Comprising an area of 70,500 square feet, the Calvo Field House can accommodate more than 2,700 people for basketball and volleyball games and approximately 3,100 people for concerts, mixed martial arts and boxing matches, graduation ceremonies, and other events.

The Calvo Field House also houses program and administration offices for the University, including the Office of Admissions & Records, the Financial Aid Office, and the TRiO Program offices.

GUAM PROCUREMENT TECHNICAL ASSISTANCE CENTER

Location: Jesus & Eugenia Leon Guerrero Business & Public Administration Building, Rooms 116–117

Satellite Offices: Bank of Guam, East-West Center, Upper Tumon

Guam Economic Development Authority, ITC Building, Tamuning

Tel: (671) 735-2552 | **Email:** boris@guamptac.com, admin@guamptac.com

Website: www.guamptac.com

The Guam Procurement Technical Assistance Center under the School of Business and Public Administration provides services needed to ensure that Guam small businesses are competitive in the local and federal marketplace.

Businesses pursuing opportunities with the Department of Defense, federal agencies, the local government, or government prime contractors can avail of PTAC's wide range of free services, including one-on-one counseling sessions, group workshops, seminars, and matchmaking events.

Guam PTAC's mission is threefold:

1. To support overall national security by ensuring a broad base of capable suppliers for the defense industry and other agencies, enhancing competition and ensuring that government agencies realize the best value for their procurement dollars.
2. To improve Guam's economy by helping businesses successfully compete for government contracts, thereby creating and retaining jobs and bringing other economic benefits to the communities.
3. To support government agency efforts to meet their mandated small-business goals for contracting dollars.

Guam PTAC was established on Oct. 1, 2008, and is funded in part through a cooperative agreement with the Defense Logistics Agency.

ISA PSYCHOLOGICAL SERVICES CENTER

Location: Humanities & Social Sciences Building, Room 202

Tel: (671) 735-2883 | **Email:** isa@triton.uog.edu

Hours: 9 a.m. – 8 p.m., Monday – Friday

Isa Psychological Services Center provides free mental health services to UOG students, staff, faculty, and members of their families, as well as to adults, children, and families from the local community who are not able to access services elsewhere.

The services offered at Isa include:

- Individual psychotherapy for adults, adolescents, and children
- Family and couples therapy
- Group therapy
- Clinical assessment
- Crisis intervention
- Consultation
- Outreach programs
- Personal growth retreats

The center also serves as the primary training facility for the Master of Science in Clinical Psychology Program and as a research center for faculty and student research addressing mental health issues in the Micronesian region.

ISLA CENTER FOR THE ARTS

Location: Dean's Circle, Houses #14 and #15
Tel: (671) 735-2965 | **Email:** islacenter@gmail.com
Website: www.uog.edu/isla
Gallery hours: 10 a.m. – 5 p.m., Monday – Friday and 10 a.m. – 2 p.m., Saturday

The mission of Isla Center for the Arts is to provide specialized programs in the arts that are not otherwise available to the community of Guam due to its isolated geographic location. The focus of Isla's programs is two-fold: to conserve and promote the indigenous arts of the Pacific area and to serve as a source for a broad understanding of Western thought and civilization.

Programming at Isla includes an annual series of exhibitions, free of charge, that emphasize the arts of the Pacific region as well as those of the Western world. Isla houses a permanent collection of more than 500 objects, including European and Japanese prints. The highlight of the collection is the array of objects that represent the sculptural and weaving traditions of the Micronesian region. Objects in the permanent collection are available for research upon request.

Isla serves students ranging from elementary through University levels, local artists, the Guam public, and visitors to Guam. Isla's broad range of programming attracts approximately 5,000 patrons annually.

Isla is under the umbrella of the Division of Communication and Fine Arts of the University of Guam's College of Liberal Arts and Social Sciences. Funding

for Isla's programs comes from corporate and private donations as well as the annual Ceramic Celebration and Art-a-thon campaigns.

To view previous exhibitions, visit the website.

OFFICE OF INFORMATION TECHNOLOGY

Location: Micronesian Area Research Center / Computer Center Building
Tel: (671) 735-2640 | **Email:** helpdesk@triton.uog.edu

The Office of Information Technology provides and supports a wide variety of academic, instructional, research-related, and administrative services by managing computer labs and overseeing campus networking and internet connectivity. Consistent with the regional role of the University, the office also provides technical support and services to various public agencies as needed.

The campus network is supported by a 10GB backbone with redundant internet access. Network access is provided through monitored hardwire ports and Wi-Fi access points. Through the campus network, authorized University users can access the Internet 2 using the GOREX (Guam Open Research and Education eXchange) link with the University of Hawaii. The Internet 2 provides high-speed data transfer between institutions and direct access to supported content delivery networks. UOG campus network is also an EduRoam participant. This membership allows visiting users from other educational institutions or research partners to access the campus network using their home institutional network credentials.

The Office of Information Technology-supported labs are equipped with networked microcomputers and printers. Most workstations include multimedia systems, productivity software, including statistical analysis packages and compilers, and Internet access.

Computer labs are located at:

- School of Business & Public Administration: Various locations
- College of Natural & Applied Sciences: Computer Science Program lab in Annex/Warehouse B
- College of Liberal Arts & Social Sciences: Division of English and Applied Linguistics lab; Division of Humanities Digital Language Laboratory for Modern Language Instruction



- School of Education: Various locations

PACIFIC ISLANDS SMALL BUSINESS DEVELOPMENT CENTER NETWORK / GUAM SMALL BUSINESS DEVELOPMENT CENTER

Location: Jesus & Eugenia Leon Guerrero Business & Public Administration Building, Room 148

Tel: (671) 735-2590

Email: sbdc@pacificsbdc.com

Website: www.pacificsbdc.com

The Pacific Islands Small Business Development Center Network (PISBDCN) is a part of the University of Guam School of Business & Public Administration. It was established to coordinate resources from the University of Guam, the local government, the federal government, and the private sector to provide high-quality business and economic development assistance to existing and prospective small businesses.

PISBDCN contracts with local agencies to establish service centers that provide high-quality management and technical assistance to current and potential small-business owners. Assistance is provided through counseling programs, training programs, business and economic information programs, women in business and other minority programs, veterans programs, village outreach programs, a capital formation advisory service program, a business assistance center program, and an international trade program.

Existing service centers under the PISBDCN include the Guam Small Business Development Center (SBDC) and SBDCs in Chuuk, Kosrae, Yap, Pohnpei, Palau, and the Northern Mariana Islands. Advisors within these service centers provide direct assistance and coordinate the client's utilization of all of the center's resources. The counseling program offers free and confidential one-to-one assistance that incorporates the expertise available within its own staff, augmented by faculty and students from affiliated institutions of higher learning and independent professionals. The counseling program provides comprehensive assistance in one or more of the following service areas: feasibility studies, market research, economic and business surveys, business plan development, loan preparation assistance, management, and marketing.

The training program sponsors a comprehensive list of high-quality workshops and conferences focused

on business start-up, business plan writing, business management, human resources management, and marketing that are designed to enhance the skills and knowledge of existing and prospective small-business owners and their employees.

GLOBAL LEARNING & ENGAGEMENT

Location: Micronesian Area Research Center/Computer Center Building, 2nd Floor

Tel: (671) 735-2600/1 | **Email:** blasa7111@triton.uog.edu

Website: uog.edu/professional-international/programs

The Global Learning & Engagement department, formerly Professional & International Programs, at the University of Guam responds to the educational and training needs of its dynamic and diverse constituencies. Through an array of comprehensive programs and services, GLE facilitates learning and workforce development in an environment of open access through lifelong educational opportunities.

Professional Development and Continuing Education

GLE helps to plan and provide many types of credit and non-credit continuing education programs to meet special interests within the community to continue learning. Courses may be offered during daytime or evening hours and can be taught on campus or at the workplace.

Courses and workshops are often a result of requests by individuals or groups within the community. The topics vary from job skills enhancement to personal enrichment interests. Various community education programs and seminars focus on social issues. Business, industry, and professional organizations provide special courses at UOG for their employees.

Self-paced courses are also available through GLE anytime, anywhere. All that is needed is a web-enabled computer and a desire to learn skills or update current skill sets that will assist you in your career. A team of online professionals are available for assistance as well as educational textbooks to support the interactive learning experience.

AMA University Programs

GLE has partnered with the American Management Association (AMA) to offer more than 75 courses and five certificate programs for:

- Continuing education



- Professional and workforce development
- Business and industry training

GLE offers AMA curriculum delivered by experienced faculty that meets the needs of professionals who want the latest management thinking and best practices.

English Adventure Program

The English Adventure Program is a short-term English language learning program designed for travel agents, students from visiting schools, and visiting institutions that want to learn English while enjoying the wonders of Guam's tropical environment. The program offers a variety of packages catered to meet the needs of each individual group. Custom packages can focus on beginning, intermediate, or advanced English curriculum. Optional tours, sports, cultural activities, and recreational activities may also be provided.

English Language Institute

Location: Dean's Circle, English Language Institute Building
Tel: (671) 734-1233 | **Email:** elienglish@triton.uog.edu

The English Language Institute (ELI) at the University of Guam has offered classes in English as a Second Language since 1979 with the principle purpose of preparing students for university enrollment.

Programs are offered throughout the year. Students attend daily classes to improve writing skills, conversation and listening skills, reading comprehension, and study skills and to ultimately gain confidence using English.

The ELI welcomes all individuals regardless of national origin who have completed secondary education and who are at least 18 years of age. No previous knowledge of English is necessary.

The ELI faculty have extensive teaching experience and training in Teaching English as a Second Language. In addition, both teachers and staff have international teaching and work experience.

REGIONAL CENTER FOR PUBLIC POLICY

Location: Jesus & Eugenia Leon Guerrero Business & Public Administration Building, Room 138
Tel: (671) 735-2501 | **Email:** rcpp@triton.uog.edu
Website: www.uog.edu/rcpp

The University of Guam Regional Center for Public Policy (RCPP) under the School of Business and Public Administration was launched in November 2016. Its mission is to innovate and improve governance, leadership, and public policy for the people and institutions of Guam, the Asia-Pacific region, and the world. Through education, research, professional development, and public service, RCPP will serve as the premier catalyst for excellence and a repository of indigenously relevant knowledge.

Pacific Center for Economic Initiatives

Location: Jesus & Eugenia Leon Guerrero Business & Public Administration Building
Email: atsantos@triton.uog.edu

The University of Guam Pacific Center for Economic Initiatives (PCEI) under the Regional Center for Public Policy exists to help build local entrepreneurial capacity and local information resource capacity as part of its comprehensive approach toward entrepreneurship and economic development on Guam. UOG PCEI is aligned with the University's land-grant outreach mission to support economic development on Guam and in the neighboring region. In partnership with the Pacific Islands Small Business Development Center Network and housed within UOG's School of Business & Public Administration, UOG PCEI serves as a reservoir for resource experts of technical assistance for small-business planning initiatives, local relevant market and industry information for industry development, and readily accessible information through its resource database.

RFK MEMORIAL LIBRARY

Contact: Dr. Monique Carriveau Storie, Dean, University Libraries
Tel: 735-2331/2 | **Email:** mstorie@triton.uog.edu

Circulation Desk: (671) 735-2311 | **Reference Desk:** (671) 735-2341 | **Administration:** (671) 735-2331/2/3
Website: www.uog.edu/library

The Territorial College of Guam Library was founded in a World War II military Quonset hut in Mongmong in June 1952, the same year the Territorial College of Guam was established. The curriculum of the College was supported by the library's initial collection of 2,000 volumes consisting mainly of donations from the military



and public libraries on Guam. Since then, the University of Guam Robert F. Kennedy (RFK) Memorial Library, housed in the Tan Siu Lin Building, has evolved into the largest library and research facility in the Micronesia region. The library provides 54,201 square feet of work and study area and is equipped with 400 reading seats, serving the University as well as the community of Guam.

The RFK Memorial Library is an academic component and the central library facility of the University. At present, it houses more than 98,059 print titles and 124,977 print holdings; 26,902 microfilm reels and 899,748 microfiche units; 1,527 print serial titles, 187,897 print serial issues; and 5,289 multimedia items. The Integrated Library System (ILS) was installed in January 2009, and SYMPHONY went live in February 2009. The library's online catalog, OCEAN, allows 24/7 access to students, faculty, staff, and other community and regional cardholders and enrollees to the library collection and electronic resources both on and off campus. Electronic database resources subscribed by and licensed to the Library cover a wide-range of subjects in full-text, peer-reviewed articles. New acquisitions and databases are selected regularly to enhance and support the academic quality of the University's class, research, and professional needs.

In September 2009, the Library received a three-year Federal National Leadership Grant from the Institute of Museum and Library Services for the "Information Literacy for Future Island Leaders" Project. In August 2010, the Graduate Research Center opened for service on the second floor of the library. Services available are large-screen computers with Internet and Microsoft Office; research assistance for graduate class assignments; research assistance for theses and special projects; and circulating copies of UOG theses and special projects, etc.

The RFK Memorial Library was designated a Selective Federal Depository in 1978 through the University's land-grant status. As one of the two selective depository libraries in the region, RFK Memorial Library receives 46% of U.S. government publications, many in electronic and Microform formats. The newly added Documents Without Shelves program provides 24/7 access to more than 55,000 federal government documents in PDF full-text via the library's OCEAN online catalog.

Other special collections at the RFK Memorial Library include the Mobil East Asian Collection, the Thesis and Special Projects Collection, the Micronesian Resource File

Collection, and the Reference Information File consisting of local and ephemeral materials of current interest. The East Asia Collection offers books and periodicals on the cultures, history, language, and societies of Japan, Korea, and China, including Taiwan and Hong Kong. Mobil Oil Guam established this collection with generous initial and continued support.

The Instructional Media Services within the Library serves student and faculty needs in audio-video duplication and video projects.

The RFK Memorial Library provides Interlibrary Loan services through OCLC, DOCLINE, and other means to UOG students, faculty, staff, administrators, and other library patrons in Guam, Micronesia, and the Western Pacific. Many items can be obtained cost-free, although there may be charges associated.

As a Resource Library of the National Network of Libraries of Medicine, Pacific Southwest Region, the RFK Memorial Library supports the Regional Medical Library (UCLA Louise M. Darling Biomedical Library) to fulfill the medical, health, and consumer health information requests from U.S. health professionals and from the general public in Guam, Micronesia, and the Western Pacific region. The program is coordinated by the National Library of Medicine in Bethesda, Md., and carried out through a nationwide network of health science libraries and information centers.

The RFK Memorial Library is open six days a week during the regular semesters. Hours are posted on the front entrance, Circulation Service Desk, Reference Service Desk, and other locations within the building. Hours vary during the interim and summer sessions.

The RFK Memorial Library is administered by the director. The Office of the Director for Learning Resources is located on the first floor of the Robert Kennedy Memorial Library building.

TELECOMMUNICATIONS & DISTANCE EDUCATION OPERATION

Location: Dean's Circle, House #6

Tel: (671) 735-2620

Help Desk: helpdesk@uog.edu

Moodle Help: moodlehelp@triton.uog.edu



The Telecommunication & Distance Education Operation (TADEO) under the Office of Information Technology is a member of the Micronesia High-Frequency/Single-Side Band radio (HF/SSB) network. TADEO provides voice communication to the Pacific Islands as a public service. The TADEO staff broadcast daily news and weather reports to the region. TADEO also serves as a radio contact point for outer-island search-and-rescue support and natural disaster communication.

TADEO offers videoconference services via the internet for the campus community. The TADEO staff assists various campus departments with video conference services for online collaboration, recruitment, and vendor demonstrations.

Center for Online Learning

The Center for Online Learning is a sub-unit under TADEO whose mission is to coordinate and promote distance education programs for local, military, and regional adult learners. These programs may lead to either a certificate in a specialized area or a college degree.

The center, in conjunction with TADEO staff, manages, monitors, and administers the Learning Management Software (LMS). The Center for Online Learning also provides training for faculty in the use of LMS and in the design and implementation of distance education course material. Lastly, the center monitors and maintains an electronic help desk for online users.

TRIO PROGRAMS

The TRIO Programs are responsible for the management of three federally funded programs: Student Support Services, Upward Bound, and Educational Talent Search.

Student Support Services

Location: Calvo Field House, 1st and 2nd Floors
Tel: (671) 735-2248 | **Fax:** (671) 734-7514
Website: uog.edu/trio-programs/student-support-services
Hours: 8 a.m. – 5 p.m., Monday – Friday

Student Support Services is a 100% federally funded program that provides free academic services to eligible University of Guam students. These services are

designed to assist low-income, first-generation college students and students with disabilities in completing their bachelor's degrees.

Services available include: academic assistance in math and English, academic guidance and counseling, financial aid searches, and cultural activities.

Upward Bound

Location: Calvo Field House, 1st Floor (next to Fitness Center)
Tel: (671) 735-1991/2 | **Fax:** (671) 734-7514
Website: uog.edu/trio-program/upward-bound
Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday; Saturdays by appointment

The Upward Bound (UB) program is a TRIO college preparation program hosted by UOG. It is 100% federally funded to serve 103 high school students currently attending one of Guam's public high schools. Students from non-GDOE high schools may apply if they meet the program's eligibility requirement and are accepted on a space-available basis.

The program's main objectives are to: a) improve academic performance and GPA; b) help improve standardized test scores; c) retain students in high school so they may graduate; d) provide college preparation and support services for college enrollment immediately after high school; and e) track alumni progress toward completion of their postsecondary degree(s).

UB's free services for eligible students include tutoring, academic support services, career and college preparation activities; financial aid information and financial literacy assistance; a summer program for high school credit at UOG; study skills and self-development; field trips; and more. UB staff provide the services at the target high schools and at the UOG campus.

Educational Talent Search

Location: Calvo Field House, 2nd Floor
Tel: (671) 735-2246
Website: www.uog.edu/trio-programs/educational-talent-search
Hours: 8 a.m. – 5 p.m., Monday – Friday

Educational Talent Search is a 100% federally funded program under the U.S. Department of Education's Higher



Education Act of 1965, as amended by the U.S. Higher Education Opportunity Act of 2008. ETS is a nationwide program under the TRIO umbrella. The program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education.

The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and with the postsecondary application process. ETS also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of ETS is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

The UOG ETS program serves 738 middle (eighth graders only) and high school students as well as young adults until age 27. Participants must be first-generation college students and/or from a low-income family background based on the Federal Income Guidelines.

RESEARCH CENTERS AND INSTITUTES

CANCER RESEARCH CENTER

Principal Investigator: Dr. Rachael Leon Guerrero
Location: Dean's Circle, House #27
Tel: (671) 735-2988/9 | **Email:** guamcrc@triton.uog.edu
Website: guamcrc.org

The University of Guam Cancer Research Center is the only U.S. cancer research infrastructure established west of Hawaii. It was established as part of a partnership between the University of Guam and the University of Hawaii Cancer Center to address cancer health disparities in Pacific Islanders, a highly underserved and under-researched minority population in regards to cancer. The U54 partnership is currently supported by a CPACHE grant from the National Cancer Institute.

The establishment of the Cancer Research Center has facilitated the development of the Guam Cancer Registry to track cancer incidence and mortality in the region by ethnicity, age, and gender. The data has since informed important legislation, including an increased tax on tobacco products, and has provided data to cancer researchers. The partnership also provides opportunities for faculty as well as pre-doctoral and post-doctoral students to develop and strengthen skills in project design and administration, team collaboration, recruitment and retention, specimen collection, data analysis, manuscript writing, and grantsmanship, among others.

Continued funding will support research projects focused on cancers of regional significance. Early stage and senior investigators at the University of Hawaii Cancer Center will gain opportunities to work with new populations in the Hawaii-Pacific region, including CHamorus, Chuukese, and Marshallese and establish collaborations with UOG faculty who share interests in cancer health disparities research.

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH & SERVICE

Interim Director: June De Leon

Location: Dean's Circle, House #29
Tel: (671) 735-2481 | **Fax:** (671) 734-5709 | **TTY:** (671) 734-6531
Website: www.guamcedders.org

The University of Guam Center for Excellence in Developmental Disabilities Education, Research & Service (CEDDERS) is one of 67 federally funded university centers of its kind found in every U.S. state and territory. Its mission is to create pathways that enhance, improve, and support the quality of life of individuals with developmental disabilities and their families.

From its inception in 1993, CEDDERS has evolved into a dynamic organization that has served as a training and technical assistance provider for Guam and the Western Pacific region for more than 26 years. Past and ongoing collaborative efforts include facilitating a wide variety of interdisciplinary training activities at the pre-service, in-service, and community-based levels that enable individuals with disabilities, families, and service providers to access opportunities to expand their knowledge, skills, and abilities.

Community service, technical assistance, training, research, and dissemination activities are carried out through the center's three major initiative areas: Quality Assurance, Early Intervention/Education, and Assistive Technology.

CEDDERS programs and services include the Guam System for Assistive Technology (GSAT) Training Center, located at House 19, Dean's Circle.

CENTER FOR ISLAND SUSTAINABILITY

Director: Dr. Austin Shelton
Location: Dean's Circle, House #32
Tel: (671) 734-2918
Website: www.uog.edu/cis

Island sustainability ensures that the needs of the current generation are met without compromising the ability of future generations to meet their needs. The Center for Island Sustainability (CIS) was established in 2009 to lead



and support the transition of island communities toward a sustainable future. CIS has since become a focal institute in our region for conducting sustainability-related research and community outreach, in cooperation and coordination with other appropriate government agencies, non-governmental organizations, and community groups to help meet island needs in the broader areas of environment, economy, society, and education.

As an entity, CIS provides expertise and serves as an honest broker of information on a diverse array of sustainability issues for Guam and Micronesia. CIS develops watershed restoration technologies, surveys island biodiversity, conducts coral reef educational outreach, provides energy audits for small businesses, coordinates recycling efforts, builds local capacity in the marine and environmental sciences, and more. CIS encourages action on sustainability to decrease reliance on imports, improve energy independence, and increase food security, in order to reduce the export of money and build a thriving local economy, more resilient to disasters and global changes.

University of Guam Sea Grant Program

Director: Austin Shelton

Location: Dean's Circle, House #25

Tel: (671) 734-5631

Website: www.uog.edu/seagrant

The University of Guam Sea Grant Program's mission is to integrate and apply research, extension, and educational activities that sustain and develop island environments while integrating the knowledge and culture of island people. Examples of research and programming that UOG Sea Grant helps fund include: watershed restoration strategies; blue economic growth opportunities; traditional navigation; climate change adaptation; capacity building in marine and environmental sciences; coral reef genetics; preparation and response to natural disasters; human interactions with the marine environment; and fisheries management. Communication, education, and extension professionals then share the research with stakeholders in a way that is understandable and meaningful.

UOG Sea Grant is one of 34 Sea Grant programs in the United States. The National Sea Grant College Program is a partnership between universities and the federal government's National Oceanic and Atmospheric Administration (NOAA), an agency within the Department

of Commerce. The Sea Grant network includes more than 3,000 scientists, engineers, public outreach experts, educators, and students from more than 300 institutions across the United States.

COOPERATIVE EXTENSION & OUTREACH

Associate Dean/Director: Dr. Sereana H. Dresbach

Location: Agriculture & Life Sciences Building, Room 206

Tel: (671) 735-2000

Website: www.uog.edu/extension

The University of Guam Cooperative Extension & Outreach (CE&O), within the College of Natural & Applied Science (CNAS), enables the multicultural community of Guam to make more informed decisions through informal, non-formal, and self-directed programs and materials. Both in-person and online, research-based information is shared through education venues that allow citizens of Guam and the region to make decisions for their lives. Reciprocally, their needs are communicated to University professionals to answer questions through the research inquiry.

CE&O is part of a much larger family of 112 U.S. land-grant colleges and universities that share research, information, scientific breakthroughs, and best educational practices. CE&O receives a majority of its funding from the U.S. Department of Agriculture's National Institute of Food and Agriculture (NIFA), but faculty and staff are also active in attracting significant additional funding that is used for outreach, extension, and research efforts. This program is fully integrated with CNAS's Western Pacific Tropical Research Center, and builds partnerships with and provides service to other schools and colleges of UOG. In addition to extension education, CE&O faculty and staff also teach undergraduate and graduate classes.

CE&O has education and materials addressing a variety of issues, concerns, needs, and opportunities for Guam and the region. Subject matter includes livestock care; aquaculture; fruit and vegetable production; small-business development; community development; consumer skills for decision making; production agriculture methods; pest identification and treatment; food technology; food label development; nutrition education; healthy living across the lifespan;

consumer horticulture; plant disease identification and management; agroforestry, native plants, soil science, and technology; sustainable agriculture issues; youth leadership development; and science and technology education, to name just a few topics with research-based information for the public. Through four program areas — 4H Youth Development, Agriculture and Natural Resources, Consumer and Family Sciences/Community Nutrition, and Community Development — CE&O brings together the research and develops education programs and materials to address learner needs.

CE&O's mission is to bridge research to citizens to ensure healthy families, strong economic systems, and vibrant communities for Guam's future.

MARINE LABORATORY

Interim Director: Dr. Laurie Raymundo
Location: Lower UOG campus (See [Campus Map](#))
Tel: (671) 735-2175
Website: uog.edu/ml

The University of Guam's Marine Laboratory is a research, teaching, and service facility located on the shore of Pago Bay below the main campus.

The research focus of the Marine Laboratory is tropical coral reef studies. Basic and applied research is conducted by individual faculty members and their students and research associates in the following specialty areas: ichthyology and fisheries biology, evolutionary ecology, molecular genetics, photo-biology, invertebrate zoology, coral physiology and larval ecology, restoration ecology, chemical ecology and natural products chemistry, community ecology, species interactions, and taxonomy and phylogeny.

Marine Laboratory faculty engage in an active internship program, mentoring local high school and undergraduate interns. Marine Lab graduate students and faculty donate their time to give guest lectures and tours for diverse interest groups, including many students and children. In addition, Marine Lab personnel actively engage the community at various environmental events on Guam, such as Earth Day, World Oceans Day, the Guam Coral Reef Symposium, and the annual International Coastal Cleanup.

Research projects are concentrated on Guam but extend throughout the Northern Mariana Islands, Palau, the

Federated States of Micronesia, the Marshall Islands, Philippines, Japan, and other locations of the Indo-Pacific region.

The laboratory consists of three buildings, which house a lecture hall; administrative, faculty, and student offices; two outdoor wet labs supplied by a flowing seawater system; a shop for maintenance of boats and trucks and construction of research apparatuses; a biorepository; and ecology, genetics, molecular, microbiology, and biochemistry laboratories.

RICHARD FLORES TAITANO MICRONESIAN AREA RESEARCH CENTER

Dean of University Libraries: Dr. Monique Carriveau Storie
Location: Micronesian Area Research Center Building (See [Campus Map](#))
Tel: (671) 735-2150/1
Website: uog.edu/marc

The Richard Flores Taitano Micronesian Area Research Center (MARC) has been a trusted source for information about the islands within the Micronesian region for over half a century. MARC has paved the way for a deeper knowledge of Micronesia, its peoples, and their cultures and assisted a better understanding of both its heritage and its contemporary realities by providing a comprehensive collection of the region's historical documents and by conducting new research about Micronesia and its surrounding region. Additionally, MARC responds to community needs through its specialized programs of the University of Guam Press and the Micronesian Language Institute.

MARC was established to serve as an educational institution that acquires, preserves, and provides access to unique collections about the Micronesian region. Its Guam and Micronesia Reference Collection collects books, manuscripts, periodicals and serials, government documents, reprints, maps, and other documents that were either written about or produced within the region. The Spanish Documents Collection is comprised of original documents as well as full-size and microfilm reproductions that reflect the lengthy presence of Spain in Micronesia. The Manuscripts Collection has extensive documentation reflecting the American presence in Guam.



MARC adds new information about the region through its faculty research projects, publications, transcriptions and translations programs, and analytic bibliographic listings of important Spanish, German, French, Japanese, and other foreign language documents. MARC faculty have introduced new understandings about the region through archival, historical, and empirical research in the fields of anthropology, archaeology, history, education, political science, economics, and sociology.

MARC's library collections, research space, office space, an archaeology lab are located in a two-story research wing of the MARC-Computer Center complex.

Micronesian Language Institute

Location: Dean's Circle, House #3

The Micronesian Language Institute, established in May 1990, is tasked with carrying out research, service, and teaching activities that enlarge understanding of the indigenous languages of Micronesia. MARC faculty and staff also provide community service through consultation and cooperation with many government agencies and community organizations as well as through collaborations with other scholars worldwide.

University of Guam Press

Managing Editor: Victoria-Lola Leon Guerrero
Location: Micronesian Area Research Center/Computer Center, 2nd Floor
Tel: (671) 735-2154 | **Email:** victorialola@triton.uog.edu
Website: uog.edu/uogpress

In 2015, the University of Guam re-established the University of Guam Press (UOG Press) to advance regional scholarship, develop cultural literacy, and expand accessibility to knowledge about Micronesia by providing high-quality, peer-reviewed publishing services.

UOG Press publishes an array of academic and literary books and journals and has two major publishing components: MARC Publications and Taiguini books.

MARC Publications began in the 1970s as a community outreach program and publishes research-based, evidence-driven academic texts that focus on historical and contemporary issues that impact the social, political, economic, and sustainable development of Western Pacific islands and communities.

Taiguini Books, which launched when the Press was revived in 2015, publishes cultural and indigenous literature to help capture, preserve, and promote awareness about the depth and eloquence of the Micronesian storytelling tradition in written form.

WATER & ENVIRONMENTAL RESEARCH INSTITUTE OF THE WESTERN PACIFIC

Director: Dr. John W. Jenson
Location: University of Guam Water Sciences Laboratory, lower campus (See [Campus Map](#))
Tel: (671) 735-2685 | **Water Quality Lab:** (671) 735-2688
Website: weri.uog.edu

The Water & Environmental Research Institute of the Western Pacific was established as a research unit of the University of Guam in May 1975. It is one of 54 institutes nation-wide—one at each of the land-grant universities—established by the federal Water Resources Research Act of 1964. The institutes are charged with (1) conducting research that addresses local and regional water problems or expands understanding of water and water-related phenomena, (2) aiding the entry of new research scientists into the water resources fields, (3) helping to train future water scientists and engineers, and (4) getting results of sponsored research to water managers and the public.

WERI is one of 12 of the 54 institutes that received the top rating of "Outstanding" in the most recent five-year performance review by the US Geological Survey.

Consistent with the regional role of the University, WERI devotes part of its program effort to Western Pacific islands other than Guam, specifically, the Commonwealth of the Northern Mariana Islands, and the Federated States of Micronesia. WERI endeavors to respond to the unique conditions of the region, and works closely with community advisory councils composed of water-resources and environmental professionals across the region.

Water resources research is inherently multidisciplinary and includes all the water resource and environmental components of meteorology, climatology, chemistry, geology, biology, engineering, economics, and management. In order to undertake research of this nature, the institute draws from the diverse expertise of its research faculty members, and collaborate with other University of Guam faculty, colleagues from other



universities, and local professionals. WERI research is supported through funding from federal and local sources, as well as contracts and grants from federal, local, and private agencies in support of specific projects.

Consistent with its national charter for training new and future scientists, WERI faculty support the University's graduate Environmental Science Program by teaching courses in their research specialties, advising student thesis research, and supporting graduate research assistantships. WERI also conducts professional development workshops for water-resource professionals and educators, and provides information and data to the professional communities and general public on the WERI website.

The institute is housed in the University of Guam Water Sciences Laboratory located next to Pago Bay on the lower campus of the University. This facility contains office spaces for faculty, staff and students; a water quality laboratory, a computing and GIS laboratory; and a classroom.

WESTERN PACIFIC TROPICAL RESEARCH CENTER

Interim Associate Dean/Director: Dr. Adrian Ares
Location: Agricultural & Life Sciences Building, Room 206
Tel: (671) 735-2005
Website: uog.edu/wptrc

The Western Pacific Tropical Research Center (WPTRC) of the College of Natural & Applied Sciences encompasses full-time scientists, supporting personnel, laboratories, three agricultural experimental stations, and the Fadian Aquaculture Center. The WPTRC's research agenda is determined by the needs of stakeholders, relevant challenges for Guam and the Western Pacific region, and the pursuit of original scientific knowledge.

Work at WPTRC is aimed to 1) sustain, protect, and restore the natural environment, 2) stimulate economic development using natural resources, and 3) improve the quality of life in the Western Pacific. Interdisciplinary research at the biomolecular, cell, organismal, community, and ecosystem levels is conducted on native plant extinction prevention, forest inventory analysis, soil conservation, forest health, integrated small-scale farming systems, disease-free plant propagation, crop genetic

improvement, human nutrition, obesity reduction, food safety, and green roofs, among other topics. These research efforts contribute to improve the sustainable management of land and coastal resources and enhance the quality of life in Guam and the region. Research findings are disseminated through publications in peer-reviewed journals, technical reports, and presentations at regional, national, and international meetings.

Major funding for WPTRC research is provided through the federal Hatch, multistate Hatch, and McIntire Stennis programs for land-grant universities administered by the U.S. Department of Agriculture's National Institute of Food and Agriculture. Additional funding comes from the National Science Foundation, USDA Animal and Plant Health Inspection Service, USDA Forest Service, the U.S. Department of Defense, the government of Guam, and the private sector.

WPTRC faculty also teach undergraduate and graduate classes, mentor students, and contribute service to the University and communities in Guam.

STUDENT RESOURCES

COUNSELING SERVICES

Location: Student Center
Tel: (671) 735-3342 / 735-2291
Email: tac@tritons.uog.edu

Counselors assist students with a wide range of personal concerns and issues, which include psychological counseling and accommodative services for students with disabilities. Confidentiality is strictly maintained.

Psychological Counseling

Psychological counseling (short-term) is available to all registered students who may be undergoing personal difficulties or learning problems that interfere with a student's daily functioning. Individual counseling is offered to assist students in resolving issues that cause emotional distress. Group counseling offers the opportunity for students to work together in learning to deal more effectively with personal concerns.

Services for Students with Disabilities

Accommodative services assist students with disabilities in ensuring their needs are met for academic purposes. Students requesting accommodations should be made as early as possible before the beginning of the semester but will be accepted throughout the year. All students with disabilities must submit appropriate educational, medical, and psychological documentation to substantiate their need for services and a copy of their course schedule.

EQUAL EMPLOYMENT OPPORTUNITY/ AMERICANS WITH DISABILITIES ACT/TITLE IX OFFICE

Location: Iya Hami Hall/Dorm 2, Room 106
Tel: (671) 735-2244 or
TDD: (671) 735-2243
Email: eeo-ada@triton.uog.edu

The EEO/ADA & Title IX Office provides various services to students relating to equal employment opportunities and for students with disabilities. It also ensures non-discrimination on the basis of sex in the admission to or employment in its education programs or activities.

The office provides for the needs of students with disabilities to assure they can access all institutional programs and services, foster independence and facilitate self-advocacy. Request for academic accommodations should be done at least four weeks before classes begin. All students with disabilities must submit appropriate educational, medical, and psychological documentation to substantiate their need for services. Confidentiality is maintained.

Students with disabilities may benefit from commonly offered accommodations that include but are not limited to:

- Library assistance
- Notetakers
- Readers
- Academic support centers/tutors (Undergraduate students may use existing tutorial labs and services, which are available through the TRIO Program in the areas of English and mathematics.)
- Sign language interpreters
- Special equipment (voice/tape recorders)
- Adapted testing (required when students with disabilities need special equipment, readers, writers, proctors, additional time, etc. to take quizzes, exams, and placement tests.)

Students are advised to visit the EEO/ADA & Title IX Office to pick up a copy of the "Policy for Equal Employment and Non-Discrimination/Non-Harassment" and "Policy and Procedure for Students and Applicants with a Disability Handbook." Requests for academic accommodations may also be made by contacting the EEO/ADA & Title IX Office.

STUDENT LIFE OFFICE

Location: Student Center
Tel: (671) 735-0246
Email: studentlife@triton.uog.edu

The Student Life Office (SLO) coordinates extracurricular programs and activities in order to provide a positive and interactive social and learning environment for students



and to promote development. The SLO also provides assistance for academic and disciplinary problems and complaints.

The Student Life Offices organizes orientation for all new students, familiarizing students with the University's academic programs, student support services, and campus life activities as well as providing them an introduction to administrators, deans, student leaders, and advisors. New Student Orientation begins one week prior to the Fanuchānan (Aug.–Dec.), Fañomñākan (Jan.–May) and Finakpo' (June–Aug.) sessions.

Student Organizations

Students have the opportunity to participate in more than 50 organizations under the Student Life Office and are encouraged to get involved. A list of student organizations may be found at www.uog.edu/life-at-uog.

Students with a common interest or purpose who seek to form an organization and use the University's name, resources, or facilities must register the organization with the Student Life Office and must have a faculty advisor. Recognized organizations may request Student Government Association financial aid and assistance for their activities. However, neither the University nor the SGA is obligated to provide facilities, supplies, or financial assistance to any campus organization. Necessary forms to petition for University recognition may be obtained from the Student Life Office.

STUDENT HEALTH SERVICES

Location: Student Services Center

Tel: 735-2225/6 | **Fax:** 734-4651

Email: uogstudenthealth@triton.uog.edu

Hours: 9 a.m. – 4 p.m., Monday – Friday

Student Health Services is committed to providing high-quality, accessible, cost-effective health care that adequately meets the needs of the University of Guam's diverse student population. These health care services are confidential and responsive to promoting optimal wellness, thereby empowering students to make informed and self-directed decisions about healthy life choices that will ultimately assist them to achieve their academic and career goals.

The Student Health Services office provides health clearances for University enrollment, pursuant to Public

Law 22-130, Title 10, of the Guam Code Annotated. Student Health Services also provides the following services:

- Basic First Aid for injuries that occur during regular school hours
- Referrals for health care needs
- Counseling on healthy living and health-related issues
- Health education based on assessments needs of the University's student population
- STI, Syphilis, and HIV testing and treatment in partnership with the Department of Public Health & Social Services
- Screenings, such as blood pressure monitoring, blood sugar monitoring, BMI, and weight and height checks
- Advocacy and referrals for persons with disabilities

Health Requirements for All Students

All UOG applicants must present:

- Evidence of having been vaccinated against Measles, Mumps, and Rubella (either MMR#1 and MMR#2 vaccinations OR a MMR titer to prove immunity). Students born before 1957 are exempted from MMR requirements. Results of a Tuberculin (TB)/Purified Protein Derivative (PPD) skin test taken no earlier than six months of the date of application are required for submission. (If the results of the TB/PPD skin test are positive, you must have a Tuberculosis Evaluation Form attached with your chest X-ray report filled out by your health care provider. The Tuberculosis Evaluation Form and chest X-ray report shall be presented to the Department of Public Health & Social Services, Tuberculosis Department in Mangilao, Guam. You will obtain a Certificate of Tuberculosis Evaluation, also known as Public Health Clearance. New applicants must also complete a Health Clearance Form and submit it to the Student Health Services office.

Required documents must be submitted to the Student Health Services office and be cleared before orientation and registration. Failure to submit documents to clear health requirements will delay registration. All students are highly encouraged to purchase a medical health insurance plan valid on Guam.

Health Requirements for International Students

Most medical care services in the United States are extremely expensive. To protect our international (I-20) students from these high costs, the University requires all full-time international students to have health insurance by providing proof of coverage that is valid on Guam. You may contact the University Designated School Official at the Office of Admissions & Records for more information at (671) 735-2201.

Health Requirements for Exchange Students

The University strongly recommends all full-time exchange students have health insurance coverage valid on Guam.

STUDENT HOUSING AND RESIDENCE LIFE

Location: See [Campus Map](#)

Tel: (671) 735-2260/1 | **Fax:** (671) 734-2262

Email: rho@triton.uog.edu

Website: uog.edu/life-at-uog/residence-halls/life-in-the-halls

The Residence Halls Office is responsible for providing student housing and promoting residence life programs for students. Living on campus contributes to the intellectual, social, and emotional well-being of the students who compose the residential community. Student residents live conveniently near University resources, and they form a community that helps and encourages academic excellence, while providing co-curricular programs, healthy recreational activities, and enjoyable entertainment.

Accommodations

The University of Guam has three co-ed residence halls (dormitories) on campus, which accommodate up to 191 student residents in double-occupancy rooms and single private rooms. Dorm 1 residences are located on the first floor of the building with two wings and a total of two corridors, while Dorms 2 and 3 are two-story buildings with two wings, for a total of four corridors per hall dorm. Each corridor has 12 rooms and one or two shared bathrooms. Two students generally share residential rooms, though single rooms may be obtained for a premium when space is available. All rooms are air-conditioned and furnished with a bed, a desk and chair, and a closet or wardrobe with a chest of drawers for each resident. The residents share one kitchen, a study hall, a TV lounge, and a laundry room. Additionally, a

convenience store is located in Dorm 1, while the cafeteria that serves the mandatory meal plan is located in Dorm 3.

The Residence Halls are staffed by student Resident Assistants (RAs). The RAs coordinate many co-curricular and extracurricular activities, competitions, and events, such as movie nights, game days, and much more. Recreation for residents is available at the Calvo Field House with its weight room, exercise room, and indoor courts.

Applying for Residence Halls

Application for residence on campus may be made with the Residence Halls Office. A \$100 reservation/security deposit is required at the time of the initial application. However, if a student's application is placed on the waiting list, the security deposit is returned to the student and will be required upon availability of a room in which the student is interested. Rooms are reserved (with deposits) on a first-come firstserved basis in accordance to the application schedule for continuing/returning, new, and all applicants. Students who make reservations and are not on the waiting list but cancel their application will receive a \$50 refund from their deposits ONLY when they provide the Residence Halls Office with a written cancellation before the first day of the contract period. After that date, the entire deposit is forfeited. A reservation will be automatically canceled if a student fails to arrive at the Residence Halls at the beginning of the contract period, unless a prior written confirmation of the reservation, which specifies the date of arrival, is received by the Residence Halls Office before the first day of the contract period.

To receive a housing application or additional information regarding the Residence Halls, contact the Residence Halls Office. Prospective residents are welcome to visit the Residence Halls from 8 a.m. to 5 p.m. Monday through Friday. Call to schedule a visit.

VETERANS AFFAIRS

The University is approved for the training of veterans and their dependents under educational guidelines established by the federal government. Authorization for training under all federal laws must be obtained from the Veterans Administration through its regional office at P.O. Box 50188, Honolulu, HI 96850. For further information, contact the Financial Aid Office.

PUBLICATIONS

MICRONESICA

Micronesica is a refereed journal in the natural sciences. It includes original research in the fields of archaeology; physical and medical anthropology; anthropological linguistics; systematic and ecological botany and zoology; agricultural sciences; marine sciences; and related disciplines concerned primarily with Micronesia and adjacent Pacific Islands. It is normally published twice per year with irregular supplements. Contents and abstracts of current issues, indexes of past issues, etc., can be found at <http://www.uog.edu/up/micronesica>. Call 735-2852 to purchase or subscribe.

Editor: G. Curt Fiedler, Ph.D.

Tel: (671) 735-2852

Website: <http://www.uog.edu/up/micronesica>

THE MICRONESIAN EDUCATOR

The Micronesian Educator is a refereed journal of educational research and practice published annually by the School of Education. The journal invites contributions from researchers and practitioners who offer insights and understandings about education in Guam and Micronesia. The journal serves as a forum by which to share current research, theoretical perspectives, and innovative practices in education with a particular focus on this region.

Contact: Alicia Aguon, Dean of the School of Education

Tel: (671) 735-2444 Email: aliciaaguon@triton.uog.edu

Website: www.uog.edu/schools-and-colleges/school-of-education/micronesian-educator

STORYBOARD: A JOURNAL OF PACIFIC IMAGERY

Storyboard is a multilingual journal with a focus on Pacific writing. It publishes quality poetry, fiction, and non-fiction written in English or any other Pacific region language with translations into English, as well as appropriate art. Micronesian writers and artists are particularly encouraged to submit material. It is normally published once per year by the Division of English and Applied Linguistics in the College of Liberal Arts and Social Sciences.

Email: EnglishDivision@triton.uog.edu

Website: www.uog.edu/uogpress/storyboard

PACIFIC ASIA INQUIRY

Pacific Asia Inquiry is a peer-reviewed online, occasional paper series with the purpose of serving the interests and concerns of both the specialist and the general reader, to encourage scholarship in the region, to provide a publication forum for the many disciplines now represented in Pacific Asian research.

Editor: Michael R. Clement, Ph.D.

Email: pacificasiainquiry@yahoo.com

Website: www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-social-sciences/pacific-asia-inquiry

OTHER PUBLICATIONS

Various publications of the Richard F. Taitano Micronesian Area Research Center and the College of Natural & Applied Sciences are also produced by University faculty and staff.

OFFICE OF ADMISSIONS & RECORDS

GRADUATE ADMISSION STANDARDS

GRADUATE ADMISSION STANDARDS

Students must be admitted to Graduate Student Status to take graduate courses for credit, except in the case of qualifying undergraduates as stated in Academic Regulations later in this Bulletin. However, taking graduate courses without admission into a graduate major program is not advised. Federal Financial Aid programs will not support graduate study unless the student is enrolled in a specific graduate program. Students are advised to apply to a specific program as quickly as possible.

OFFICE OF ADMISSIONS & RECORDS

REQUIREMENTS FOR GRADUATE STUDENT STATUS

REQUIREMENTS FOR GRADUATE STUDENT STATUS

To be admitted to Graduate Student Status, the applicant must have earned a recognized bachelor's degree from an accredited U.S. institution or from a recognized foreign institution with a minimum GPA of 2.50 (C+) on a U.S. 4.00 grading system (or the equivalent GPA on the basis of another grading system) and must comply with the following:

1. Apply online at <https://www.applyweb.com/apply/guam> or file an application form with the Graduate Admissions Office. A non-refundable application fee must accompany the application form. Should you decide not to attend the semester you applied for, you may submit a written request to the Graduate Admissions Office to defer your admittance to the following semester. Application for Admissions is valid for one calendar year.
2. Request official certified transcripts indicating conferral of degree granted from an accredited U.S. Institution or from a recognized foreign institution, sent directly to the Graduate Admissions Office. Nonofficial copies may be provisionally accepted for the first semester of enrollment. Failure to comply may result in loss of graduate student status and forfeiture of credits.
3. Submit to the Graduate Admissions Office a written essay of accomplishments, interests, and goals and reasons for wishing to pursue a graduate degree program. Many programs have specific guidelines addressing this essay requirement. Please consult the program descriptions in this Bulletin for more information.
4. Have at least two letters of reference submitted on your behalf from persons familiar with your academic or professional performance. Some programs may require a third letter of reference. For programs in the School of Education, disposition rubrics are used in lieu of letters of reference.
5. Provide written documentation of a Tuberculin Test (PPD), as per Guam law, for students taking courses on campus. The PPD must be taken within the previous six months (and results of an X-ray if PPD is positive), plus, students born in 1957 or after must also provide evidence of vaccination against mumps, measles, and rubella (MMR).
6. Submit proof of residence. For determining the applicable residency classification for tuition purposes, see Residency Rules later in this Bulletin. Non-immigrant aliens, e.g. B, F, H, E, L visa holders, are classified as non-residents and are not qualified for resident tuition rates or exemptions.
7. For International (I-20) admission, applicants must submit the following additional requirements on or before the published deadlines. The Graduate Admissions Office must receive all the required documents before an Immigration Form I-20, Certificate of Eligibility, will be issued. Students should take the I-20 form to the U.S. Embassy in their home country where they will apply for an F-1 visa. Students should have the F-1 visa in their possession prior to entry into Guam.
 - a. Demonstrate English proficiency through a TOEFL, GRE, or GMAT exam, or in some other manner approved by the director of Graduate Studies.
 - b. Affidavit of financial support. This is a certified, sworn document verifying the financial ability of the student to undertake the expenses of education and living on Guam. A financial document attesting to this must be provided. A sample template is provided in the graduate application
 - c. Proof of a guaranteed minimum amount of \$1,000 (U.S. dollars) for initial entry to Guam.
 - d. Copies of your current passport and any U.S. Immigration & Customs Enforcement documents



(i.e.: visa, I-20, I-94, etc.) that may have been issued to you.

- e. Proof of valid health or medical insurance with coverage levels in compliance with U.S. visa regulations.

OFFICE OF ADMISSIONS & RECORDS

TRANSFER OF CREDITS

TRANSFER OF CREDITS

Graduate students must file transcripts of all graduate work completed at other colleges or universities with the Office of Admissions & Records. Only grades of "A" and "B" are transferable, and no more than nine semester hours of graduate work can be transferred to the University of Guam.

Evaluation of transfer credits is initiated with the student's advisor, who approves or disapproves any equivalence of transfer courses to those offered at the University of Guam. These courses should be listed on the graduate "Transfer Credit Request Form" and submitted to the Graduate Admissions Office, which will transmit it to the registrar for certification.

Graduate credit earned through distance education programs may be acceptable toward an advanced degree, if approved by the program chair and dean. Such credit may also serve as a contractual undergraduate prerequisite with the written approval of the student's advisor and the approval of the appropriate department.

OFFICE OF ADMISSIONS & RECORDS

ENTRANCE INTO A GRADUATE PROGRAM

ENTRANCE INTO A GRADUATE PROGRAM

Admission to Graduate Student status does not guarantee admission to a particular graduate degree program. Students seeking degrees must file a "Graduate Program Entry Form" with the Graduate Admissions Office. A student must meet the requirements established for the chosen degree program, meet with the program chair, and be accepted as a potential candidate by the faculty of that program.

A program may recommend that a student receive full or conditional admission. For Financial Aid purposes, students who have met with their program chair and been conditionally admitted to a program will be considered pursuing a degree of study for one semester, after which time the student must make an appointment with the program chair with a new "Graduate Program Entry Form."

A maximum of 12 graduate credits earned at the University of Guam prior to the student's admittance into a graduate program may be applied toward fulfilling the master's degree requirements. Credits in excess of this may not subsequently be applied to a degree program. The 12 credits shall not include any prerequisites for a student's admittance into a graduate program.

OFFICE OF ADMISSIONS & RECORDS

ADVANCEMENT TO CANDIDACY

Graduate students who have made significant progress toward their degree program and are prepared to undertake research or professional capstone activities will be Graduate Candidates. Different programs have different requirements for advancement to candidacy. These requirements are in the Program Descriptions section of this Bulletin. Students should seek advice from the program chair about taking this step.

OFFICE OF ADMISSIONS & RECORDS

TUITION & FEES

The Board of Regents establishes tuition and other fees at the University of Guam. The charges listed here are those in effect at the time of publication and are subject to change by the board.

A non-refundable application fee must accompany all applications for admission. No application will be considered if the fee has not been paid, and the applicant will not be permitted to register for any course.

TUITION RATES

Fanuchånan 2020
Fañomnåkan 2021
Finakpo' 2021

Status	Cost Per Credit
Resident	\$299
Non-Resident	\$598

Note: With [Resolution No. 19-41](#), the Board of Regents approved an up to 5% tuition adjustment effective Fanuchånan 2020 with increases up to 5% each semester until it reaches a 30% total increase. However, President Krise has exercised his authority in the resolution to defer the tuition increase for Fañomnåkan 2021, so rates remain the same as the Fanuchånan 2020 semester.

OTHER SPECIAL TUITION RATES

- Graduate students who enroll in undergraduate courses for any reason will be charged the graduate rate.
- The fee for auditing classes or for Credit-by-Examination is the cost that would be charged if the student enrolled for a regular class.

PAYMENTS

The University accepts cash, check, and/or credit card (MasterCard, VISA, American Express, and other major credit cards.) Payments are accepted at Business Office (735-2923) and/or the Triton One-Stop Office located at the Calvo Field House. Payment can also be done through CASHNET under WebAdvisor.

PAYMENT DEADLINE

Payment deadlines are advertised each semester and during the Finakpo' terms in the Course Schedule advertisement.

FEES

At the time of registration, all students must pay the following fees:

Fee	Fanuchånan 2020 / Finakpo' 2021 Fañomnåkan 2021	
Registration	\$12	\$12
Student Services	\$44	\$24
Library Services	\$48	\$48
Student Activities	\$24	\$24
Health Services	\$12	\$12
Athletics	\$75	\$37.50
Computer	\$48	\$48
Internet	\$100	\$90
Online Learning	\$40	\$20

Fee	Fanuchånan 2020 / Finakpo' 2021 Fañomnåkan 2021	
TOTAL	\$403	\$315.50

Graduate students taking five credits or less will be charged 50% of the student fee for the regular fanuchånan and fañomnåkan semesters.

Graduate students taking five credits or less during the finakpo' term inclusive of sessions A, B, and C would be assessed a flat fee of \$152.50.

Graduate students enrolled only in thesis credits would be assessed a flat fee of \$148 per term to maintain full access to library and computer services on campus.

MISCELLANEOUS FEES

In addition to the fees listed earlier in this section, the following charges are assessed when applicable:

Fee	Cost
Application Fee (non-refundable; must accompany all applications)	\$52
International Students (non-refundable)	\$77
Late Fee (applications submitted after the posted deadline for the semester)	\$25
Cancellation Fees	(see Refund Regulations in this Bulletin)
Change of Schedule Fee	(see Drop/Add Fee)
Check Service for each check that fails to clear	\$25
Graduation Fee	\$100
Graduation Reapplication Fee	\$50
Laboratory Fees (on a per course basis)	See schedule

Fee	Cost
Library Fines/Lost or Damage Fee	Charges vary
Thesis Binding Fee	\$50

If a student's financial obligations have not been met, the Office of Admissions & Records will not release transcripts, diploma, or other official records of the student, and the student will not be permitted to register for further courses. The University will charge interest of 8.5% per annum on all debts not received by the payment deadline. Students will have to pay fees if their account is sent to a Collection Agency. Matters relating to the student's financial obligations to the University should be referred to the Bursar's Office (735-2940/3/5). The University may report students with unpaid accounts to a credit bureau and/or the Guam Department of Revenue & Taxation.

TRANSCRIPT FEE

The University will only release transcripts to students who have met all their financial obligations. The first copy is provided free. Additional copies may be obtained at \$15 per copy. Students may obtain copies of their transcripts in one hour when necessary by paying a special service charge of \$20 in addition to transcript fees. (Note: The service charge is assessed per request, not per transcript. Example: If a student needs three transcripts and requests one-hour service, the total charges will be \$65 (\$45 for three transcripts plus \$20 service charge.)

Members of the U.S. Armed Forces should consult their Education Office regarding support for tuition and fees.

BOOKS AND SUPPLIES

Books and supplies are available at the Triton Store located in the Student Center. Books and supplies must be paid for at the time of purchase. The bookstore will not accept charge accounts but accepts Visa, MasterCard, American Express, and other major credit cards.

CANCELLATION FEES

If you register for a class and later decide to drop or withdraw from it, you will be charged a cancellation fee as follows:

Fanuchānan/Fañomnākan Semesters

	Before 1st Day of Class	During 1st Week of Class	After 7th Day of Semester
Tuition	0%	5%	100%
Fees	0%	100%	100%

There is a different schedule for Saturday classes. Saturday courses must be dropped before the second meeting day

Finakpo'/Tinalo' Semesters

	Before 1st Day of Session	During 1st Week of Session	After 1st Day
Tuition	0%	5%	100%
Fees	0%	100%	100%

If there are multiple class start days for the finakpo' term, the first day of class will be the first day of the first class of the finakpo' term.

Students who are waiting for financial aid or have not yet paid for their tuition and fees are still financially obligated by the above regulations.

Students who do not officially drop or withdraw from class(es) within the time periods above and still owe tuition and fees, are liable for payment and will be billed accordingly. Therefore, it is crucial to officially drop or withdraw from class(es) in a timely manner.

If there are multiple class start days for the Finakpo' term, the refund policy for the above schedule will begin on the first day of the first class of the Finakpo' term.

Registration and Course Fees are not refundable except for courses canceled by the University. Refund checks will be mailed four to six weeks after a student drops a class or withdraws from the University.

OFFICE OF ADMISSIONS & RECORDS

RESIDENCY RULES

An applicant is initially classified as a resident or non-resident for tuition purposes at the time of application with the Office of Admissions. The classification, which is certified by the registrar, is based upon information furnished by the student and from other relevant sources. In compliance with the Residency Policy passed by the Board of Regents on February 1996 and amended in May 1997, June 2004, and December 2012, students in non-resident status are required to pay non-resident tuition.

The burden of proof is upon the student making a claim of resident status. The admission of students who knowingly provide false information for the purpose of achieving resident status shall be subject to cancellation and adjusted billing.

FACTORS IN DETERMINING RESIDENCY STATUS

The considerations used in determining residency status are as follows:

1. Establishment of a domicile on Guam, the Northern Mariana Islands, or in one of the Freely Associated States (the Federated States of Micronesia, the Marshall Islands, or Palau) as mandated by 17GC16125 for the 12-month period prior to the beginning of the term for which residency is claimed
2. Evidence of residency for a period of 12 months or more prior to the beginning of the term for which residency is claimed. Evidence of residency will be

shown by a student providing documentation from one of the following¹ :

- Permanent employment on Guam (verification of employment)
 - Payment of income taxes of Guam (by student, or by parent/guardian if the student is a dependent)
 - Ownership or rental of living quarters on Guam
 - Use of a Guam permanent address on ALL records (educational, employment, military, financial)
 - Being a registered voter in Guam
 - Maintaining a Guam driver's license or vehicle registration. If it is necessary to change your license or registration while temporarily residing in another location, the license **MUST** be changed back to Guam within 10 days of the date of return to Guam, and the vehicle registration must be changed within 20 days of the date of return.
 - Certification of residency from your village mayor.
3. Adjustment to permanent resident status. Students who have filed for an Adjustment to Permanent Resident Status will be eligible for resident rate **ONLY** if they have resided on Guam for 12 consecutive months prior to applying to the University and have submitted the following supporting documents:
- Notice of Action for the Adjustment to Permanent Resident Status from the U.S. Citizenship and Immigrations Service. A Notice of Action denying the student's application for an Adjustment to Permanent Resident Status will render the student ineligible for resident tuition rate.
 - Proof of residency on Guam for the 12 months prior to applying to the University

¹Exemptions to the 12-Month Residency Requirement

RESIDENT STATUS

Resident classification may apply if the applicant is one of the following:

- **A graduate of a Guam high school**

You may be entitled to an exemption from non-resident tuition if you have not resided on Guam for the preceding 12 months but previously attended high school in Guam for three or more years AND graduated from a Guam high school. Nonimmigrant aliens are not eligible for this exemption.

- **A former elementary or middle school student on Guam**

You may be entitled to an exemption from nonresident tuition if you have not resided on Guam for the preceding 12 months but previously attended both elementary AND middle school on Guam. Nonimmigrant aliens are not eligible for this exemption.

- **Active duty military**

U.S. military personnel and their authorized dependents (as defined by the Armed Services) are authorized resident tuition during the period such personnel are stationed in Guam on active duty. (Note: This exception does not apply to employees of other U.S. federal government departments, bureaus, or agencies or their dependents who are assigned or stationed to Guam.)

- **A veteran eligible under the Post-9/11 Veterans Educational Assistance Act**

Students who are eligible for and utilize their benefits under the Post-9/11 Veterans Educational Assistance Act of 2010, including any family members to which the benefit can be legally transferred, are considered resident students for purposes of calculating tuition payment.

- **A legal resident of Guam**

You may be entitled to an exemption from non-resident tuition if you are able to demonstrate to the registrar that Guam is your legal place of residency and you intend to make Guam your permanent place of residency.

- **A permanent resident**

You may be entitled to an exemption from nonresident tuition if you are able to demonstrate

that you permanently reside in Guam, but have been absent for only educational, training, or military reasons.

NON-RESIDENT STATUS

Nonimmigrant aliens, e.g. B, F, H, and E visa holders, are classified as non-residents and are not qualified for resident tuition rates or exemptions.

CLASSIFICATION APPEAL

If you are classified as a non-resident and wish to be considered for resident reclassification, complete the "Petition for Residency Student Classification" before the semester or term you wish to enroll. Approved changes of status will become effective for the term or semester following the approval; they are not retroactive and non-refundable.

SENIOR CITIZENS

Anyone age 55 years or older is entitled to free tuition during the regular semester at the University of Guam, provided that he/she be a resident of Guam for no less than five years preceding enrollment (Public Law No. 24-151) and provided that he or she has been admitted to the University. Admissions into a course shall be on a space-available basis or, if a course is full, by permission of the instructor(s). Senior citizens may apply for admission as a degree-seeking student or as a non-degree student. Registration is scheduled after the Schedule Adjustment (Add/Drop) Period of any regular (fanuchānan or fañomnākan) semester. Payment of fees for each semester must be paid by the assigned payment deadline. However, a senior citizen may enroll during any registration period provided he/she registers on the assigned registration for her/his class level and provided he/she pays the required tuition and fees.

NOTE: Because all intersession and summer classes are offered on a self-sustaining basis, there will be no senior citizen tuition waiver for tinalo' (Dec.–Jan.) and finakpo' (June–Aug.) classes or courses offered outside the regular semester. There are no waivers for courses or programs offered through the Professional & International Programs office. For assistance, contact the assigned coordinator at the Records Office. All admissions and enrollment requirements apply.

MILITARY AND VETERAN STUDENTS

All veterans enrolling at the University of Guam for the first time must report to the Financial Aid Office located at the Calvo Field House. Bring the following supporting documents: DD214, NOBE, Kicker, marriage certificates, and birth certificates for each dependent child (whichever is applicable). Veterans with no prior training under the GI Bill or former VA students who have taken an educational break for more than 45 days are urged to see the VA coordinator at least two months before enrolling.

Veterans and Montgomery G.I. Bill

All branches of the military and the National Guard provide financial assistance to their personnel — whether active or reserve status — and their dependents. The financial assistance covers a portion of the tuition, fees, books, and supplies (up to \$1,000 per academic year based on enrollment status and eligibility percentage). Not all branches nor services provide the same benefits. Contact the Financial Aid Office for more information or to file an application.

Veterans Educational Assistance Act (Board of Regents Resolution No. 12-16)

The University of Guam may grant resident status for tuition purposes to certain students eligible for education benefits under the Post-9/11 Veterans Educational Assistance Act of 2010 (PI 111-377).

Credits for Active-Duty Military Personnel

All active duty military personnel as well as veterans with more than one year of service are encouraged to go to the Office of Admissions & Records for information concerning credit granted for military service. The University of Guam is a member of Service Members Opportunity Colleges (SOC and SOC-NAV), which ensures transferability of selected credits among member institutions.

Mandatory Training or Military Activation During Wartime

The University offers a refund of tuition and fees and official withdrawal from classes for active duty military students who are asked to serve their country by deployment during wartime or for mandatory military training while enrolled in a given semester. As an alternative to refunds, students may opt for credit against future enrollment or request an incomplete grade ("I") from their respective instructors (subject to instructor approval). Students will be required to provide to the

Registrar's Office and the Business Office written proof of active military status and deployment and indicate whether a refund or credit is preferred.

Course Protection Guarantee/Veterans Benefits & Transition Act of 2018 (Board of Regents Resolution No. 19-33)

Effective January 2019, the University of Guam will allow veterans under Chapter 33 and Chapter 31 and dependents under Chapter 33TOE, upon meeting matriculation requirements, to remain registered in their courses without being dropped due to unpaid tuition and fees. In order to receive this benefit, students must request to use their benefits by filling out the Certification Request Form and provide a copy of their Certificate of Eligibility or approval Form 28-1905 for Chapter 31 Vocational Rehabilitation students. The certification forms are available at the Financial Aid Office in the University of Guam Calvo Field House.

It will be the student's responsibility to pay the school any remaining balance should the student register in courses that are not on his or her approved education plan or if the student is not entitled to 100% of his or her GI Bill benefits. Students will also have the option to have any outstanding balance deducted from their Financial Aid, if available.

OFFICE OF ADMISSIONS & RECORDS

FINANCIAL AID

FINANCIAL ASSISTANCE

Location: Calvo Field House
Tel: (671) 735-2287/2288
Fax: (671) 734-2907
Email: finaid@triton.uog.edu
Website: <http://www.uog.edu/financial-aid>

Students who need financial assistance to pursue graduate programs are encouraged to take advantage of the various types of aid available at the Financial Aid Office. Aid can be categorized into three major categories:

U.S. Department of Education Programs (Federal Title IV Student Aid)

Special and regular students who do not possess a high school diploma or GED are not eligible for federal financial aid, unless the student meets the "Ability to Benefit" criteria.

- 1.College Work-Study: Part-time employment on campus for eligible graduate students
- 2.Stafford Student Loan: Low-interest loans made to eligible undergraduate/graduate students by lending institutions. Repayment may be deferred until student graduates.
- 3.William D. Ford Direct Student Loan by the U.S. Department of Education
- 4.Leveraging Educational Assistance Program Policy (LEAP): Grant aid for eligible undergraduate/graduate students based on unmet financial need.

NOTE: To maintain eligibility for the federal student aid programs, a student must be in good academic standing and be making satisfactory progress toward his/her degree. Please contact the Financial Aid Office for the specific program requirements. Applications for these programs are available upon request from the Financial Aid Office, or students can apply online at

web www.fafsa.ed.gov. Application forms are generally available during February for the following academic year.

Government of Guam Student Financial Assistance Program

The Student Financial Assistance Program consists of the Government of Guam Professional Technical Award. The program is mandated by public law, implemented by the Board of Regents, and administered by the Financial Aid Office. The deadline for application is May 29 for the academic year. Applications are available at the Financial Aid Office. There is a residency requirement.

Individual Graduate Programs

Specific scholarships or assistantships may be available through the Financial Aid Office. Teaching or research assistantships may be available in some areas through the appropriate colleges, units, or divisions of the University

GENERAL REQUIREMENTS

This Graduate Bulletin presents minimum degree requirements expected in all graduate programs. Some graduate programs have higher admissions and graduation requirements than are specified below. Students should consult specific program descriptions for guidance on these additional requirements.

1. A minimum of 30 semester credit hours is required for the completion of any master's degree; however, most programs require more.
2. Twenty-one credit hours must be completed in residence or under direct supervision of a University of Guam faculty member.
3. All work toward a master's degree must be completed within seven years of admission to a degree program. No course completed more than seven years before the date of degree completion will be accepted toward the degree.
4. Up to 10 semester credit hours of 400/G courses may be accepted for a degree program when approved by the graduate program chair.
5. Upon completion of 12 graduate semester credit hours, a graduate student must maintain a cumulative GPA of 3.00 or better for all graduate coursework. The cumulative GPA will be calculated at the end of each Fanuchānan, Fañomnākan, and Finakpo' semester/session by the registrar.

At the recommendation of the program chair and approval of the dean, individual students found to have academic deficiencies may be expected to meet additional requirements as a condition to acceptance or continuance.

CAPSTONE ACTIVITIES

Many master's programs require a significant capstone activity to allow students to demonstrate the ability to conduct scholarly or professional work in their field of study. Depending on the specific field of study, students may be required to complete one or more of the capstone activities below. Students who complete their capstone projects will demonstrate mastery of content as well as professional written and oral communication skills. See the list of Graduate Institutional Learning Outcomes (IGLOs) for more information.

Comprehensive Exams

A comprehensive examination is designed to reveal the quality of the student's preparation for advanced work in the field and his or her ability to complete graduate work at the master's level. Programs note this requirement as a 697 course on the transcript. This course is graded "P" (pass) or "F" (fail). Some programs may also choose to use the grade designation "HP" (pass with distinction). A student will not be able to graduate from the program until a passing score has been obtained. Records or copies of comprehensive exams will be maintained by individual colleges or schools. Examination deadlines are established by the respective academic deans. Student fees will not apply when the student registers only for a 697 course.

Internship

A professional internship must include "real-world" experience involving a specific project, product, or set of projects and products to be agreed upon by the student and his or her advisory committee (including the workplace supervisor). At the completion of the semester-length project, a written report is prepared, modeled after that which would be expected by a private firm or government agency. Following review of the report, the student stands for an oral defense.

Portfolio Review

A portfolio review includes artifacts demonstrating competency and mastery of several dimensions of a program's learning outcomes. This portfolio will adhere to program- or industry-prescribed standards. The review

will be conducted as an interview between a student and faculty selected by the program, to discuss the student accomplishments as well as strengths and weaknesses of the work submitted.

Practicum

A practicum is a recognized capstone activity that engages a community-based research andragogy. This discipline focused approach uses applied and engaged scholarship, under the guidance of program faculty. The aim of practicum is to synergize expected program competencies with real world application for the purpose of community impact and positive social change. Practicum projects may be individual or group endeavors. They should also offer evidence of subject research and be presented in the style applicable to the subject area.

Special Project

The Special Project should offer evidence of subject research and must be presented in the writing style applicable to the subject area. Joint authorship is not permitted. The original copy of the project must be submitted to the appropriate dean for approval before the end of the term or semester in which graduation is expected and must meet the deadline specified in the Calendar. This copy is final and should need no correction. When approved, the project will be deposited in the RFK Memorial Library.

Thesis

The Master's Thesis offers evidence of substantial research and an adequate treatment of a well-defined subject. No mere essay or compilation of facts will be accepted. The thesis must be written on a subject related to the major and approved by the student's Graduate Program. Joint authorship is not permitted. For thesis deadlines, please check with Graduate Admissions for the current semester listing. Students pursuing doctoral study are strongly encouraged to complete a thesis project.

Many of these capstone activities are required by the programs and the University for accreditation purposes in different disciplines and are used by graduate programs to provide evidence of demonstrated student learning,



competencies, and dispositions for the profession or further study.

SPECIAL RULES FOR THESIS PROJECT

Before beginning the writing of the thesis, the student should consult with his/her advisor, obtain the approval of his/her committee, and familiarize him/herself with the "Thesis/Special Project Style Guide and Format Manual," which can be obtained from the Graduate Admissions Office, UOG website, any dean's office, or program chairs.

All students pursuing a thesis or special project are expected to submit a "Permission for Thesis Form," available from the Graduate Admissions Office, website, or their dean's office. At least one semester prior to completion of the degree, depending on the expectations of a specific program, a committee shall be formed consisting of a chairperson and at least two additional members, one of whom will be from outside the faculty of the area of the student's major.

The standard thesis credit requirement is a minimum of six credit hours. Depending on program requirements, these may be completed in one semester or more. Students are required to register for at least one thesis credit hour in each semester after all other degree coursework requirements have been completed and before submission of the thesis, as well as in the final fanuchānan or fañomnākan semester when graduating.

The Thesis Committee chair will submit a grade of "IP" when satisfactory progress has been made at the end of any semester in which the student is enrolled, until the defense has been passed. If the student has not made satisfactory progress, the grade of "NP" (no progress) should be recorded. An "NP" grade may affect a student's academic status and financial aid standings.

The oral examination or thesis defense will be given at least one week before the last day of classes in the term in which the degree is to be conferred, with all the members of the candidate's committee present. All oral examinations will be open to the University community. The University community must be notified of the oral examination at least one week before the examination. The director of Graduate Studies will assign an external graduate faculty member to observe each defense to ensure both academic rigor as well as fair treatment of all students.

Students passing their defense must submit a "Completion of Thesis Form," available from the Graduate Admissions Office, website, or their dean's office. This form will be completed and signed by the members of the student's Thesis Committee, the program chair, and the dean after all requirements for the capstone project have been met, including all IRB, IACUC, or other research approval protocols. A passed thesis will convert all previous 695 course grades to "P" (pass). Should the student's performance be judged unsatisfactory, he or she may be permitted to repeat the examination but only if this is recommended by the committee and approved by the academic dean. At least three months must elapse before re-examination.

A graduate student of the University of Guam owns the copyright of his or her thesis or special project. However, as a condition of being awarded the degree, the student grants the University the non-exclusive right to retain, copy, use, and distribute the thesis or special project, together with the right to co-require its publication for archival use. A graduate student may delay or restrict release of his or her thesis or special project or a portion thereof for up to two years in cases where part or all of the thesis or special project is being published elsewhere or the work is subject to patent disclosure requirements.

APPLICATION FOR GRADUATE DEGREE

APPLICATION FOR GRADUATE DEGREE

Students should submit the "Application for Graduate Degree Form" to the Graduate Admissions Office by the date specified in the Academic Calendar. Forms are available at the Graduate Admissions Office or the UOG website. Should the student fail to file a request for graduation, the necessary steps preparatory to official awarding of the degree will not be taken and the actual awarding of the degree will be delayed.

Students will not be allowed to participate in the University of Guam commencement ceremony if they have not been officially certified by the registrar as completing all program and degree requirements.

At least three weeks before graduation, students should personally check with the Graduate Admissions Office to make sure that all forms and certifications required for graduation have been received and all grades of "I" have been cleared.

Grades for graduating students

Once final grades for graduating students have been submitted, no change may be made in the grade except in the case of a clerical error, which must be attested to in writing by the instructor with the concurrence of the dean and approved by the registrar.

Outstanding balance

If a student's financial obligations have not been met, the Office of Admissions & Records will not release transcripts, diploma, or other official records of the student, and the student will not be permitted to register for further courses. If a student fails to complete any of the degree requirements, after having filed the application, he or she must then submit a new application and pay the graduation re-application fee.

ACADEMIC RULES & REGULATIONS

ADVISEMENT AND REGISTRATION

In addition to the three classes of graduate students described above (graduate status, pre-candidacy, and candidacy), there are special auditors who receive no credit for courses attended, and students taking post-baccalaureate courses for professional development. All types of students must pay tuition and fees.

Degree students should, in all cases, consult with their advisor at least twice per term, especially before registration. The Graduate Admissions Office and the offices of the school/college deans are sources of consultation. These offices will maintain special hours during registration periods. The student should not accept advice contrary to clearly stated regulations. The student alone is responsible for meeting all requirements and for being familiar with academic regulations and degree requirements in this Bulletin and other supplements thereto.

UNDERGRADUATES IN GRADUATE COURSES

No undergraduate student may register for or receive credit for graduate courses except under the following circumstances. Before registering for a graduate course, the student must:

1. Procure the "Request by a Senior to Take a Graduate Course Form" from the Records Office;
2. Complete the above form and present it to the Registrar's Office, which will certify that the student is a senior with a cumulative GPA of 3.00 or better and is in the semester prior to graduation. If the credits are counted toward a baccalaureate degree, they may not also subsequently be counted toward a graduate degree;
3. Then obtain the signature of his/her advisor or major department head and school/college dean.
4. Present the "Request Form" to the Graduate Admissions Office.
5. Grading will be on the same basis as that of the graduate students.

GRADUATE STUDENTS RETURNING TO UNDERGRADUATE STATUS

A graduate student may withdraw from Graduate Studies at any time upon the presentation of written notification of his/her decision to the Graduate Admissions Office. If the student then decides to apply for undergraduate status, he/she will be subject to all undergraduate procedures.

Undergraduate courses taken while a graduate student may or may not count toward an undergraduate degree with the rules for second baccalaureate found in the Undergraduate Catalog. Graduate courses taken while an undergraduate student may or may not apply to an undergraduate degree depending on the choice of the student. If the student elects in writing to have graduate courses apply as upper-division credits to an undergraduate degree, graduate credits will be lost. Otherwise, they will be retained on the transcript as graduate credits.

Whether or not these credits will be applicable toward a specific degree program will be determined by the appropriate program faculty.

PROGRAM REQUIREMENTS (BULLETIN IN FORCE) FOR GRADUATION

Students will be allowed seven calendar years of continuous enrollment from their first enrollment at the University of Guam to the date of certification of completion of degree requirements for the major to fulfill degree requirements of the bulletin in force at the time of entrance. The student must meet all the requirements of the catalog in force, and the seven-year timeline will be dated from the time when either of the following two situations occurs:

1. A student returns after not attending the University of Guam for two consecutive regular semesters. (Finakpo' sessions are not regular semesters.)
 - A student who returns after not attending the University for two consecutive semesters or more MUST follow the new bulletin in force for the term of re-entry.

2.A student changes majors by filing a new "Graduate Program Entry Form."

COURSE LOAD

Graduate students who are enrolled in at least nine credit hours of coursework or one credit hour of thesis credit shall be considered full-time graduate students. Students enrolled in thesis must make satisfactory progress in their research to maintain full-time status, signified by a grade of "In Progress (IP)" as opposed to "No Progress (NP)."

MAXIMUM COURSE LOAD

The recommended maximum course load for a graduate student who is employed for more than 20 hours per week will be nine credit hours during a regular semester and six credit hours during the finakpo' (June–Aug.) session. The maximum course load per semester is no more than 15 credit hours.

GRADING SYSTEM

A grade is given as recognition of a certain degree of accomplishment in a course and is to be interpreted as follows:

Letter Grade	Grade Point Value	Definition
A+	4.00	Outstanding*
A	4.00	Excellent
A-	3.70	Very Good
B+	3.30	High Average
B	3.00	Average
B-	2.70	Low Average
C+	2.00	Below Average
C	2.00	Marginal
F	0.00	Failure
UW	0.00	Unofficial Withdrawal (see section on

Letter Grade	Grade Point Value	Definition
		Withdrawal Policies and Procedures)

Students may re-register for courses in which they received a grade of C+ or below or for courses that are more than seven years old. In these instances, all grades will become part of the permanent record, but only the grade in the course in which the student has most recently registered will be computed in the total cumulative Grade Point Average (GPA).

Special Projects (690) and Thesis (695 and 696) use different grades. The usual grades listed above normally awarded for the completion of a course are not used for these courses. Grades of "T" (terminated) and "P" (pass) are given for thesis and special project courses.

**An A+ grade is a qualitative grade difference from an A, but both grades carry the same quantitative points.*

POLICY AND PROCEDURES FOR "INCOMPLETE" AND "IN PROGRESS" GRADES

Students may not complete all of their work within the timeframe of the semester. At the discretion of the faculty member teaching the course, and upon approval of the dean, extensions may be granted using the Incomplete (I) grade. In special project (690), thesis (695), or internship (698) courses, the grades In Progress (IP) and No Progress (NP) will be used. These grades only apply to 690, 695, and 698 courses.

INCOMPLETE

In most courses, an "I" may be given to a student who has failed to complete a small, but important part of the course if the reasons for the incomplete are justified in writing by the student and instructor and approved by the dean of the college/school. To receive credit for a course marked "I," the student must satisfactorily complete the unfinished work by the end of one calendar year (or sooner as agreed by student and instructor) from the last day of the semester in which the student received the "I." Should the student fail to complete the specified work to the satisfaction of the instructor, no credit will be recorded and the symbol "I" will be changed to an "F" on the transcript. All grades of "I" must be resolved

prior to graduation. For those courses carrying an "I" for which a "Change of Grade" form has not been submitted according to the policy for submission of grade for graduating students, or at the time of certification that degree requirements have been met, the "I" will change to an "F" and be used for the final calculation of the GPA. No request for time extension will be approved.

IN PROGRESS

In courses where the work is designed to go beyond a semester, such as a special project, thesis, or internship, the grade should indicate whether sufficient progress has been obtained. If the student has made good faith efforts to work on his or her special project, thesis, or internship, met with his or her professor, and achieved milestones identified at the beginning of the semester, the grade "In Progress" has been achieved. At the end of the term, the committee chair (for 690 or 695) or internship course instructor (for 698) will submit a grade of "IP" when satisfactory progress has been made at the end of any semester in which the student is enrolled until the special project, thesis, or internship has been completed. If the student has not made satisfactory progress, the grade of "NP" or No Progress should be recorded. An "NP" grade may affect a student's academic status and financial aid standings because it does not demonstrate adequate progress required by federal law. The conversion to "F" does not apply to IP grades. In these cases, the grade of "IP" (satisfactory progress) and/or "NP" (no progress) will remain on the permanent record until a grade of "P" or "T" is received or seven years has passed, whichever comes sooner. Internship course instructors may assign letter grades for internship (698) course completion instead of "P" or "T," based in part on the evaluation of the professional internship supervisor.

WITHDRAWAL POLICIES AND PROCEDURES

Since the University must operate as efficiently as possible, and since withdrawal from courses usually occurs after it is too late for other students to take the place of those who have withdrawn, the University has adopted policies and procedures that will discourage withdrawals and encourage more careful selection of those courses which the student has maximum assurance of completing.

- 1. Admissions Office-Initiated Drop:** The registrar may administratively drop a student from any class for which he or she does not have the prerequisite

courses, or exemption from the prerequisites, whether the student enrolls in such a class during the regular registration period or the drop/add period.

- 2. Administrative Drop:** Students are responsible for registering only for those courses for which they have met the stated prerequisites. Students who register for classes without the proper prerequisite courses or without written exemption from the prerequisites and are administratively dropped after the refund period are not eligible for a refund of tuition or fees.
- 3. Student-Initiated Schedule Adjustment/Add/Drop:** Students may drop from a class or classes during the first week of instruction of a regular semester and the first day of a finakpo' session without anything being recorded on their transcripts. See the "Cancellation Fee" section for applicable charges.
- 4. Student-Initiated Official Withdrawal:** From the second through the eighth week of instruction of a regular semester and from the second day of classes for each finakpo' session through the third week of each finakpo' session, students may withdraw by filing a withdrawal form in the Records Office. This form must be signed by the student's advisor. A "W" (indicating an official withdrawal) will be recorded. After the eighth week of instruction of a regular semester and after the third week of a finakpo' session, students may NOT withdraw from individual courses without submitting to the Records Office a "Petition to Withdraw" form that has been approved by the class instructor and the student's advisor. Students requesting a complete withdrawal from the University must file a withdrawal form available at the Records Office and obtain the required signatures. See "Cancellation Fee" section for applicable charges.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

- Any student taking graduate courses who fails to maintain a cumulative GPA of 3.00 or better at the end of a session, i.e., fanuchanān, fañomnākan, or tinalo', will be placed on academic probation for the following one full calendar year. Unofficial withdrawals are counted in the GPA calculation. Extension of

the probationary year will not be granted due to an Incomplete (grade of "I").

The graduate student will be removed from probationary status when his/her cumulative GPA in all graduate courses reaches the required minimum of 3.00 or higher when computed at the end of a session, i.e., fanuchanān, fañomnākan or finakpo'. If the student does not attain the required cumulative GPA of 3.00 or higher at the end of the probationary period, i.e., after one full calendar year, the student will be suspended from graduate studies and will not be allowed to enroll in courses granted graduate credits for one full calendar year.

2. Upon the recommendation of the graduate program chair, an individual suspended from graduate studies may petition to the respective dean for re-admittance. If the petition is approved, the student will be readmitted on a probationary status for one full calendar year and must raise his/her cumulative GPA to 3.00 or higher in all graduate courses within this period. Failure to attain a cumulative GPA of 3.00 or higher in courses granting graduate credits at the end of the probationary period will result in dismissal from graduate studies.
3. An individual whose petition for re-admittance to the graduate studies has been denied may petition again for re-admittance after waiting one full calendar year. A second denial of a petition by the respective dean will constitute permanent dismissal from Graduate Studies.
4. An individual who is suspended or dismissed from graduate studies may be allowed to enroll in undergraduate courses if he/she complies with undergraduate admission policies. Under no circumstance will the student be allowed to enroll in 400G, 500-, or 600-level courses.

PROGRAM DISCONTINUATION AND TEACH-OUT POLICY

| (Board of Regents Resolution No. 15-15)

Academic programs may only be removed upon approval of the Board of Regents after an extensive consultation process as per policy 15-15. As part of the process, a teach-out plan will be developed, to ensure that all currently enrolled students have the opportunity to complete the program and that the integrity of the academic quality of the program is maintained during the teach-out period.

Students will be notified of the plan for discontinuation, the expected timetable for phasing-out, and any planned changes in the overall study options that will be available to them. The program faculty will be available for academic advising for those students who need advice on their specific completion pathway.

During the phase-out period, special arrangements will be made when there are students needing to take a discontinued course when it is no longer viable to run the course with a very small number of students. When special arrangements are required, the student follows existing University procedures (i.e., course substitutions or change in program contract). Students seeking to resolve a dispute or question arising under this policy must do so in accordance with the Student Discipline and Appeals Committee and related procedure.

GRADUATE CERTIFICATE POLICY

GRADUATE CERTIFICATE POLICY

In addition to graduate degrees, the University of Guam confers certificates of completion in several programs. These are recognized, academic certificate programs, duly approved by the appropriate faculty, deans, and Faculty Senate. Certificates are not conferred in University commencement exercises, but completion of certificates is recognized on official transcripts.

In order to receive a recognized academic certificate from the University of Guam, a student must complete at least half of the required credit hours at the University of Guam. This requirement will not be waived under any circumstances. Students who wish to have their certificates mailed to them must pay the postage applicable at the time they file the request.

Certificate Student Status

Students pursuing certificates must submit a special application to a specific certificate program and pay the admission fee for that program. Student not otherwise admitted to the University will be placed on certificate status. Certificate standing is valid for two years. Students must re-apply if they do not complete their requirements in this timeframe. Certificate students are responsible for payment of resident tuition rates as well as fees (registration, lab fees, etc.) and cost of books. Current students may apply for certificate status mid-way through their programs.

Admitted Students Pursuing Certificates

Students may receive a certificate while pursuing a full degree program. In these instances, students must be admitted to the University of Guam as well as the certificate program. All applicable rules (seen earlier in this Bulletin) would apply. These students would be responsible for meeting prerequisites for all courses and all student fees.

Minimum Grade Requirement

As a condition for receiving a graduate certificate, students must have at least a "B" grade or better in

specific courses required for the program. They will be required to meet minimum academic standards for good standing and may be placed on academic probation.

Conferral of Certificates

Applications for certificates are filed at the Office of Admissions & Records, subject to certification from the program, respective dean, and registrar. An application for completion of certificate must be filed and the appropriate fee must be paid by the mid-point of the semester the certificate is to be conferred. Deans with oversight of respective certificate programs will distribute certificates as they choose.

Bulletin in Force

Unlike a degree program, certificate programs are governed by the current bulletin in force, regardless of when the student began taking courses. Course substitutions will be allowed at the faculty's discretion. Courses applied toward a certificate may later be applied toward a degree, following the procedures for transfer credits.

GRADUATE BULLETIN

GRADUATE PROGRAMS

GRADUATE

MASTER OF ARTS

- Counseling
- English
 - Linguistics
 - Literature
- Micronesian Studies
- Teaching

MASTER OF EDUCATION

- Education
 - Specializations:
 - Administration and Supervision
 - Reading (online)
 - Secondary Education
 - Special Education
 - Teaching English to Speakers of Other Languages (TESOL) (on campus or online)

MASTER OF PUBLIC ADMINISTRATION

- Master of Public Administration

MASTER OF SCIENCE

- Biology
- Clinical Psychology
- Environmental Science
- Sustainable Agriculture, Food and Natural Resources (SAFNR)

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION

- Professional Master of Business Administration (PMBA)
(on campus and online)

CERTIFICATES

- Micronesian Studies
- Sustainable Agriculture, Food and Natural Resources (SAFNR)
 - Agriculture and Natural Resources
 - Food and Technology
 - International Agriculture
 - Island Sustainability
 - Tropical Horticulture
- Teaching

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

OVERVIEW

OBJECTIVES

The Master of Science in Clinical Psychology is based on the scientist-practitioner model and is designed to provide students with comprehensive knowledge and skills to practice clinical psychology and conduct mental health research in Guam and the Micronesian region. The program will emphasize the social, cultural and political contexts of research, theory, and practice in clinical psychology and encourage students to develop professional skills that are responsive to the unique multicultural communities in this region. Specific objectives of the program are as follows:

- To prepare master's level clinical psychologists to provide professional services, including clinical assessment and therapeutic interventions in the multicultural communities of Guam and the Micronesian region.
- To prepare master's level clinical psychologists to conduct research examining mental health issues relevant to Guam and the Micronesian region.
- To prepare master's level clinical psychologists for licensure as mental health professionals in Guam and the Micronesian region.
- To provide master's level training that establishes the foundation for advanced study in clinical psychology at the doctoral level.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the MSCP Program, students will demonstrate the following:

1. Competence in the application of a variety of clinical theories in the conceptualization of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

2. Competence in conducting a variety of therapeutic interventions in the treatment of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
3. Competence in conducting psychological assessments and diagnostic interviews with a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
4. Competence in conducting clinical research examining mental health issues in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

ADMISSION

Degree students must meet the minimum admission requirements expected of all students, as outlined in the Academic Requirements section of this Bulletin. In addition, students must meet the following admission requirements of the Program:

1. A completed bachelor's degree in psychology (or its equivalent) from an accredited institution of higher education with a minimum GPA of 3.0. Students with a GPA of less than 3.0 may petition to have the minimum GPA requirement waived if they demonstrate exemplary post-degree professional or research experience in the psychology field and meet one of the following criteria:
 - GPA of 3.0 or higher in their major coursework.
 - GPA of 3.0 or higher in their last two years of coursework.
 - Completion of one year (two semesters) of post-degree full-time undergraduate or graduate coursework with a GPA of 3.0 or higher.

2. The following undergraduate courses (or their equivalent):

- MA-385 Applied Statistics
- PY-370 Introduction to Clinical Psychology
- PY-420 Abnormal Psychology
- PY-413 Research Methodology in the Behavioral Sciences
- PY-492a Psychology Practicum: Individual Counseling Skills
- PY-492b Psychology Practicum: Child, Family, and Group Counseling Skills

3. A personal statement of no more than 1000 words addressing the following: a. An autobiographical sketch outlining the applicant's personal, professional, and academic experiences that have prepared him/her to pursue graduate training in clinical psychology. b. A discussion of why the applicant is applying specifically to UOG's Master of Science in Clinical Psychology, highlighting aspects of the program that most attracts him/her. c. A description of the research topic the applicant would like to explore in his/her master's thesis and the academic and/or professional experiences that have prepared him/her to study that topic.

4. Special consideration will be given to applicants with experience in psychological research (e.g., senior honors thesis, research assistantships, research publications, and/or conference presentations) and clinical psychology practice (e.g., undergraduate psychology practica, professional employment, volunteer work).

5. Because the program focuses on training individuals to provide psychological services in Guam and the Micronesian region, special consideration will be given to applicants with a basic knowledge of Guam and/or Micronesia gained through undergraduate or graduate coursework, research, or professional work experience. Special consideration will also be given to applicants who demonstrate interest in conducting research and clinical service in the region.

6. Top candidates will be invited for an interview with at least two of the program faculty.

7. Non-degree students will be admitted into program courses only by permission of the course instructor and the Clinical Psychology Master's Program Chair.

DEGREE REQUIREMENTS

1. Students must complete a total of 52 credit hours, including 46 credits of required courses and 6 credits of thesis.
2. Students must complete each required course with a grade of B or higher. Students who receive a grade of C or lower in a required course must petition to be permitted to repeat the course. Students must maintain a minimum GPA of 3.0 for all graduate coursework.
3. Students must pass comprehensive written and oral examinations after completion of all required coursework (with the exception of thesis and internship).
4. Students must maintain the ethical principles of psychologists as outlined by the American Psychological Association in the most recent version of the Ethical Principles of Psychologists and Code of Conduct.

COURSE REQUIREMENTS (52 CREDIT HOURS MINIMUM)

Core Courses (12 credit hours)

Course	Course Title	Credits	Term Offered
PY501	ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN THE PRACTICE OF CLINICAL PSYCHOLOGY	3	FALL ONLY/ EVEN YEARS
PY502	MICRONESIA AND MENTAL HEALTH	3	SPRING ONLY/ ODD YEARS
PY503	PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS	3	FALL ONLY/ ODD YEARS
PY504	TOPICS IN CLINICAL PSYCHOLOGY	3	SPRING ONLY/ EVEN YEARS

Research Methods Courses (6 credit hours)

Course	Course Title	Credits	Term Offered
PY511	RESEARCH METHODS IN CLINICAL PSYCHOLOGY I: RESEARCH DESIGN	3	FALL ONLY/ EVEN YEARS
PY512	RESEARCH METHODS IN CLINICAL PSYCHOLOGY II: STATISTICS	3	SPRING ONLY/ ODD YEARS

Clinical Assessment Courses (6 credit hours)

Course	Course Title	Credits	Term Offered
PY521	CLINICAL ASSESSMENT I: ADULT	3	FALL ONLY/ ODD YEARS
PY522	CLINICAL ASSESSMENT II: CHILD AND ADOLESCENT	3	SPRING ONLY/ EVEN YEARS

Clinical Interventions Courses (12 credit hours)

Course	Course Title	Credits	Term Offered
PY641	CLINICAL INTERVENTION I: COGNITIVE-BEHAVIORAL THERAPY	3	FALL ONLY/ EVEN YEARS
PY642	CLINICAL INTERVENTION II: CHILD AND ADOLESCENT THERAPY	3	SPRING ONLY/ ODD YEARS
PY643	CLINICAL INTERVENTION III: FAMILY SYSTEMS THERAPY	3	FALL ONLY/ ODD YEARS
PY644	CLINICAL INTERVENTION IV: EXISTENTIAL-HUMANISTIC THERAPY	3	SPRING ONLY/ EVEN YEARS

Graduate Practicum Courses (4 credit hours)

Course	Course Title	Credits	Term Offered
PY692A	GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY I	1	FALL ONLY/ EVEN YEARS
PY692B	GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY II	1	SPRING ONLY/ ODD YEARS
PY692C	GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY III	1	FALL ONLY/ ODD YEARS
PY692D	GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY IV	1	SPRING ONLY/ EVEN YEARS

Internship Courses (6 credit hours)

Course	Course Title	Credits	Term Offered
PY698A	INTERNSHIP IN CLINICAL PSYCHOLOGY I	3	FALL/SPRING/ ALL YEARS
PY698B	INTERNSHIP IN CLINICAL PSYCHOLOGY II	3	FALL/SPRING/ ALL YEARS

Thesis Courses (6 credit hours)

Course	Course Title	Credits	Term Offered
PY695A	THESIS I	1 - 3	FALL/SPRING/ ALL YEARS
PY695B	THESIS II	1 - 3	FALL/SPRING/ ALL YEARS

FACULTY

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COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

MASTER OF ARTS IN ENGLISH

OVERVIEW

OBJECTIVES

The overall objective of the Master of Arts in English is to provide students with graduate-level skills in analytical and critical thinking, research methodologies, and advanced writing, both scholarly and creative. Students achieve depth of preparation in their areas of literary or linguistics specialization as well as grounding in current critical theory and practice.

PROGRAM LEARNING OUTCOMES

Students in the Master of Arts in English program will successfully demonstrate the ability to:

1. Produce scholarship and interpretation of linguistic and or literary texts written in English;
2. Exhibit professional competence in research methods and critical theories;
3. Investigate diverse literary, linguistic or media genres, cultural expressions and rhetorical forms;
4. Construct, evaluate, and explain creative and/or scholarly literary works;
5. Achieve public recognition of expertise in publishing, teaching, or conferencing.

ADMISSION REQUIREMENTS

To be admitted as a graduate student in the Master of Arts in English program, a student must have completed a B.A. in English, or its equivalent, with a 3.0 GPA in major coursework. The applicant must submit the standard application materials as indicated in this Graduate Bulletin.

Applicants who have earned undergraduate degrees in fields other than English, or who have been working professionally outside the university setting, are welcome to apply. After a review of their academic preparation

by the graduate English faculty, applicants will be required to complete any English or Linguistics courses, either before or during the M.A. program, that the M.A. Program Committee deems necessary for the applicant to successfully pursue graduate study in English.

Applicants must meet the criteria for enrollment as graduate students that are set out in this Graduate Bulletin. Students should also consult the Bulletin for requirements and procedures for application. In order to remain in good standing in the M.A. in English program, a student must attain and maintain a GPA of 3.00 for all graduate courses and any undergraduate courses taken as prerequisites.

The M.A. in English program offers two tracks of study: the Literature Track and the Linguistics Track. Both options require a minimum of 30 credits of 500- and 600- level course work.

TRACKS

TRADITIONAL THESIS FOR BOTH LITERATURE & LINGUISTICS TRACKS

The traditional thesis degree path requires at least 24 hours of coursework, 6 credits of thesis (EN695), and an oral defense of the thesis project. The traditional M.A. thesis represents the culminating effort of the degree program and should be at least 45 to 60 pages in length. A thesis project may evolve from course work, a seminar paper, or the professional and scholarly interests of a student. The thesis would be in literary, rhetorical, composition, or linguistic studies, and the student's thesis committee must approve the topic.

CREATIVE THESIS FOR LITERATURE TRACK

The creative thesis degree path requires at least 24 hours of coursework, 6 credits of thesis (EN695), and an oral defense of the thesis project. The creative thesis project represents the culminating effort of the degree program and should be at least 45 to 60 pages in length. This thesis can be a novella, book of poems, creative essays, non-fictional narrative, or dramatic/cinematic screenplay. The literary quality and scope of each project will be carefully evaluated through consultation with the student's graduate advisor and committee. The student's thesis committee must approve the topic.

NON-THESIS OPTIONS

The Master's of English program offers two, non-thesis options for degree completion. Both non-thesis options require 30 credits of coursework, to include 18 credits of 600-level EN or LN courses, plus the successful completion of one of the two non-thesis options below.

NON-THESIS OPTION ONE: CAPSTONE PORTFOLIO

Working closely with one English faculty member and the chair of the M.A. English degree program, a student will select three research papers to significantly revise for the capstone portfolio. The portfolio will include an introductory essay offering a synthesis and assessment of the student's achievements in the selected pieces and their application to the student's current or future

scholarship and career goals. Students will defend their final portfolio in an oral presentation open to Program faculty, the university, and island community.

NON-THESIS OPTION TWO: PUBLISHABLE MANUSCRIPT/ ARTICLE

Students choosing this option will write a publishable scholarly manuscript of 25-35 pages, then submit it to a specific peer-reviewed publications identified during the research process. The student's committee, after suggesting revisions to this manuscript, will prepare a short written exam based upon this article that, once completed, will lead to a public presentation of the candidate's research, findings, and conclusions.

PLAN OF STUDY, CANDIDACY AND THE THESIS COMMITTEE

During the first semester of enrollment, students, in consultation with a chosen advisor and the M.A. in English program chair, will decide on an appropriate plan of study. After the completion of 9-12 credits or 3-4 courses, they will qualify to enter their candidacy stage, which involves moving from coursework into the thesis process.

THE THESIS PROCESS

Students on both the Literature and Linguistics Tracks complete their work with a thesis. In addition to the traditional thesis, students on the Literature track may opt for a creative thesis. Students who follow the traditional option are those who desire to increase their mastery of a given content area and might be contemplating doctoral work in the future. Students who select the creative option might be preparing to teach creative writing in the schools, to work as editors and publishers, or will be writing for personal accomplishment.

ALLOCATING THESIS CREDITS AMONG SEMESTERS

The thesis process counts for 6 credits. Candidates, in consultation with their advisors, choose how to distribute these credits. The division recommends counting 2-3 credits/semester based on how long the thesis-writing period is projected to be.

Part 1 – Committee Selection. Part 1 of the thesis process commences with:

1. the selection of a committee chair, whose specialty coincides with the student's research interest;
2. the establishment of a thesis committee;
3. and the completion of the Candidacy Application Form obtainable from the MA Program chair. To establish a thesis committee, the student should choose a graduate faculty member from the M.A. in English program to chair the committee. In consultation with that chair, she or he will form a committee of three to five PhDs. At least one of the members of the committee shall be from the University of Guam's English and Applied Linguistics Division.

Part 2 – The Research Project. Part 2 involves:

1. the approval of a thesis proposal; and
2. the completion of a thesis research project.

Part 3 – The Defense. Part 3 marks the conclusion of the process with the successful oral defense of the thesis. The student together with her or his chair will decide on the format of the defense. One format, for instance, involves the student discussing her or his project in a well-organized twenty-minute presentation (about 8-9 double-spaced pages) followed by questions from the committee. It is important that students practice their presentation beforehand to ensure effective time management of their defense.

WRITING SUPPORT

Each semester, students are encouraged to sign up for the informal writing sessions that meet each week for three hours. Faculty facilitate some of these; others are student-driven.

FLEXIBLE CLASS SCHEDULE

The M.A. program in English caters to the needs of non-traditional students who may be working full or part-time. Classes will typically be scheduled later in the afternoon, evenings, and weekends. Finakpo' courses may be offered.

FULL OR PART-TIME; DEGREE AND NON-DEGREE STUDENTS

Students may select full-time or part-time enrollment, according to their needs, financial situation, and work

schedule. See the Graduate Office "Instructions to Applicant" for admission details.

GRADUATE WRITING SEMINAR

Master's students will have the opportunity to develop their personal writing projects in the Graduate Writing Seminar (EN 620). The workshop structure will enable students from different walks of life to exchange valuable feedback. The topics to be studied include style and voice, narrative technique, characterization, organization of material, and audience analysis, and are suitable for writers looking toward future publication.

GRADUATE TEACHING INSTRUCTORS

The Master of Arts in English Graduate Teaching Instructor Program offers qualified graduate students the opportunity for hands-on training in teaching composition courses for our division. Before applying for a Graduate Teaching Instructor position, interested students must complete 9-12 graduate course hours in DEAL and achieve the status of degree candidate. Applicants must also successfully complete "EN-611: Seminar in Rhetoric and Composition" before applying to teach DEAL composition courses. They must also have completed or be concurrently enrolled in EN650: Teaching College Composition with Practicum. This 6-credit-hour course sequence may be counted towards the 9-12-credit-hour requirement for candidacy. Graduate Teaching Instructor positions offer English graduate students valuable university teacher training and experience that will benefit them in their future career goals.

DEGREE REQUIREMENTS

COURSE REQUIREMENTS

- All M.A. students in English must complete 30 credit hours, including a 6-hour traditional or creative thesis, to receive the degree.
- All students are required to complete EN/LN 501, 680, and six credits of EN/LN-695: Thesis. Students may enroll in their thesis hours concurrently with their final course(s); or enroll in all six credit hours of EN/LN-695 during one semester after receiving the approval of their thesis committee.
- Students preparing to teach must complete EN-611. Students wishing to teach as DEAL GSIs must complete EN-611 and have taken or be concurrently

enrolled in EN-650 during the first semester of their GSI experience.

- In addition to the required courses, student must also complete 18 credits of electives, of which 6 credits must be taken at the 600-level.

LINGUISTICS TRACK (30 CREDIT HOURS)

Required Courses (6 credit hours)

Course	Course Title	Credits	Term Offered
EN501	GRADUATE RESEARCH & DOCUMENTATION	3	FALL ONLY/ AS REQUIRED
EN680	CONTEMPORARY CRITICAL THEORY	3	SPRING ONLY/ AS REQUIRED

Elective Requirements (18 credit hours)

18 credit hours from the following, 6 of which credits must be taken at the 600-level

These courses may be taken more than once for credit provided that the topics are substantially different.

Course	Course Title	Credits	Term Offered
LN440G	TOPICS IN LINGUISTICS	3	FALL/SPRING/ ALL YEARS
LN440B	TOPICS IN LINGUISTICS: PRAGMATICS	3	FALL/SPRING/ ALL YEARS
LN500	APPLIED LINGUISTICS	3	FALL/SPRING/ ALL YEARS
LN502	HISTORY OF THE ENGLISH LANGUAGE	3	SPRING ONLY/ EVEN YEARS
LN560	INTRODUCTION TO SOCIOLINGUISTICS	3	FALL ONLY/ ODD YEARS
LN680	CONTEMPORARY CRITICAL THEORY	3	SPRING ONLY/ AS REQUIRED
EN611	SEMINAR: RHETORIC AND COMPOSITION	3	FALL ONLY/ AS REQUIRED
EN620	GRADUATE WRITING SEMINAR	3	AS REQUIRED/ AS REQUIRED
EN640	SEMINAR: AMERICAN LITERATURE	3	SPRING ONLY/ AS REQUIRED
EN650	TEACHING COLLEGE COMPOSITION WITH PRACTICUM	3	AS REQUIRED/ AS REQUIRED
LN662	SECOND LANGUAGE TESTING AND EVALUATION	3	FALL ONLY/ ALL YEARS
LN663	SEMINAR IN PSYCHOLINGUISTICS	3	SPRING ONLY/ EVEN YEARS
LN691	GRADUATE SEMINAR	3	FALL/SPRING/ ALL YEARS

Course	Course Title	Credits	Term Offered
EN699	INDEPENDENT READING	3	FALL/SPRING/ ALL YEARS

Thesis Course (6 credit hours)

Course	Course Title	Credits	Term Offered
LN695	THESIS	1 - 6	FALL/SPRING/ ALL YEARS

LITERATURE TRACK (30 CREDIT HOURS)

Required Courses (6 credit hours)

Course	Course Title	Credits	Term Offered
EN501	GRADUATE RESEARCH & DOCUMENTATION	3	FALL ONLY/ AS REQUIRED
EN680	CONTEMPORARY CRITICAL THEORY	3	SPRING ONLY/ AS REQUIRED

Elective Requirements (18 credit hours)

18 credit hours from the following, 6 of which credits must be taken at the 600-level
These courses may be taken more than once for credit provided that the topics are substantially different.

Course	Course Title	Credits	Term Offered
EN550	ENVIRONMENTAL LITERATURE	3	SPRING ONLY/ AS REQUIRED
EN560	LITERATURES IN ENGLISH	3	FALL ONLY/ AS REQUIRED
EN561	PACIFIC WOMEN WRITERS	3	SPRING ONLY/ ODD YEARS
EN570	LITERATURES IN TRANSLATION	3	FALL ONLY/ EVEN YEARS
EN573	MODERN JAPANESE NOVEL IN TRANSLATION	3	FALL ONLY/ ODD YEARS
EN580	LITERARY THEORY	3	SPRING ONLY/ ODD YEARS
EN611	SEMINAR: RHETORIC AND COMPOSITION	3	FALL ONLY/ AS REQUIRED
EN620	GRADUATE WRITING SEMINAR	3	AS REQUIRED/ AS REQUIRED
EN630	SEMINAR: BRITISH LITERATURE	3	FALL ONLY/ AS REQUIRED
EN640	SEMINAR: AMERICAN LITERATURE	3	SPRING ONLY/ AS REQUIRED
EN650	TEACHING COLLEGE COMPOSITION WITH PRACTICUM	3	AS REQUIRED/ AS REQUIRED
EN660	SEMINAR: LITERATURES IN ENGLISH	3	AS REQUIRED/ AS REQUIRED
EN670	WORLD LITERATURES	3	SPRING ONLY/ EVEN YEARS

Course	Course Title	Credits	Term Offered
	IN TRANSLATION		
EN675	SEMINAR IN POSTCOLONIAL LITERATURE	3	AS REQUIRED/ AS REQUIRED
EN680	CONTEMPORARY CRITICAL THEORY	3	SPRING ONLY/ AS REQUIRED
EN691	GRADUATE SEMINAR	3	FALL/SPRING/ ALL YEARS
EN699	INDEPENDENT READING	3	FALL/SPRING/ ALL YEARS

Thesis Course (6 credit hours)

Course	Course Title	Credits	Term Offered
EN695	THESIS	1 - 6	FALL/SPRING/ ALL YEARS

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COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

MASTER OF ARTS IN MICRONESIAN STUDIES

OVERVIEW

OBJECTIVES

The Master of Arts degree in Micronesian Studies provides students with an understanding of the Micronesian region-past and present-and prepares them in research methods that will stimulate new research and analysis of the region.

The Master of Arts degree in Micronesian Studies is an interdisciplinary program which involves cooperative effort on the part of the faculty of the Division of Humanistic Studies and the Division of Social and Behavioral Sciences of the College of Liberal Arts and Social Sciences; faculty of the Richard F. Taitano Micronesian Area Research Center, Learning Resources, and the Micronesian Language Institute of the Sponsored Programs and Research; and faculty of the School of Education. It is administered by the College of Liberal Arts and Social Sciences.

LEARNING OUTCOMES

Every graduate course in the Micronesian Studies Program has learning goals and objectives toward which individual courses and the program in general strives to enable students to achieve. MSP Program Learning Outcomes are as follows:

1. Mastery of understanding of and the ability of students to identify, discuss, analyze, and write about a wide range of topics dealing with the history, culture, people, identity, economic activity, geography, politics, art, religion, social organization, and gender roles of Micronesia and the interdisciplinary interpretation of them.
2. Mastery of the understanding of and the ability of students to identify, discuss, analyze, and write about the diverse historical encounters of missionization, colonialism, militarism, economic development, and

disputes over political and cultural sovereignty and identity that have faced Micronesia.

3. Mastery of understanding of and the ability of students to identify, discuss, analyze, and write about the major theories, issues, and research in the study of social issues and social problems of Micronesia.
4. Mastery of the understanding of the role of theory in Micronesian Studies, such that the student will be able to define theory and describe its role in generating knowledge, and be able to compare and contrast basic theoretical perspectives, and to synthesize and/or design a set of theoretical problems.
5. Mastery of the understanding of and the ability of students to utilize the role of empirical evidence and the application of qualitative and quantitative research methodologies in collecting data, the ability to formulate and design research methodologies, conduct independent research, collect and analyze data, interpret evidence and arguments, and analyze, synthesize, and present data in a scholarly manner.

ADMISSION REQUIREMENTS

Degree students must meet the minimum admission requirements expected of all students, as outlined in the Academic Regulations. Degree students must also have a basic knowledge of Micronesia gained either by undergraduate coursework or through relevant experience.

Degree students must also have a basic knowledge of Micronesia gained either by undergraduate coursework or through relevant experience.

Degree students must submit a personal statement in English of up to 1,000 words addressing the following:

1. An autobiographical sketch outlining the applicant's personal, professional, and academic experiences that have prepared her/him to pursue training in Micronesian Studies.



2. A discussion of why the applicant is applying specifically to UOG's Master of Arts in Micronesian Studies, highlighting aspects of the program which most attract her/him.
3. A description of the research interest the applicant would like to explore and the academic and/or professional experiences that have most prepared her/him to study that topic.

DEGREE REQUIREMENTS

MASTER'S DEGREE REQUIREMENTS

The M.A. in Micronesian Studies Program is divided into six parts:

Description	Credit Hours
Required Pro-seminar courses	9
One course in research methodology appropriate to the student's area of research	3
Elective courses	15
Comprehensive written and oral examinations	
Micronesian or appropriate language proficiency examination	
Thesis	6
Total Credit Hours	33

COURSE REQUIREMENTS (33 CREDIT HOURS MINIMUM)

Required Pro-seminar Courses (9 credit hours)

Course	Course Title	Credits	Term Offered
MI501	PEOPLES AND CULTURES OF MICRO	3	FALL ONLY/ ALL YEARS
MI502	HISTORY OF MICRONESIA	3	SPRING ONLY/ ALL YEARS
MI503	CONTEMPORARY ISSUES AND PROBLEMS	3	SPRING ONLY/ ALL YEARS

Required Research Methodology Course (3 credit hours)

One course appropriate to student's area of research

Course	Course Title	Credits	Term Offered
PY413G	RESEARCH METHODOLOGY IN THE BEHAVIORAL SCIENCES	3	FALL ONLY/ ALL YEARS
MI513	RESEARCH METHODOLOGY IN SOCIAL SCIENCES	3	SPRING ONLY/ ALL YEARS

Electives (15 credit hours)

At least 15 hours selected with the approval of advisor

Course	Course Title	Credits	Term Offered
SO405G	COMMUNITY DEVELOPMENT	3	SPRING ONLY/ ODD YEARS
PY413G	RESEARCH METHODOLOGY IN THE BEHAVIORAL SCIENCES	3	FALL ONLY/ ALL YEARS
PY455G	PSYCHOLOGY OF WOMEN	3	SPRING ONLY/ EVEN YEARS
PY502	MICRONESIA AND MENTAL HEALTH	3	SPRING ONLY/ ODD YEARS
BA710	ADVANCE TOPICS IN INTERNATIONAL BUSINESS	3	SUMMER/ ALL YEARS
HI444G	MODERN PACIFIC HISTORY FROM 1850 TO THE PRESENT	3	SPRING ONLY/ EVEN YEARS
HI450G	TOPICS IN PACIFIC HISTORY	3	SPRING ONLY/ ALL YEARS
MI506	PHYSICAL GEOGRAPHY OF MICRONESIA	3	FALL ONLY/ EVEN YEARS
MI508	MICRONESIAN PHILOSOPHY	3	AS REQUIRED/ AS REQUIRED
MI510	GOVERNANCE OF ISLAND POLITIES	3	SPRING ONLY/ ODD YEARS
MI512	GUAM/ CHAMORRO STUDIES	3	FALL ONLY/ EVEN YEARS
MI514	HEALTH AND HUMAN ADAPTATION	3	SPRING ONLY/ ODD YEARS

Course	Course Title	Credits	Term Offered
	IN MICRONESIA		
MI517	CULTURAL ECOLOGY	3	FALL ONLY/ ODD YEARS
MI518	RELIGION, MAGIC, AND MYTH IN MICRONESIA	3	AS REQUIRED/ AS REQUIRED
MI520	ECONOMIC DEVELOPMENT AND CHANGE IN MICRONESIA	3	FALL ONLY/ ODD YEARS
MI599A	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI599B	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI599C	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI599D	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI691A	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
MI691B	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
MI691C	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
MI691D	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS

NOTE:

- Either AN-405G or SO-405G may be taken, but not both.
- A student shall not take more than 9 credit hours of "G" courses.
- MI-599A~D & MI-691A~D: These courses may be taken more than once for credit provided that the topics are substantially different.

Thesis (6 credit hours)

Course	Course Title	Credits	Term Offered
MI695	THESIS	1 - 3	FALL/SPRING/ ALL YEARS

COURSE REQUIREMENTS (15 CREDIT HOURS)

Required Pro-seminar Courses (9 credit hours)

Course	Course Title	Credits	Term Offered
MI501	PEOPLES AND CULTURES OF MICRO	3	FALL ONLY/ ALL YEARS
MI502	HISTORY OF MICRONESIA	3	SPRING ONLY/ ALL YEARS
MI503	CONTEMPORARY ISSUES AND PROBLEMS	3	SPRING ONLY/ ALL YEARS

GRADUATE CERTIFICATE REQUIREMENTS

The Graduate Certificate in Micronesian Studies gives academic recognition to students who have successfully completed the three required courses in the Micronesian Studies MA Degree Program plus two additional courses selected by the student and have passed the comprehensive exam in Micronesian Studies. The Graduate Certificate in Micronesian Studies is designed as a 15-credit, one-year program, and may be taken concurrently with other graduate programs at the University of Guam. The objective of the Graduate Certificate in Micronesian Studies is to offer a concentrated program of Micronesian Studies courses within a limited time period, appropriate to academics and professionals who desire a graduate-level comprehensive overview of the cultures, histories, and contemporary issues of the Micronesian area.

Electives (6 credit hours)

Course	Course Title	Credits	Term Offered
SO405G	COMMUNITY DEVELOPMENT	3	SPRING ONLY/ ODD YEARS
BA710	ADVANCE TOPICS IN INTERNATIONAL BUSINESS	3	SUMMER/ ALL YEARS
HI444G	MODERN PACIFIC HISTORY FROM 1850 TO THE PRESENT	3	SPRING ONLY/ EVEN YEARS
MI506	PHYSICAL GEOGRAPHY OF MICRONESIA	3	FALL ONLY/ EVEN YEARS
MI508	MICRONESIAN PHILOSOPHY	3	AS REQUIRED/ AS REQUIRED
MI510	GOVERNANCE OF ISLAND POLITIES	3	SPRING ONLY/ ODD YEARS
MI512	GUAM/ CHAMORRO STUDIES	3	FALL ONLY/ EVEN YEARS
MI513	RESEARCH METHODOLOGY IN SOCIAL SCIENCES	3	SPRING ONLY/ ALL YEARS
MI514	HEALTH AND HUMAN ADAPTATION IN MICRONESIA	3	SPRING ONLY/ ODD YEARS
MI518	RELIGION, MAGIC, AND MYTH IN MICRONESIA	3	AS REQUIRED/ AS REQUIRED
MI520	ECONOMIC DEVELOPMENT	3	FALL ONLY/ ODD YEARS

Course	Course Title	Credits	Term Offered
	AND CHANGE IN MICRONESIA		
MI599A	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI599B	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI599C	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI599D	READINGS IN MICRONESIAN STUDIES	3	FALL/SPRING/ ALL YEARS
MI691A	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
MI691B	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
MI691C	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
MI691D	SEMINAR IN MICRONESIAN STUDIES	1 - 3	FALL/SPRING/ ALL YEARS
PY413G	RESEARCH METHODOLOGY IN THE BEHAVIORAL SCIENCES	3	FALL ONLY/ ALL YEARS
PY455G	PSYCHOLOGY OF WOMEN	3	SPRING ONLY/ EVEN YEARS

NOTE:



- Either AN-405G or SO-405G may be taken, but not both.
- MI-599A~D & MI-691A~D: These courses may be taken more than once for credit provided that the topics are substantially different.

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COLLEGE OF NATURAL AND APPLIED SCIENCES

AGRICULTURE AND LIFE SCIENCES PROGRAM

OVERVIEW

OBJECTIVES

Agriculture and Life Sciences Division within the College of Natural Applied Sciences will offer the Master of Science in Sustainable Agriculture, Food, and Natural Resources (SAFNR) Program with two tracks to create leaders and professionals for the next generation needed to address challenges which are closely tied to the global food systems, nutrition and human health, energy security, climate change, as well as agricultural enterprises, using sustainable approaches. The goal of the program therefore, will include educating students and developing and disseminating science-based information to promote sustainable agricultural production, healthy living, and natural resource management that is appropriate for the Western Pacific Region. Courses are offered by faculty from the College of Natural and Applied Sciences, School of Nursing and Health sciences, College of Liberal Arts, and the sponsored programs. Specific objectives of the program include seeking answers to agricultural and natural resources as well as food, nutritional and health related questions, especially those arising in the developing island nations of the Pacific; promoting needed educational and service projects in Western Pacific island communities; and equipping graduates with the knowledge and skills needed for sound scientific inquiry and professional practice, and a solid understanding and commitment to professional ethics in the Pacific regions.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Program:

1. The students will demonstrate the ability to apply, analyze, synthesize and evaluate issues in the areas of sustainable agriculture, food, nutrition and natural resources.
2. The students will demonstrate mastery in quantitative and/or qualitative data collection and analysis in

agricultural science, food and nutrition science, as well as the natural resources.

3. They will demonstrate ability to write technical scientific reports and articles.
4. The students will demonstrate knowledge of current topics and research activities related to sustainable agriculture, food and natural resource sciences in the literature as well as in the island communities.
5. Students will demonstrate the ability to conceive, conduct and report original research results.
6. Students will apply knowledge and technical skills in order to solve discipline related challenges in tropical systems.

ADMISSION

GENERAL ADMISSION REQUIREMENTS

Applicants must first meet all University requirements stated under "Academic Requirements, Section B. Admission Requirements for Graduate Status." Once admitted by the University's Graduate Admissions Office, students may apply for admission to the 'Master of Science in Sustainable Agriculture, Food and Natural Resources' (SAFNR) Program.

For Pre-candidate status, students must submit the following to the SAFNR Admissions and Recruitment Committee:

1. A written, personal statement in English of up to 1000 words that addresses:
 - a. A discussion of why the student is applying specifically to SAFNR, highlighting aspects of the program that most attracts him/her.
 - b. A description of the research interest that the student would like to explore and the academic and/or professional experiences that have most prepared him/her to study that topic.

2. A resume or curriculum vitae (CV) that outlines personal, professional, and academic experiences that have prepared the student to pursue training in the SAFNR program,
3. A copy of all undergraduate transcripts,
4. Three (3) letters of recommendation submitted from individuals familiar with the student's academic or professional performance.
5. Pre-candidates **MUST** apply for Candidate status prior to completing 12 credit hours towards the SAFNR degree.

For Candidate status:

1. The student must maintain at least a 3.0 GPA for all graduate courses,
2. The student will form a Thesis Committee composed of the thesis advisor (chairperson) and at least two additional members, one of whom must be from outside the specialty area of the thesis project,
3. The student will present to the UOG community an oral proposal for a thesis project.

Application packages are first evaluated by the Admissions and Recruitment Committee who then present their recommendation to the Program Chair. Upon approval by the Program Chair, the applicant is admitted to the program as Pre-candidate or Candidate.

BACKGROUND AND PERFORMANCE GUIDELINES

The SAFNR is built around two component disciplines (Tracks): Sustainable Agriculture and Natural Resources, and of Food and Nutrition. Applicants are expected to have backgrounds related to at least one of these disciplines. Related backgrounds are broadly defined. Students who do not possess these background courses will be advised to take key undergraduate courses as part of their program. For example, for Sustainable Agriculture, related disciplines include all the sub-disciplines of biology and other life sciences, such as biochemistry, or genetics; the health sciences; and agricultural, animal, and plant sciences. Disciplines related to Natural Resources include the natural sciences, particularly the earth sciences, tropical ecosystem, and atmospheric sciences. Relevant disciplines also include; applied mathematics, statistics, and computer science. Applicants with other backgrounds, especially with interdisciplinary training or

experience, who have completed the prerequisites listed below or can provide other evidence of their ability to successfully complete the core course requirement will be considered as well.

TRACKS

The two tracks of the program will cover the following topics:

SUSTAINABLE AGRICULTURE AND NATURAL RESOURCES

The following topics will be covered in the Track of Sustainable Agriculture and Natural Resources:

- Evaluation methods of plant, soil and natural resources interaction
- Technologies in sustainable agriculture and agro-ecosystem
- Method of selection of plants adapted to environments
- Plant materials in tropical urban landscape and farms
- Evolving methods of engineering technologies in tropical sustainable agriculture
- Effects of soil fertility on plant nutrition and metabolism
- Experimental designs in agricultural field and laboratory
- Sustainable animal production systems
- Agricultural biotechnology
- Tropical aquaculture

FOOD AND NUTRITION

The following topics will be covered in the Track of Food and Nutrition:

- Applications and issues related to nutrition research
- Dietary assessment methods; nutrition monitoring and surveillance
- Evolving methods of assessing health status
- Assessment and treatment of nutritional health risks
- Health promotion and disease prevention theories and guidelines
- Influence of socioeconomic, cultural and psychological factors on food and nutrition behaviour

- Food safety issues, solutions, and regulations
- Food security and value-added food products
- Changes of food quality and components during processing and storage
- Methods of detecting and characterizing microbes and food components.

DEGREE REQUIREMENTS

MASTERS DEGREE REQUIREMENTS

Upon the admission to the program, students must choose and be accepted by a faculty advisor with expertise in their selected sub-discipline. Subsequently, the student's individual program is developed by the student and his or her advisor and monitored by the advisor and the student's advisory committee. Final program approval requires endorsement by the Program Chair, with subsequent approval by the Director of Graduate Studies. In consultation with his or her advisor, each student must select which of the two tracks he or she will follow for the two capstone experiences: Sustainable Agriculture and Natural Resources, and Food and Nutrition as described below. Students may apply for degree candidacy and register for capstone credits only after their proposal has been presented to and approved by their advisory committee, as described below.

COURSE REQUIREMENTS (33 CREDIT HOURS)

The University of Guam's graduate SAFNR Program is designed to produce graduates equipped with essential knowledge and skills. It fosters a commitment to the highest standards of professional integrity in research and application of Agricultural and Natural Resources as well as Food and Nutrition to matters of public interest.

Students are required to take a minimum of 33 credit hours to graduate from the SAFNR program. A thesis with a satisfactory grade point average of 3.0 or higher will confer the Master of Science in Sustainable Agriculture and Natural Resources, and Food and Nutrition.

Core Courses (13 credit hours)

The CORE curriculum for ALL TRACKS consists of four courses totaling 13 credit hours:

Course	Course Title	Credits	Term Offered
BI503	BIOLOGICAL LITERATURE AND SCIENTIFIC WRITING	2	SPRING ONLY/ ALL YEARS
BI507	ADVANCED STATISTICAL METHODS	4	FALL ONLY/ ALL YEARS
AL691	SEMINAR AND CURRENT TOPICS	1	SPRING ONLY/ ALL YEARS
AL695	THESIS	1 - 6	FALL/SPRING/ ALL YEARS

Among the core courses which are the tool courses are: Advanced Statistical Methods (BI-507, 4 credit hours), Seminars on current topics (AL 691, 1 credit hour), Biological Literature & Scientific Writing (BI/EV 503, 2 hours). These core courses equip students with quantitative skills for rigorous experimental design and, interpretation as well as rigorous training in, scientific writing. Students take all four of these core courses, irrespective of which track they choose for their concentration. This suite of courses, thus equips students with the essential knowledge and skills from each of the two tracks that define the 'SAFNR'. Once students are admitted to the program he or she must demonstrate proficiency in spoken English and presentation skills to the satisfaction of the program admissions committee. If, however, the advisory committee determines that the student would not benefit from additional formal instruction in oral presentation they may waive the Literature & Scientific Presentation (seminar, 1 credit hour) requirement as it is listed above.

Agricultural and Natural Resource Track (9 credit hours)

For the Agricultural and Natural Resource Track students must choose minimum of 9 credit hours from the following courses:

Course	Course Title	Credits	Term Offered
AL443G	TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE	3	SPRING ONLY/ ODD YEARS
EV512	ENVIRONMENTAL SCIENCE: ECONOMICS-MANAGEMENT-LAW	3	SPRING ONLY/ ALL YEARS
AL536	ADVANCES IN SUSTAINABLE AQUACULTURE	3	FALL ONLY/ ODD YEARS
EV561	URBAN LANDSCAPE MANAGEMENT	3	FALL ONLY/ EVEN YEARS
AL566	AGROECOLOGY FOR ISLAND SUSTAINABILITY	3	SPRING ONLY/ EVEN YEARS
AL570	SUSTAINABLE ANIMAL PRODUCTION SYSTEMS	3	SPRING ONLY/ ALL YEARS
AL581	PRINCIPLE OF PLANT NUTRITION	3	SPRING ONLY/ ALL YEARS

Food and Nutrition Track (9 credit hours)

For the Food and Nutrition Track students must choose minimum of 9 credit hours from the following courses:

Course	Course Title	Credits	Term Offered
BI419G	BIOCHEMISTRY	3	SPRING ONLY/ ALL YEARS
AL439G	COMMUNITY NUTRITION	3	SPRING ONLY/ ODD YEARS
AL445G	FOOD CHEMISTRY	3	SPRING ONLY/ EVEN YEARS
AL455G	NUTRITIONAL ASSESSMENT	3	FALL ONLY/ ODD YEARS
AL460G	ADVANCED HUMAN NUTRITION	4	FALL ONLY/ EVEN YEARS
AL505	NUTRITIONAL EPIDEMIOLOGY	3	SPRING ONLY/ ODD YEARS
AL542	ADVANCED FOOD SAFETY	3	FALL ONLY/ EVEN YEARS
AL539	PUBLIC HEALTH NUTRITION	3	FALL ONLY/ ODD YEARS

Elective Courses (11 credit hours)

Students are to choose a minimum of 11 credit hours from another track or from the following Electives and any SAFNR track credit requirement courses with advisor's recommendation:

Beyond the core courses, each student must complete at least 11 credit hours from the elective courses related to his or her selected area of concentration and agreed upon by his or her advisor. Elective courses should support the student's proposed capstone requirement within a chosen research track, as described.

The capstone requirement for the research track is thus a traditional research thesis, for which the student earns 6 hours of academic credit. See General requirements for research thesis. Research thesis in SAFNR program are expected to make an original contribution to the selected sub-discipline and reflect mastery of the knowledge and skills required to successfully pursue of advanced study

and research in the aforementioned science degree program.

Students are to choose a minimum of 11 credit hours from another track or from the following Electives and any SAFNR track credit requirement courses with advisor's recommendation:

Course	Course Title	Credits	Term Offered
AL451G	AGRICULTURAL BUSINESS MANAGEMENT	3	SPRING ONLY/ ODD YEARS
MI501	PEOPLES AND CULTURES OF MICRO	3	FALL ONLY/ ALL YEARS
EV535	TROPICAL CLIMATE & CLIMATE VARIABILITY	3	FALL ONLY/ EVEN YEARS
AL481G	ENVIRONMENTAL SOIL SCIENCE	3	SPRING ONLY/ ODD YEARS
AL481L/ G	ENVIRONMENTAL SOIL SCIENCE LABORATORY	1	SPRING ONLY/ ODD YEARS
HS405G	EPIDEMIOLOGY	3	AS REQUIRED/ AS REQUIRED
BI425G	MOLECULAR MEDICINE	3	SPRING ONLY/ AS REQUIRED
MI514	HEALTH AND HUMAN ADAPTATION IN MICRONESIA	3	SPRING ONLY/ ODD YEARS
AL698	INTERNSHIP IN SUSTAINABLE AGRICULTURE, FOOD AND NATURAL RESOURCES	1 - 3	FALL/SPRING/ ALL YEARS
AL692	TEACHING/ RESEARCH ASSISTANTSHIP	1	FALL/SPRING/ ALL YEARS



GRADUATE CERTIFICATE PROGRAM

(15 CREDIT HOURS)

The Graduate Program in Sustainable Agriculture, Food and Natural Resources (SAFNR) also offers a Graduate Certificate in different concentrations to students who have successfully completed a total of 15 credit hours with a satisfactory grade point average of 3.0 or higher. For more information please refer to the program's website or email at safnr@triton.uog.edu.

Graduate Certificates include:

1. Graduate Certificate in Island Sustainability
2. Graduate Certificate in International Agriculture
3. Graduate Certificate in Agriculture & Natural Resources
4. Graduate Certificate in Tropical Horticulture
5. Graduate Certificate in Food & Technology

Interested students should check with their advisors for course selections.

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COLLEGE OF NATURAL AND APPLIED SCIENCES

MASTER OF SCIENCE IN BIOLOGY

OVERVIEW

OBJECTIVES

The College of Natural and Applied Sciences offers a Master of Science Degree in Biology. Courses for the Master of Science Degree are taught by faculty from the College and Applied Sciences, the Marine Laboratory and the Water and Environmental Research Institute. The program is designed to serve those students who are pursuing a research-oriented career at the master's level, those using the master's degree as a stepping stone to a doctorate, a career in natural resource management or environmental consulting, and biology teachers who have fulfilled requirements for teacher's certification but seek a broader knowledge of biology. In addition to obtaining the Master of Science in Biology, candidates have the opportunity to study in one of the most interesting regions in the Western Pacific. The Graduate Program in Biology has many facets comparable to mainland programs and provides outstanding opportunities in tropical marine science (see the section on the Marine Laboratory in this Bulletin).

PROGRAM LEARNING OUTCOMES

Upon successful completion of the program, students will demonstrate the following:

1. Demonstrate ability to analyze data and design experiments using standard statistical procedures.
2. Demonstrate ability to write technical scientific reports and articles.
3. Demonstrate knowledge of basic organismal and ecological principles.
4. Demonstrate knowledge of basic cellular and molecular-level principles.
5. Demonstrate knowledge of the latest advances in a variety of fields in biology.
6. Demonstrate ability to conceive, conduct and report original research.

7. Demonstrate the ability to disseminate scientific concepts and research findings in a variety of formats (e.g., written and oral).

ADMISSION

ADMISSION REQUIREMENTS

1. Completed all the pre-requisites for the program:
 - One term (semester or quarter) of Calculus,
 - Two terms of Physics or Geology,
 - Four terms of Chemistry and
 - Four terms of Biology, of which at least two are upper division.
2. Students may take these pre-requisites while at UOG; however, courses taken to make up any deficiencies shall not be applied to the total credits required for a graduate degree.
3. Submit three letters of reference from academics or professionals who are familiar with the student's qualifications. Letters should be submitted directly to the Graduate Admissions office.
4. Complete and submit a Program Entry Form (steps on how to do this are given on the Program website) which is then signed by the Graduate Biology Program Chair. It is recommended that this form is completed in the first semester of graduate coursework to be eligible for financial aid.
5. Complete and submit a Program Contract, detailing your elective courses and emphasis of study, to be approved by the Program Chair. It is advised that this form is submitted before completion of 12 credit hours of graduate courses so that these courses count towards graduation.
6. Establish a thesis committee by completing and submitting a Permission for Thesis/Special Project Form which is then signed by the Graduate Biology Program Chair and Dean. The thesis committee is composed of a minimum of three (3) members;

at least two (2) Biology Program Graduate Faculty members and one (1) outside member. The outside member is compulsory and can either be from the UOG Faculty (Graduate or otherwise), or from off-campus. If the latter, then these individuals may serve as committee members after submitting a CV documenting their qualifications for approval by the Biology Program Chair. The advisor or Committee Chair must be a listed Biology Program Graduate Faculty member.

DEGREE REQUIREMENTS

Students enrolled in the Graduate Biology Program are required to complete all coursework and the degree requirements within seven years of admission to the Graduate School. Students requiring leave of absence must write to the Program Chair and provide evidence (e.g. medical certificate) to support their claim. If approved, the time in absence does not count towards the seven-year rule (a definition of this rule is in the General Admission Requirements section).

COURSE REQUIREMENTS (30 CREDIT HOURS)

The degree program requires a total of 30 hours of graduate credit, at least 18 of which must be at the 500 or 600 level including six hours of Thesis Research (BI-695). A maximum of six credit hours may be accepted in related graduate-level courses. Graduate students must maintain a B average (3.0) and make no more than one grade of C (2.0) or lower to be admitted to the degree program. Once admitted, students must meet the same criteria in order to continue in the Program. A student whose cumulative grade-point average (GPA) is below 3.0 has one semester of probation to raise the average back to at least 3.0 before being dismissed from the program. Cumulative GPA is calculated each semester by the Office of Admissions & Records.

Required Courses (21 Credit Hours)

Course	Course Title	Credits	Term Offered
BI507	ADVANCED STATISTICAL METHODS	4	FALL ONLY/ ALL YEARS
BI503	BIOLOGICAL LITERATURE AND SCIENTIFIC WRITING	2	SPRING ONLY/ ALL YEARS
BI520	CURRENT TOPICS IN CELLULAR BIOLOGY	3	SPRING ONLY/ ODD YEARS
BI557	POPULATION ECOLOGY	3	FALL ONLY/ ODD YEARS
BI691	SEMINAR	1	FALL/SPRING/ ALL YEARS
BI695	THESIS	1 - 6	FALL/SPRING/ ALL YEARS

Elective Courses (9 credit hours)

Complete at least 9 credit hours

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COLLEGE OF NATURAL AND APPLIED SCIENCES

MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE

OVERVIEW

OBJECTIVES

The Environmental Science Graduate Program prepares students for professional employment, teaching, or advanced studies in environmental science and related disciplines. Courses are offered by faculty from the Water & Environmental Research Institute of the Western Pacific, the Marine Laboratory, College of Natural & Applied Sciences, Micronesia Area Research Center, and the College of Liberal Arts & Social Sciences.

Specific objectives of the program include directly addressing pressing environmental questions, especially those arising in the small developing island nations of the Pacific; promoting needed educational and service projects in Western Pacific island communities; equipping graduates with the knowledge and skills needed for sound scientific inquiry and professional practice; and ingraining a solid understanding and commitment to academic ethics.

PROGRAM LEARNING OUTCOMES

A. Knowledge-Based Outcomes. Students completing this program will understand the defining attributes of science, the roles and responsibilities of scientists in addressing environmental problems, and the essential elements of the defining subdisciplines of environmental science. Specifically, they will:

A-1. Understand the attributes and limitations of scientific thought, culture, method, and practice — along with acknowledged principles for ethical conduct — in the search for truth and in the effective and humane application of science to the resolution of local, regional, and global environmental problems. (EV-508)

A-2. Understand basic principles and components of earth science and engineering, biology and ecology, and economics and management that are requisite to the

exploration and resolution of environmental problems. (EV-510, EV-511, EV-512)

B. Skills-Based Outcomes. Students completing this program will demonstrate the abilities to conceive, conduct, and report original research. Specifically, they will:

B-1. Demonstrate the abilities to frame research questions, make observations and collect data, and — as applicable to her or his discipline — design and conduct experiments, operate analytical instruments, or employ statistical, numerical, or geospatial tools to test either new hypotheses or prevailing theories. (EV-507, EV-558, EV-695)

B-2. Demonstrate the ability to conceive, critically examine, and systematically develop integral approaches to multidisciplinary research questions and broadly based solutions to public issues and policy problems that span the environmental subdisciplines of earth science, biology, ecology, economics, management, and engineering. (EV-508, EV-510, EV-511, EV-512, EV-695)

B-3. Demonstrate the ability to write rigorous, critical, clear, informative, and concise technical reports and articles. (EV-508, BI- 503)

VALUES

The Environmental Science Program faculty is committed to the search for objective truth; impartial, honest, and thorough scientific debate; and excellence in all endeavors. We hold that scientists must have the integrity to not compromise research or other work in response to political, ideological, social, or financial pressures. Scientific integrity also includes a commitment to share data and cooperate with others in their attempts to advance scientific understanding and replicate or verify the quality of previous work. We seek to instill these

values in our students through personal example as well as thoughtful academic instruction.

ADMISSION

ADMISSION REQUIREMENTS

GENERAL ADMISSION REQUIREMENTS

Applicants must first meet the Graduate Admission Standards for pre-candidacy as described in this Graduate Bulletin. Once admitted for pre-candidacy by the University Graduate Admissions office, they may then apply for admission to the Environmental Science Program. In addition to the materials submitted for admission to pre-candidacy, applicants must submit the following to the Environmental Science Graduate Program Recruiting and Admission Committee:

1. three letters of recommendation,
2. a comprehensive statement of academic achievements, interests, professional goals, and specific reasons for pursuing a master's degree in environmental science.

Application packages are first evaluated by the Recruiting and Admission Committee, based on the submitted materials and the Background and Performance Requirements specified below. The Recruiting and Admission Committee recommends acceptance, provisional acceptance, or rejection of the application to the program chair. Upon approval by the chair, the applicant is admitted to the program.

BACKGROUND AND PERFORMANCE GUIDELINES

The Environmental Science Program is built around three component disciplines:

1. Biology-Ecology
2. Geoscience-Engineering
3. Economics-Management

Applicants are expected to have backgrounds related to at least one of these three disciplines. Related backgrounds are broadly defined. For example, disciplines related to Biology-Ecology include all the sub-disciplines of biology and other life sciences, such as physiology, biochemistry, or genetics; the health sciences; and

agricultural, animal, and plant sciences. Disciplines related to Geosciences-Engineering include the physical and natural sciences, particularly physics, chemistry, biogeochemistry, and the earth sciences (geological, oceanic, atmospheric). Relevant disciplines also include engineering and applied sciences, particularly civil or mechanical engineering, applied mathematics, statistics, geographic information systems, remote sensing, and computer science. Economics-Management backgrounds include economics, business, natural resource management, law, public administration, political science, and human, economic, or political geography. Applicants with other backgrounds, especially with interdisciplinary training or experience, who have completed the prerequisites listed below or can provide other evidence of their ability to successfully complete the core course requirement will be considered as well.

The recommended prerequisites listed below represent the ideal background preparation for each component discipline. It is acknowledged, however, that capable students from any given undergraduate major may not necessarily have completed the full suite of courses listed. Any of the listed prerequisites, with the exception of Calculus I, may therefore be waived by the program chair on the recommendation of the Recruiting & Admission Committee, based on its confidence that the applicant will nevertheless be able to successfully complete the core requirements (described in the "Degree Requirements" section below). Applicants who have taken the prerequisite courses listed below, however, should have earned no grade lower than a "C" in any of the courses listed for their discipline of interest, or alternatively, have earned a score of 4 or 5 in an Advanced Placement Exam for calculus, physics, biology, chemistry, economics). An applicant who does not meet these grade criteria may be admitted to the program on a provisional basis, if a faculty member agrees to serve as his or her advisor. Full admission may be granted by the program chair on the recommendation of the Recruiting & Admission Committee after such a student has completed 12 credit hours of Environmental Science courses approved in advance by the student's advisor, with grades of "B" or higher in each of them, and has demonstrated to the satisfaction of the Recruiting & Admission Committee and the program chair that the student has remedied any deficiencies identified when granted provisional acceptance.

REQUIRED AND RECOMMENDED PREREQUISITES

All Disciplines

- Methods: Statistics and geographic information systems (upper level, i.e., 300-400 level)
- Math: 2 semesters calculus (Calculus I is required; Calculus II is recommended for all and may be required in specific cases at the discretion of the thesis advisor/project supervisor based upon the nature of the research.)

Biology-Ecology

- Physics: 1 semester general physics with lab
- Chemistry: 2 semesters inorganic chemistry with lab and 2 semesters organic chemistry with lab
- Biology: 2 semesters of general biology with lab

Geosciences-Engineering

- Physics: 2 semesters general physics with lab
- Chemistry: 2 semesters general chemistry with lab
- Biology: 1 semester biological/life science with lab

Economics-Management

- Physics: 1 semester general physics with lab
- Chemistry: 1 semester general chemistry with lab
- Biology: 1 semester biological/life science with lab
- Economics & Business: 1 semester microeconomics and 1 semester intro to business or public administration

DEGREE REQUIREMENTS

COURSE REQUIREMENTS (33-36 CREDIT HOURS)

Core Courses (18 Credit Hours)

The University of Guam's graduate Environmental Science Program is a rigorous and challenging program, designed to produce graduates of the highest caliber equipped with essential knowledge and skills and committed to the highest standards of professional integrity in research and application of environmental science to matters of public

interest. The core curriculum thus contains consists of six courses totaling 18 credit hours.

INNER CORE:

Fundamentals of Scientific Practice and Tools of Environmental Science

| 9 credit hours

The "inner core" is three courses totalling nine credit hours, centered on the essential skills of scientific thought and practice and advanced methods of applied environmental science. Students should take these courses in the first year of their program.

Course	Course Title	Credits	Term Offered
EV508	SCIENTIFIC COMPETENCE AND INTEGRITY	3	FALL ONLY/ ALL YEARS
EV503	BIOLOGICAL LITERATURE AND SCIENTIFIC WRITING	2	SPRING ONLY/ ALL YEARS

Choose one of the following:

Course	Course Title	Credits	Term Offered
EV507	ADVANCED STATISTICAL METHODS	4	FALL ONLY/ ALL YEARS
EV558	ADVANCED GEOSPATIAL METHODS	4	SPRING ONLY/ ALL YEARS

Note: The course not chosen to meet the core requirement may, of course, be taken as an elective.

OUTER CORE:

Component Disciplines

| 9 credit hours

Building on these central courses, is an “outer core” of three three-credit hour courses in each of the respective sub-disciplines of environmental science:

Course	Course Title	Credits	Term Offered
EV510	ENVIRONMENTAL SCIENCE: BIOLOGY/ ECOLOGY	3	FALL ONLY/ EVEN YEARS
EV511	ENVIRONMENTAL SCIENCE: GEOSCIENCES/ ENGINEERING	3	SPRING ONLY/ ALL YEARS
EV512	ENVIRONMENTAL SCIENCE: ECONOMICS- MANAGEMENT- LAW	3	SPRING ONLY/ ALL YEARS

This second suite of core courses thus equips each student with the essential knowledge and skills from each of the three sub-disciplines that define environmental science.

Elective Courses (9-18 credit hours)

Beyond the core, each student must complete at least three elective courses for a total of at least nine credit hours related to his or her selected area of concentration and agreed upon by his or her advisor. Elective courses should support the student’s proposed capstone requirement within either the research or professional track, as described below. Students who desire to take additional electives (i.e., beyond the requirement) may do so with the consent of their advisor, but students need take no more than three elective courses to meet the degree requirement. Students may include no more than one 400G-level course among their electives, nor may they include 400G-level courses in statistics, geographic information systems, or any other subject that is a prerequisite for admission to the program.

RESEARCH TRACK: Research Thesis

| 9 credit hours

Electives may not include 400G-level courses in statistics or GIS, or other program prerequisites.

PROFESSIONAL TRACK: Professional Thesis or Internship

| 9 credit hours

Electives may not include 400G-level courses in statistics or GIS, or other program prerequisites.

Coursework Option

| 18 credit hours

Students selecting the Coursework Option within the Professional Track must take an additional nine hours of electives, for a total of 18 elective credit hours, and submit and defend a research paper. Electives may not include 400G-level courses in statistics or GIS, or other program prerequisites.

Capstone Courses (6 credit hours)

RESEARCH TRACK: Research Thesis

| 6 credit hours

The purpose of the research track is to prepare students for advanced (doctoral level) studies in environmental science and related disciplines, or careers in scientific or professional work for which a research background is necessary or desirable. The capstone requirement for the research track is thus a traditional research thesis, for which the student earns six hours of academic credit. Research theses in Environmental Science are expected to make an original contribution to the selected sub-discipline and reflect mastery of the knowledge and skills required to successfully pursue advanced study and research in environmental science.

Students may choose one the following:

Course	Course Title	Credits	Term Offered
EV695	ENVIRONMENTAL SCIENCE THESIS	1 - 6	FALL/SPRING/ ALL YEARS

PROFESSIONAL TRACK: Professional Thesis

Six credit hours of the following are needed:

Course	Course Title	Credits	Term Offered
EV695	ENVIRONMENTAL SCIENCE THESIS	1 - 6	FALL/SPRING/ ALL YEARS

Professional Internship

Six credit hours of the following are needed:

Course	Course Title	Credits	Term Offered
EV698	Environmental Scienc Professional Track	1 - 6	FALL/SPRING

Coursework Option

No capstone credits are required for the coursework option.

PERFORMANCE REQUIREMENTS

Students must maintain at least a B (3.00) average, with no more than one grade of C or lower in all courses taken for credit. Students may retake any course for which they have received a grade of C or lower. However, any student who fails to improve his or her grade to at least a B after re-taking the course and whose record shows two unimproved C grades as a result, will be dismissed from the program.

Upon admission to the program, students must choose and be accepted by a faculty advisor with expertise in

their selected sub-discipline. Subsequently, the student's individual program is developed by the student and his or her advisor; and monitored by the advisor and the student's advisory committee. Final program approval requires endorsement by the chair of the Environmental Science Program, with subsequent approval by the director of Graduate Studies.

In consultation with his or her advisor, each student must select which of the two tracks he or she will follow for the capstone experience: research or professional. For the research track, the capstone experience is a research thesis. For the professional track there are three options: a professional thesis, an internship, or additional coursework with a related research paper. Students may only apply for degree candidacy and register for capstone credits after their proposal has been presented to and approved by their advisory committee, as described below.

TRACKS

RESEARCH TRACK

The purpose of the research track is to prepare students for advanced (doctoral level) studies in environmental science and related disciplines, or careers in scientific or professional work for which a research background is necessary or desirable. The capstone requirement for the research track is thus a traditional research thesis, for which the student earns six hours of academic credit. General requirements for research theses are described on page 11 of the Graduate Bulletin. Research theses in Environmental Science are expected to make an original contribution to the selected sub-discipline and reflect mastery of the knowledge and skills required to successfully pursue advanced study and research in environmental science.

PROFESSIONAL TRACK

The purpose of the professional track is to produce competent and credentialed professionals prepared especially for employment in industry, education, or government. Students following the professional track may select one of the three options described below: professional thesis, internship, or additional coursework/research paper. The professional track options demand the same mastery of basic knowledge and skills required

of the research-track students, including writing skills. These options, however, accommodate students planning professional careers in industry, education, or government rather than scientific research careers.

The professional thesis option requires submission of a professional thesis, which requires the same standards as for a research thesis. The internship option requires a report, which must be worthy of a typical consultant's report from major (year-long) project or substantive agency publication (such as a comprehensive regulatory guideline), and requires the same level of effort as a research or professional thesis. The research paper for the coursework option must be derived from the current relevant professional literature and comprise no fewer than 20 pages, double-spaced, 12-point Times Roman font, inclusive of figures and references. The thesis or paper should be worthy, in accordance with the topic, of local and/or on-line publication as a technical report, user's manual, review paper, or educational pamphlet. Each option also requires a comprehensive oral defense presentation following submission of the thesis or paper. Following the defense, the student corrects or revises the thesis or paper, based on the committee's review of it. The grade (Pass or Fail) is based on the committee's evaluation of the final report or paper and the outcome of the oral examination. General requirements for capstone documents are contained in the Graduate Bulletin.

PROFESSIONAL TRACK OPTIONS

Professional Thesis Option

This option consists of a 6-hr professional thesis EV-695 agreed upon by the student and committee and approved by the Program Chair. An example might be the development of a major database, solution of a practical environmental engineering problem, of construction of an educational website containing animations, databases, and informative or instructional material on a selected local or regional environmental problem. The student prepares a proposal agreed upon by the student and committee and approved by the Program Chair. At the completion of the project, the student prepares and presents a written thesis, as specified above, and stands for a comprehensive oral examination (thesis defense) before his or her committee.

Example: The student was employed as a WERI Research Assistant. Her coursework focused on

groundwater hydrology, and she designed, developed, and documented a comprehensive database of historical and current water wells drilled on northern Guam. The Northern Guam Lens Aquifer Database consists of a spreadsheet that contains basic information on 525 wells, including locations, depth, use, custodial agency, with each cell linked to digital appendices that contain all of the historical records that could be located for the well, including drilling and pump test logs, and design and construction records. The database is published at WERI Technical Report 141 and is now a permanent on-line water resource management tool for water managers, educators, scientists, and engineers.

Internship Option

This option consists of a semester-length six-credit-hour internship (EV-698) with an environmental firm (profit or non-profit) or government agency, under collaborative supervision of an academic advisor and workplace supervisor. The internship must include work on a specific project, product, or set of projects and products. These are agreed upon in advance by the student and his or her advisory committee (which includes the workplace supervisor), and approved by the Program Chair. At the completion of the internship, the student prepares and presents a written report, as specified above, on the project or projects undertaken during the internship, with the purpose and content of the report agreed on in advance by the student and the committee. The model for the internship product is a report or document such as typically results from a major project at private firm or government agency. Following review of the report by the advisory committee, the student stands for a comprehensive oral defense.

Example: The student is employed with the environmental office of the local US Navy Facilities Engineering Command. As part of his work he is required to coordinate the production of an Environmental Impact Assessment in conjunction with the relocation of some wetlands on DOD property. In consultation with his academic and professional supervisors, he prepares a formal report, which meets the requirements of the command, and which he presents to his committee.

Coursework Option

This option requires nine hours of additional coursework equivalent to a second, and separate, major sub-

discipline. The student may select the second concentration from among the three sub-disciplines (Biology-Ecology, Geosciences-Engineering, or Economics-Management) or a second concentration in a relevant inter-disciplinary field, such as Mathematics, Micronesian Studies, or Business Administration. Thus, in addition to selecting 9 hours for his or her first sub-discipline concentration, the student selects courses comprising 9 additional hours in another appropriate field. Examples of appropriate courses include probability, statistics, and numerical analysis, from Mathematics; physical geography, health and human adaptation, or economic development in Micronesia, from Micronesian Studies; or management and economics courses from Business Administration. These courses may include no more than one special topic or reading and conference course. The committee must include members with expertise in the two concentrations selected and agree on the curriculum proposed by the student. The student also prepares a proposal for a research paper that must address a topic related to one or both of the two selected concentration areas of coursework and offer some judgment or present an argument, drawing on a comprehensive review of the current scientific literature. The topic must be agreed upon by the committee and approved by the Program Chair. The paper does not require original research but must draw from the appropriate works from the current professional literature, based on a comprehensive review of the literature. On completion of the coursework, the student prepares and submits the paper to the advisory committee and stands for a comprehensive oral defense. Again, the research paper for the coursework option must be derived from the current relevant professional literature and comprise no fewer than 20 pages, double-spaced, 12-point Times Roman font, inclusive of figures and references. The thesis or paper should be worthy, in accordance with the topic, of local and/or online publication as a technical report, user's manual, review paper, or educational pamphlet. Each option also requires a comprehensive oral defense presentation following submission of the thesis or paper. Following the defense, the student corrects or revises the thesis or paper, based on the committee's review of it. The grade (Pass or Fail) is based on the committee's evaluation of the final report or paper and the outcome of the oral examination. General requirements for capstone documents are contained in the Graduate Bulletin.

Example: The student is employed as an instructor at the College of Micronesia. For the research paper, the

student conducts a comprehensive literature search on the historical incidence of El Nino-related droughts in Micronesia and prepares a summary paper describing its effects, and the human responses to them in Micronesia. He selects Geology/ Engineering as his first major sub-discipline concentration, comprised of Hydrology (EV-542), Hydrogeology (EV-543) and Tropical Climate and Climate Variability (EV-535). For the second sub-discipline concentration field he selects Micronesian Studies, with Physical Geography of Micronesia (EV/MI-506), Health and Human Adaptation in Micronesia (EV-514), and Economic Development and Change in Micronesia (EV-520) in which he will search, read and study the literature pertaining to water resources on Micronesia and similar islands.

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SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

MASTER OF PUBLIC ADMINISTRATION

OVERVIEW

OBJECTIVES

The School of Business and Public Administration offers a master's degree in Public Administration. The Master of Public Administration (MPA) degree is an interdisciplinary program that provides students with a high caliber professional education in public administration and prepares aspirants for careers in public service at the territorial, regional, federal, and international levels. This professional degree, while flexible enough to apply in the private sector, gives graduates a competitive advantage in the pursuit of specific careers in government agencies, nonprofit, or philanthropic institutions. The program offers valuable opportunities for individuals to enhance and improve critical public administration skills, learn new concepts and theories of public administration and management, and explore the most current and relevant techniques regarding the implementation of policies, projects, and programs within the organization and in society. The University of Guam is a candidate for accreditation with the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the global standard in public service education.

PROGRAM LEARNING OUTCOMES

The following will serve as the seven domains of the MPA Core Competencies. These domains relate to mission, public service values and functions as the basis for the program's curriculum. Upon completing the requirements of the MPA degree, students will demonstrate the following abilities:

1. Demonstrate an advanced understanding of leading and managing in public governance;
2. Demonstrate an ability to relevantly apply a real-world understanding, participate in, and contribute to the policy process;

3. Demonstrate a practical competency to analyze, synthesize, think critically, quantitatively/ qualitatively reason, solve problems and make decisions;
4. Demonstrate an advanced proficiency to articulate and apply a public service perspective grounded in professional, ethical and socially responsible behavior;
5. Demonstrate a dynamic ability to be innovative, to communicate, and interact productively with a diverse and changing workforce and citizenry;
6. Demonstrate an advanced proficiency in utilizing technology toward the betterment and advancement of the profession; and
7. Demonstrate a comprehensive mindset that fosters an advanced understanding and appreciation of territorial, regional, federal, and international environments, with consideration of indigenous and global impact perspectives, and their relation to Public Administration.

PUBLIC SERVICE VALUES

The following public service values are fundamental ideals and principles of the MPA program that are shared by its faculty, students, and stakeholders alike. The program's mission, governance, and curriculum are structured to uphold the following public service values, which distinguishes this program from other degree programs:

1. **Professionals Committed to Accountability, Transparency, and Ethics:** Our mission will be met by competent professionals, committed to pursuing the public interest with accountability, transparency, and the highest standard of ethical consideration.
2. **Public Servants Worthy of Public Trust:** As Public Servants, with every thought, word, and deed, we must strive every day, and at every instance, to prove ourselves worthy of the public's trust. We must be humble and consider ourselves privileged to be charged with the welfare of others.
3. **Keepers of Respect, Equity, and Fairness Rooted in the Principles of Democracy:** The Principles

of Democracy must be at the heart of everything we do. We must also always strive to demonstrate respect, equity, and fairness in dealing with all people and fellow public servants. Further, it should be our pledge to be guided by Constitutional principles of the United States, the Organic Act of Guam, and be exemplars of law-abiding citizens in our respective roles within public service.

ADMISSION

In order to apply for admission to the Master of Public Administration (MPA) Program, applicant packets must include:

1. Satisfaction of Graduate Admission Standards, according to the current UOG Graduate Bulletin;
2. Earned baccalaureate degree from an accredited college or university (a prospective candidate for the MPA program may hold a bachelor's degree in any field. It is not necessary that the bachelor's degree be in public administration.);
3. Official transcripts of all undergraduate work;
4. An overall grade point average (GPA) of at least 3.0 (on a 4-point scale) in the last two years (62hrs.)
5. Completion of Common Professional Component (CPC) – Based Comprehensive Exam for Master's Degree Programs in Public Administration (administration can be requested through the SBPA Dean's Office);
6. Two letters of recommendation;
7. Resume;
8. Statement of intent. The statement of intent should include, at the least, why the prospective candidate is choosing to pursue an MPA degree, what the applicant intends to do with the degree, and other pertinent information;
9. After completion of Steps 1-8, applicants must schedule an interview with MPA Chair;
10. Essay/Writing Sample (to be administered on the spot during the interview with MPA Program Chair).

DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS

- Any courses which are seven years old or more must be retaken unless, permission is granted by the MPA Admissions and Appeals Committee.
- Any courses in which a student receives a C+ or below must be retaken, unless permission is granted by the MPA Admissions and Appeals Committee.
- Students may not receive more than one grade of a C+ or below. A second grade of a C+ or below, regardless of GPA, will result in automatic academic suspension. A review of the student by the MPA Admissions and Appeals Committee will commence. Upon review, the student may serve a suspension or be dismissed from the program.
- Students who receive a grade of an F will result in automatic academic suspension. A review of the student by the MPA Admissions and Appeals Committee will commence. Upon review, the student may serve a suspension or be dismissed from the program.

COURSE REQUIREMENTS (36 CREDIT HOURS)

Core Courses (21 credit hours)

Students must complete all seven core courses to satisfy the core requirements:

Course	Course Title	Credits	Term Offered
PA501	APPLIED RESEARCH METHODOLOGY	3	FALL/SPRING/ ALL YEARS
PA510	ADMINISTRATIVE THOUGHT	3	FALL ONLY/ ALL YEARS
PA525	PUBLIC BUDGETING	3	FALL ONLY/ ALL YEARS
PA530	PUBLIC PERSONNEL, DISCIPLINARY, AND PERFORMANCE MANAGEMENT	3	FALL ONLY/ ALL YEARS
PA535	INTERGOVERNMENTAL RELATIONS	3	SPRING ONLY/ ALL YEARS
PA540	ADMINISTRATIVE LAW	3	SPRING ONLY/ ALL YEARS
PA560	LEADERSHIP AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS	3	SPRING ONLY/ ALL YEARS

Elective Courses (9-12 credit hours)

Students may choose any of the following courses to satisfy the elective requirements:

Course	Course Title	Credits	Term Offered
PA545A	PUBLIC POLICY AND GOVERNANCE	3	FALL/SPRING/ ALL YEARS
PA545B	PUBLIC PRIVATE PARTNERSHIPS	3	FALL/SPRING/ ALL YEARS
PA545C	COMPARATIVE PUBLIC ADMINISTRATION	3	FALL/SPRING/ ALL YEARS
PA545D	PUBLIC PLANNING	3	FALL/SPRING/ ALL YEARS
PA545E	PUBLIC CONTRACTING AND PROCUREMENT POLICIES AND PRACTICES	3	FALL/SPRING/ ALL YEARS
PA570A	SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - POLICY	3	FALL/SPRING/ ALL YEARS
PA570B	SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION-CURRENT RELEVANT ISSUES	3	FALL/SPRING/ ALL YEARS
PA570C	SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - EMPLOYMENT LAW	3	FALL/SPRING/ ALL YEARS
PA570D	SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION	3	FALL/SPRING/ ALL YEARS

Course	Course Title	Credits	Term Offered
-	ORGANIZATIONS		
PA570E	SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - SYSTEMS	3	FALL/SPRING/ ALL YEARS

Required of all pre-service students:

Course	Course Title	Credits	Term Offered
PA598	INTERNSHIP: PUBLIC ADMINISTRATION	3	FALL/SPRING/ ALL YEARS

May be taken multiple times only with the expressed written consent of the MPA Chair:

Course	Course Title	Credits	Term Offered
PA590	SPECIAL PROJECTS IN PUBLIC ADMINISTRATION	3	FALL ONLY/ FALL ONLY

Capstone Experience (3–6 credit hours)

Students must choose one of the following two courses to satisfy the capstone experience requirement:

Course	Course Title	Credits	Term Offered
PA692	PRACTICUM	3	FALL/SPRING/ ALL YEARS
PA695	THESIS	6	FALL/SPRING/ ALL YEARS

Either PA-692 Practicum or PA-695 Thesis could serve as a capstone experience. The MPA Qualifying Exam will be distributed as part of the capstone experience and may only be taken in the student's graduating semester. Instructor's consent is required for admittance into a Capstone course.

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SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA)

OVERVIEW

PROSPECTUS

The Professional Master of Business Administration (PMBA) Program is a one-year graduate degree program for mid-level and executive managers who possess an undergraduate (business, or non-business with core business area prerequisites) degree from an accredited university or college. It is designed for qualified seasoned professionals seeking advance level business and management competencies to compete effectively in the dynamic and changing, international business arena. It will be a fast-paced, focused experience that enables professionals to satisfy their respective personal and professional goals in a formal relevant program.

The PMBA degree program is accredited by the International Assembly for Collegiate Business Education (IACBE). The PMBA Program incorporates a diversity of course offerings and experiences to integrate better content and process of management. Admission to the PMBA Program is competitive with enrollment limited to 15 students per cohort. The academic calendar will be a twelve-month format, and a one-week break in the fañomnākan semester.

PROGRAM LEARNING OUTCOMES

1. Problem recognition.
2. Strategic analysis and integration.
3. Application of quantitative methods to real-world business situation.
4. Communication to relevant publics:
 - a. Ability to communicate effectively in written materials;
 - b. Ability to communicate effectively orally in one-on-one or business presentation situations.
5. Teamwork skills: ability to work with a team of colleagues on projects.

6. Program management skills.

7. Professional ethics.

ADMISSION

Applicants must have the following minimum qualifications, to be eligible to apply to the program:

- Minimum two years of full-time management, or professional-level, work experience;
- Earned baccalaureate degree from an accredited college or university

The Professional MBA Admissions Committee will base its selection decisions on completed applications, which include:

- Written essay of a business program for case development;
- Work history and leadership potential;
- Letters of recommendation from two or more professional supervisors or associates;
- Results of the Graduate Management Admissions Test (GMAT)¹, a minimum score of 500 preferred;
- Minimum undergraduate grade point average of 3.0 for business major or overall cumulative;
- Official transcripts of all undergraduate work;
- Satisfaction of Graduate Admissions Standards, according to the UOG Graduate Bulletin.

¹All applicants are required to take the Graduate Management Admissions Test (GMAT). Applications are not complete until the Graduate Admissions Office receives the original GMAT score. To schedule for examination, visit GMAC website at www.mba.com

The Admissions Committee will select the best-qualified candidates who demonstrate a strong intellectual capacity

for business and maturity of management experience. The Admissions Committee gives significant attention to the length of time spent in a management role, progression in job responsibilities, and total work experience including the creation of new business ventures

DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS

- Any courses which are seven years old or more must be retaken unless, permission is granted by the PMBA Admissions and Appeals Committee.
- Any courses in which a student receives a C+ or below must be retaken, unless permission is granted by the PMBA Admissions and Appeals Committee.
- Students may not receive more than one grade of a C+ or below. A second grade of a C+ or below, regardless of GPA, will result in automatic academic suspension. A review of the student by the PMBA Admissions and Appeals Committee will commence. Upon review, the student may serve a suspension or be dismissed from the program.
- Students who receive a grade of an F will result in automatic academic suspension. A review of the student by the PMBA Admissions and Appeals Committee will commence. Upon review, the student may serve a suspension or be dismissed from the program.

CORE BUSINESS AREA REQUIREMENTS

A minimum of 18 semester hours² must be satisfied in the following areas (or their equivalent), as part of program admission requirements:

- Financial reporting, analysis and markets (BA-200 Principles of Financial Accounting, BA-310 Applied Statistics for Business Decisions, and BA-220 or BA-320 Basic Business Finance);
- Domestic and global economic environments of organizations (BA-110 Principles of Economics);
- Creation and distribution of goods and service (BA-260 Fundamentals of Marketing); and
- Human behavior in organizations (BA-241 Human Resource Management or BA-440 Organizational Behavior).

²Part or all of these requirements may be completed in related courses at the undergraduate level, or through the passage of competency examinations approved by the PMBA Admissions Committee, in respective subject matter areas.

Students must also demonstrate basic skills in written and oral communication, quantitative analysis, and computer usage, either by prior experience and/or education. This will be determined through a competency examination by the PMBA program unit.

COURSE REQUIREMENTS (33 CREDIT HOURS)

Required Courses (33 credit hours)

Course	Course Title	Credits	Term Offered
BA601	CASE STUDIES IN MANAGEMENT	3	FALL ONLY/ ALL YEARS
BA610	MANAGERIAL ECONOMICS	3	SPRING ONLY/ ALL YEARS
BA611	STRATEGIC MARKETING MANAGEMENT	3	SUMMER/ ALL YEARS
BA613	STRATEGIC LEADERSHIP AND ETHICS	3	SPRING ONLY/ ALL YEARS
BA620	FINANCIAL MANAGEMENT	3	SUMMER/ ALL YEARS
BA621	MANAGERIAL ACCOUNTING	3	SPRING ONLY/ ALL YEARS
BA622	STATISTICAL ANALYSIS AND ECONOMETRIC TECHNIQUES	3	SUMMER/ ALL YEARS
BA630	GLOBAL HUMAN RESOURCE MANAGEMENT	3	SPRING ONLY/ ALL YEARS
BA632	OPERATIONS AND PROJECT MANAGEMENT	3	FALL ONLY/ ALL YEARS
BA710	ADVANCE TOPICS IN INTERNATIONAL BUSINESS	3	SUMMER/ ALL YEARS
BA711	BUSINESS CAPSTONE EXPERIENCE	3	FALL ONLY/ ALL YEARS

SCHEDULE

SCHEDULE FORMAT

Six eight-week terms during one program year are offered which reinforce the intellectual foundation of strategic business management with an integrated applied approach. Concept courses are introduced as a way of enhancing understanding of the ideas needed to manage from evidence in business management as best-practice models. The tools needed to implement the management perspective are provided so that students make the connection between concepts and process for effective management. A one-day orientation will be scheduled prior to Term 1 to provide an introduction to the new cohort of students into the program.

Thirty-three credit hours are required for graduation. Six credit hours are awarded for successful completion of each Term with the exception of Term 6, which is the Business Capstone Experience. Course enrollment is limited to those admitted to the PMBA Program.

Course Schedule (Academic Year 2020)

Course week begins on a Monday and ends on a Sunday. Each course is scheduled to meet face to face on: 1) Friday evenings 5:30 p.m. – 11:10 p.m. and Saturdays 9 a.m. – 2:40 p.m. Some courses may be scheduled to meet on Sundays rather than Saturdays or at different days/times as arranged through a consultation among cohort members and the instructor. All PMBA courses offered during this one-year cycle will meet at the Jesus & Eugenia Leon Guerrero School of Business & Public Administration Building on the UOG campus. The instructor may also schedule off-campus activities or meetings.

TERM 1

| Jan. 13, 2020 – March 8, 2020

Course	Course Title	Credits	Term Offered
BA613	STRATEGIC LEADERSHIP AND ETHICS	3	SPRING ONLY/ ALL YEARS
BA630	GLOBAL HUMAN RESOURCE MANAGEMENT	3	SPRING ONLY/ ALL YEARS

TERM 2

March 9, 2020 – May 3, 2020

Course	Course Title	Credits	Term Offered
BA632	OPERATIONS AND PROJECT MANAGEMENT	3	FALL ONLY/ ALL YEARS
BA610	MANAGERIAL ECONOMICS	3	SPRING ONLY/ ALL YEARS

TERM 3

May 4, 2020 – June 28, 2020

Course	Course Title	Credits	Term Offered
BA611	STRATEGIC MARKETING MANAGEMENT	3	SUMMER/ ALL YEARS
BA622	STATISTICAL ANALYSIS AND ECONOMETRIC TECHNIQUES	3	SUMMER/ ALL YEARS

TERM 4

June 29, 2020 – Aug. 23, 2020

Course	Course Title	Credits	Term Offered
BA620	FINANCIAL MANAGEMENT	3	SUMMER/ ALL YEARS
BA621	MANAGERIAL ACCOUNTING	3	SPRING ONLY/ ALL YEARS

TERM 5

Aug. 24, 2020 – Oct. 18, 2020

Course	Course Title	Credits	Term Offered
BA601	CASE STUDIES IN MANAGEMENT	3	FALL ONLY/ ALL YEARS
BA710	ADVANCE TOPICS IN INTERNATIONAL BUSINESS	3	SUMMER/ ALL YEARS

TERM 6

Oct. 19, 2020 – Dec. 13, 2020

Course	Course Title	Credits	Term Offered
BA711	BUSINESS CAPSTONE EXPERIENCE	3	FALL ONLY/ ALL YEARS

Important Dates

- **Orientation:** Jan. 10, 2020
- **BPA Graduate Hooding:** Dec. 17, 2020
- **Commencement Exercise:** Dec. 20, 2020



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SCHOOL OF EDUCATION

MASTER OF ARTS IN COUNSELING

OVERVIEW

OBJECTIVES

The School of Education offers a Master of Arts program designed to prepare graduate students for advanced roles in the field of school or community counseling. This program includes theory, research, and an intense supervised practicum and internship. In the electives, graduate students may choose additional depth in the counseling areas of either research or practice.

Prerequisite

1. Meet all University requirements stated under Academic Regulations and a minimum of 3.00 undergraduate GPA.
2. Write a 500-word statement of accomplishments, interests, and goals relating to the counseling profession. This statement will be submitted to the program faculty who will then conduct an admissions interview. Entry into the program is contingent on passing this interview. The Counseling Program trains students to work with children and adults in both public and private settings. Because they deal with very sensitive personal issues, it is crucial that those who are admitted and graduated from this program have integrity, competency and uphold the ethical codes of the American School Counselor Association. For this reason, the M.A. Counseling Program faculty will conduct an admissions interview.

Continuing Requirements

1. Annual student performance evaluations of competency to continue throughout the program.
2. Maintain minimum of 3.00 GPA for all coursework in the program. Graduate courses with grades less than a B require written program faculty approval to continue in the program.

PROGRAM LEARNING OUTCOMES

The Master of Arts in Counseling follows the Council for Accreditation of Counseling & Related Educational Programs (CACREP) eight common core areas representing the foundational knowledge required of all entry-level counselor education graduates (CACREP, 2016). In addition to the common core areas, students are required curricular experiences and to demonstrate knowledge and skills in the areas of foundations, contextual dimensions, knowledge, and clinical instruction. The standards for the eight common core areas are listed below:

1. **Professional Counseling Orientation and Ethical Practice:** The counselor candidate understands the history and philosophy of the counselors' roles and responsibilities; advocacy processes; counseling credentialing; counselors' practices and advocacy processes; strategies for self-evaluation and self-care; ethical standards of the counseling relationship, confidentiality, professional responsibility, and relationship with other professionals; ethical and legal standards of evaluation, assessment, and interpretation; ethical standards of supervision and training; ethical and legal standards of research and publication, distance counseling, technology, and social media; and of resolving ethical issues.
2. **Social and Cultural Diversity:** The counselor candidate uses understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; theories and models of multicultural counseling; cultural identity development; multicultural counseling competencies; help-seeking behaviors of diverse clients; the impact of spiritual beliefs on worldviews; societal subgroups; and social mores and differing lifestyles.
3. **Human Growth and Development:** The counselor candidate works with learning theories within cultural contexts; the nature and needs of individuals across the lifespan; factors that affect human development, functioning, and behavior; trauma effects on diverse

individuals across the lifespan; and ethical and culturally relevant strategies for promoting resilience, optimum development, and wellness across the lifespan.

4. **Career Development:** The counselor candidate applies the theories and models of career development, counseling, and decision making; strategies for assessing factors that contribute to career development; strategies for advocating for diverse clients' career, educational development, and employment opportunities in a global economy; strategies for facilitating client skill development for career, educational, life-work planning, and management; and ethical and culturally relevant strategies for addressing career development.
5. **Counseling and Helping Relationships:** The counselor candidate understands and uses essential interviewing, counseling, and case conceptualization; theories and models of counseling; counselor characteristics and behaviors that influence the counseling process; developmentally counseling treatment or intervention plans; evidence-based counseling strategies and techniques for prevention and intervention; strategies to promote client understanding of and access to a variety of community-based resources; a systems approach to conceptualizing clients; ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships; the impact of technology on the counseling process; consultation theories and their applications; suicide prevention models and strategies; crisis intervention, trauma-informed, and community-based strategies; and processes for aiding students in developing a personal model of counseling.
6. **Counseling and Group Work:** The counselor candidate engages in the theoretical foundations of group counseling and group work; dynamics associated with group process and development; therapeutic factors and how they contribute to group effectiveness; direct experiences in which counselor candidate participate as group members in a small group; the essential steps in forming a group; ethical and culturally relevant strategies for designing and facilitating group; group leadership styles; and group counseling methods and skills.
7. **Assessment and Testing:** The counselor candidate understands the importance of assessment and testing in counseling; group and individual education and

psychometric theories and approaches to appraisal; data and information gathering methods; validity reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes; procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide; and procedures for identifying trauma and abuse and for reporting abuse.

8. **Research and Program Evaluation:** The counselor candidate understands the importance of research in advancing the counseling profession, including how to critique research; types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

DEGREE REQUIREMENTS

COURSE REQUIREMENTS (45 CREDIT HOURS)

Core Course (3 credit hours)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS

Area of Specialization (33 credit hours)

Course	Course Title	Credits	Term Offered
ED619	INTRODUCTION TO COUNSELING	3	FALL ONLY/ AS REQUIRED
ED620	THE COUNSELING PROCESS: THEORY	3	FALL ONLY/ AS REQUIRED
ED621	THE COUNSELING PROCESS: INDIVIDUAL PRACTICE	3	FALL ONLY/ ALL YEARS
ED622	GROUP COUNSELING	3	SPRING ONLY/ ALL YEARS
ED623	DYNAMICS OF INDIVIDUAL BEHAVIOR	3	SPRING ONLY/ ALL YEARS
ED624	INDIVIDUAL AND GROUP ASSESSMENT	3	FALL ONLY/ ALL YEARS
ED625	MULTICULTURAL COUNSELING	3	SPRING ONLY/ ALL YEARS
ED677	ETHICAL AND LEGAL ISSUES IN COUNSELING	3	FALL ONLY/ AS REQUIRED
ED692	PRACTICUM:	1 - 6	FALL ONLY/ AS REQUIRED
ED698	INTERNSHIP:	3 - 6	FALL/SPRING/ AS REQUIRED

NOTE: ED-698 (3 credit hours) – Students must complete a total of six credit hours of ED-698. Students may take two sections of ED-698 in one semester or over two semesters.

Capstone Requirements (6 credit hours)

Course	Course Title	Credits	Term Offered
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

TRADITIONAL OPTION:

| Special Project or Thesis

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS

PROFESSIONAL OPTION:

| School Counseling and/or Community Counseling

School Counseling Concentration:

Course	Course Title	Credits	Term Offered
ED678	ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS	3	AS REQUIRED
ED627	CAREER COUNSELING	3	SPRING ONLY/ AS REQUIRED

Community Counseling Concentration:

Course	Course Title	Credits	Term Offered
ED679	INTRODUCTION TO COMMUNITY COUNSELING	3	AS REQUIRED
ED688	PERSONALITY AND MENTAL HEALTH	3	SPRING ONLY/ AS REQUIRED

Elective Requirements (3 credit hours)

| Any graduate course from either emphasis track or advisor-approved of related program.

PRACTICE EMPHASIS

Course	Course Title	Credits	Term Offered
ED626	PREVENTION AND OUTREACH	3	FALL ONLY/ AS REQUIRED
ED627	CAREER COUNSELING	3	SPRING ONLY/ AS REQUIRED
ED628	FAMILY COUNSELING	3	AS REQUIRED
ED629	PSYCHOLOGICAL TESTING	3	AS REQUIRED
ED674	LIFESPAN TRANSITION COUNSELING	3	AS REQUIRED
ED675	GROUP COUNSELING PRACTICUM	3	AS REQUIRED
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

RESEARCH EMPHASIS

Course	Course Title	Credits	Term Offered
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

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SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING

OVERVIEW

OBJECTIVES

The School of Education offers a Master of Arts in Teaching (MAT) Program designed to prepare graduate students as certified elementary or secondary classroom teachers. This program includes theory, pedagogy, research, and an intense practicum and internship. Students may be admitted as a cohort each Fanuchānan semester with applications accepted until Sept. 1.

Prerequisite

1. Meet all University requirements stated under Academic Regulations.
2. A degree in a field outside of Education and a completed Transcript Analysis Form. For Secondary Education: Fifteen (15) units of coursework (6 of which must be upper division credits) in the content area in which certification is being sought. Content areas include: Language Arts, Math, Science, Social Studies, Health/ PE, World Language, Business, and Consumer Family Science.
3. Praxis Core scores of Reading 156, Writing 162, and Math 150. Additionally required: Praxis Subject Assessment scores that meet GCEC score requirements in the specified content area.
4. Two letters of recommendation that speak to the applicant's scholarly knowledge in the content area and aptitude to work with youth.
5. A written statement of accomplishments, interests, and goals relating to teaching.
6. Admission interview. Entry into the program is contingent on passing this interview with the MAT chair. The MAT Program trains students to work in either the elementary or middle and high school public and private settings. Because participants will teach minors in very sensitive settings, it is crucial that those who are admitted and graduated from this program have integrity and competency.

Continuing Requirements

1. Maintain a cumulative minimum GPA of 3.00 for all coursework in the program. Graduate courses with grades less than a B require written program faculty and administration approval to continue in the program. Maintain a professional disposition and be aware that this professional disposition will be assessed throughout the program and will have bearing on decisions made regarding eligibility to complete in a successful manner.
2. Maintain an electronic teaching portfolio aligned with the SOE Conceptual Framework, INTASC, and GTPS standards to be reviewed each semester by the student's committee. The portfolio will be used as a basis for assessment and advisement throughout the graduate studies experience and will be closely monitored at major decision points such as admission to candidacy, midpoint, and exit.
3. Praxis, Principles of Learning and Teaching (PLT) scores which meet Guam Teacher Certification requirements after the completion of 24 credits and at least one semester before graduation. This is the Comprehensive examination for the degree. **REQUIRED BEFORE INTERNSHIP.**

STUDENT LEARNING OUTCOMES (INTASC STANDARDS)

1. **Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

DEGREE REQUIREMENTS

MASTER'S DEGREE REQUIREMENTS

COURSE REQUIREMENTS (39 CREDIT HOURS)

Professional Knowledge (18 credit hours)

Course	Course Title	Credits	Term Offered
ED605	FOUNDATIONS OF EDUCATION	3	FALL ONLY/ ALL YEARS
ED607	LEARNING THEORIES	3	SPRING ONLY/ ALL YEARS
ED608	CLASSROOM ASSESSMENT	3	SPRING ONLY/ ALL YEARS
ED655	PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION	3	AS REQUIRED/ AS REQUIRED
ED683	CLASSROOM MANAGEMENT	3	FALL ONLY/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

Pedagogical Knowledge (9 credit hours)

Choose between Elementary Education and Secondary Education.

ELEMENTARY EDUCATION

Course	Course Title	Credits	Term Offered
ED618	INSTRUCTIONAL STRATEGIES FOR ELEMENTARY EDUCATORS	2	AS REQUIRED/ AS REQUIRED
ED639	INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES	3	AS REQUIRED/ AS REQUIRED
ED648	INTEGRATED METHODOLOGIES: HEALTH AND PHYSICAL EDUCATION	1	AS REQUIRED/ AS REQUIRED
ED659	INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE	3	AS REQUIRED/ AS REQUIRED

SECONDARY EDUCATION

Course	Course Title	Credits	Term Offered
ED606	CHILD AND ADOLESCENT DEVELOPMENT	3	SUMMER/ ALL YEARS
ED609	INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOMS	3	SUMMER/ ALL YEARS

Practice and Research (12 credit hours)

Course	Course Title	Credits	Term Offered
ED698	INTERNSHIP:	3 - 6	FALL/SPRING/ AS REQUIRED
ED617	ACTION RESEARCH IN SECONDARY SETTINGS	3	FALL ONLY/ ALL YEARS
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS

GRADUATE CERTIFICATE REQUIREMENTS

The School of Education offers a Certificate in Teaching designed to prepare graduate students as certified elementary or secondary classroom teachers. This program includes theory, pedagogy, and an intense practicum and internship. Coursework toward teacher certification is completed in 16 months. The student enrolls at UOG as a Graduate, Non-degree seeking student. The student must be admitted into Graduate School following all university policies and procedures. All coursework must be completed to receive a UOG Endorsement recommendation. Coursework can be applied to the Master of Arts in Teaching (MAT) program in accordance with UOG Graduate School rules and regulations. Measured outcomes are the above InTASC standards.

COURSE REQUIREMENTS (30 CREDIT HOURS)

Professional Knowledge (15 credit hours)

Course	Course Title	Credits	Term Offered
ED605	FOUNDATIONS OF EDUCATION	3	FALL ONLY/ ALL YEARS
ED607	LEARNING THEORIES	3	SPRING ONLY/ ALL YEARS
ED608	CLASSROOM ASSESSMENT	3	SPRING ONLY/ ALL YEARS
ED655	PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION	3	AS REQUIRED/ AS REQUIRED
ED683	CLASSROOM MANAGEMENT	3	FALL ONLY/ ALL YEARS

Pedagogical Knowledge (9 credit hours)

Choose between Elementary Education and Secondary Education.

ELEMENTARY EDUCATION

Course	Course Title	Credits	Term Offered
ED618	INSTRUCTIONAL STRATEGIES FOR ELEMENTARY EDUCATORS	2	AS REQUIRED/ AS REQUIRED
ED639	INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES	3	AS REQUIRED/ AS REQUIRED
ED648	INTEGRATED METHODOLOGIES: HEALTH AND PHYSICAL EDUCATION	1	AS REQUIRED/ AS REQUIRED
ED659	INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE	3	AS REQUIRED/ AS REQUIRED

SECONDARY EDUCATION

Course	Course Title	Credits	Term Offered
ED606	CHILD AND ADOLESCENT DEVELOPMENT	3	SUMMER/ ALL YEARS
ED609	INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOMS	3	SUMMER/ ALL YEARS

Practice and Research (6 credit hours)

Course	Course Title	Credits	Term Offered
ED698	INTERNSHIP:	3 - 6	FALL/SPRING/ AS REQUIRED

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SCHOOL OF EDUCATION

MASTER OF EDUCATION

OVERVIEW

The basic mission of the Master of Education Program is to develop professionals who can provide leadership support to schools and districts, particularly in the multicultural context of Guam and Micronesia in the areas of the respective specializations. The programs will develop professionals who have competency to lead and teach in the elementary and secondary level schools involving students in a multicultural and multilingual environment. Where appropriate, the M.Ed. candidates will meet certification standards in Guam and Micronesia. The professional is also prepared to go on for advanced study or to complete training at the doctoral level.

The Master of Education degree includes specialization areas in Administration and Supervision, Secondary Education, Reading, Teaching English to Speakers of Other Languages (TESOL), and Special Education. The M.Ed. degree is designed for certified teachers seeking advanced knowledge of teaching and learning in a specific area. Students seeking teacher certification should obtain a Guam Commission on Educator Certification (GCEC) teacher certification evaluation before developing a program of study. Students completing the Administration and Supervision degree will be able to apply for certification in that field from the GCEC.

Students should contact an advisor for information about the program in which they are interested.

ADMISSION

PREREQUISITE FOR ADMISSION

Applicants must meet all University requirements stated in the Academic Regulations section of this Bulletin, including:

1. A minimum 3.0 cumulative undergraduate GPA or 3.0 graduate cumulative GPA based on a minimum of 9 graduate credit hours
2. Submit an admissions packet to the Graduate Program chair of the M.Ed. specialization to include the following:
 - a. a letter of intent between 300-500 words of accomplishments, interests, and goals relating to education and the M.Ed. specialization
 - b. two letters of recommendation that speak to the candidate's professional expertise, academic potential, and ability to work with others.
3. A completed Graduate Program Entry form.

Contact the School of Education Dean's Office for more information.

CONTINUING REQUIREMENTS

Maintain 3.0 GPA for all coursework in the M.Ed. program. The School of Education is responsible for the academic advisement of its graduate students. Candidates are required to maintain an online, electronic portfolio. The portfolio will be used as a basis for assessment and advisement throughout the graduate studies experience and will be closely monitored at major decision points: entry, midpoint, and exit.

SPECIALIZATIONS AND DEGREE REQUIREMENTS

The School of Education offers a Master of Education program with five areas of specialization, all of which are designed to prepare students for advanced roles in the field of Education:

1. **Administration and Supervision (33 credit hours)**
2. **Reading (online) (36 or 45 credit hours)**
 - Thesis / Special Project option
3. **Secondary Education (33 credits)**
4. **Special Education (33 credits)**
5. **Teaching English to Speakers of Other Languages (TESOL) (33 credits)**

- Option A: Thesis / Special Project
- Option B: Non-Thesis

GRADUATE DOUBLE MAJORS IN EDUCATION

Students wishing to complete a double major in two areas of Education may do so by completing the following requirements:

1. Core Courses: 6 or 9 credits.
2. Two Areas of Specialization Coursework. Note: Elective courses may be taken in second area of specialization.
3. PRAXIS II covering both areas of specialization.
4. Thesis or Special Project option (6 credits) to include both areas.

Students electing to Double Major will receive one degree with both areas of study listed on the transcript.

THESIS AND SPECIAL PROJECT DESCRIPTIONS

Definitions and descriptions of the scope and format for Special Project and Thesis requirements appear in the Degree Requirements of this Bulletin. A student in consultation with his or her advisor will decide upon which requirement will best meet student and program goals.

SCHOOL OF EDUCATION

MASTER OF EDUCATION: ADMINISTRATION AND SUPERVISION

OVERVIEW

OBJECTIVES

The specialization is designed to prepare professionals to meet the following objectives:

- Students will gain the knowledge and ability to promote success among his or her students.
- Students will have the knowledge and ability to organize school operations and resources that promote a safe, efficient, and effective learning environment.
- Students will respond to diverse community interests, needs, and the ability to mobilize community resources.
- Students will have the knowledge to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural venues.

After the completion of this program, graduates find gainful employment as school principals in Guam, U.S. mainland, and international P-12 school settings.

PROGRAM LEARNING OUTCOMES

1. A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
3. A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
4. A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling

school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

DEGREE REQUIREMENTS

SPECIFIC PREREQUISITE

Students who wish to be admitted to this specialization must have:

1. an undergraduate degree in Professional Education, or its equivalent as approved by the School of Education and
2. three years of fulltime P-12 classroom teaching experience.

COURSE REQUIREMENTS (33 CREDIT HOURS)

Core Courses (9 credit hours)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS

Electives (3 credit hours)

Graduate level course from any college with the approval of Program Chair is an option for electives. However, students who wish to complete a graduate special project (3 credits) need one more elective course.

Areas of Specialization (15 credit hours)

Course	Course Title	Credits	Term Offered
ED610	SCHOOL LEADERSHIP AND ADMINISTRATION	3	FALL ONLY/ ALL YEARS
ED611	SCHOOL PERSONNEL MANAGEMENT	3	SPRING ONLY/ ALL YEARS
ED612	SCHOOL LAW	3	SPRING ONLY/ ALL YEARS
ED613	SCHOOL FINANCIAL MANAGEMENT	3	FALL ONLY/ ALL YEARS
ED698	INTERNSHIP:	3 - 6	FALL/SPRING/ AS REQUIRED

Thesis or Graduate Special Project (6 credit hours)

Capstone Portfolio and PRAXIS II with a score approved for licensure on Guam. Current requirements may be found at the Guam Commission for Educator Certification website: www.gcec.guam.gov (Required for all students).

OPTION 1:

Course	Course Title	Credits
ED695	THESIS:	3 / 3 credit hours

OPTION 2:

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

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SCHOOL OF EDUCATION

MASTER OF EDUCATION: READING

OVERVIEW

OBJECTIVES

The School of Education offers a master's degree with a specialization in Reading as an Online Program. The program offers the same rigor and academic quality as a traditional face-to-face degree program yet offers the convenience of online learning that fits the schedule of a busy professional. The online program allows you to learn from the comfort of your own home or nearby school or library at a time that is convenient for you. We believe students will find the program both engaging and meaningful. This specialization is designed to prepare professionals in the field of reading/literacy who are interested in becoming highly effective teachers and specialists in reading and language arts. A thesis or special project is recommended for students who anticipate further study at the doctoral level. Reading faculty will conduct an admissions interview as an entry-level assessment for new applicants.

This specialization is designed to prepare professionals for the following roles:

1. To develop students' literacy (reading and writing) in language arts and across the curriculum, with an emphasis on pre-school, elementary and secondary years.
2. To assess and instruct students with diverse literacy needs in regular classrooms, as well as specialized settings (developmental or basic classes, ESL classes, special education classes, adult literacy centers, etc.).
3. To participate as a member of a professional learning community, reflecting on practice and contributing to the improvement of instructional programs, advancement of knowledge and practice of colleagues.

Graduates find diverse professional positions, with the majority serving in schools as classroom teachers, reading/language arts resource teachers, special education

teachers, and school consultants. Some become diagnosticians and reading specialists in clinical settings or private practice, and some go on to doctoral study.

In addition to course work that integrates theory and practice, students will diagnose and instruct individuals who have reading and writing problems.

PROGRAM LEARNING OUTCOMES

Upon completion of the program, graduates will be able to:

1. Articulate the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Facilitate professional learning and leadership as a career-long effort and responsibility.

DEGREE REQUIREMENTS

PREREQUISITE

A student who wishes to be admitted into this specialization must have a bachelor's degree in Education or a related field (e.g. psychology, English, linguistics, etc.); and teaching experience of one or more years. Note that a teaching certificate is required for those wishing to teach at the elementary or secondary levels in the Guam Public School System.

COURSE REQUIREMENTS (36 AND 45 CREDIT HOURS)

36 credit hours – for students who do not choose to complete a thesis/special project

45 credit hours – for students who choose to complete a thesis/special project

Core Courses (3 or 6 credit hours)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS

For students who wish to complete a thesis or special project, choose one:

Course	Course Title	Credits	Term Offered
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS

Areas of Specialization (30 credit hours)

Course	Course Title	Credits	Term Offered
ED484G	THE ART AND CRAFT OF TEACHING WRITING	3	Intersession/ ALL YEARS
ED640	LANGUAGE AND LITERACY DEVELOPMENT	3	SUMMER/ ALL YEARS
ED641	MIDDLE/ SECONDARY READING AND WRITING IN CONTENT AREAS	3	SUMMER/ ALL YEARS
ED642	SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS	3	SUMMER/ ALL YEARS
ED643	PRACTICUM: LITERACY ASSESSMENT	3	FALL ONLY/ ALL YEARS
ED644	PRACTICUM: LITERACY INSTRUCTIONAL LAB	3	SPRING ONLY/ ALL YEARS
ED645	ADVANCED METHODS IN PK-12 SCHOOL LITERACY	3	FALL ONLY/ ALL YEARS
ED646	THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS	3	SPRING ONLY/ AS REQUIRED
ED647	ISSUES & RESEARCH IN LITERACY EDUCATION	3	SUMMER/ ALL YEARS

Course	Course Title	Credits	Term Offered
ED649	CAPSTONE SEMINAR IN LANGUAGE AND LITERACY	3	FALL/SPRING/ ALL YEARS

Technology and Literacy (3 credit hours)

Course	Course Title	Credits	Term Offered
ED638	TEACHING WITH THE INTERNET	3	AS REQUIRED/ AS REQUIRED

Thesis or Special Project (6 credit hours)

Capstone Portfolio and PRAXIS II for Reading Specialist required for students who seek Reading Specialist Certification.

OR

Capstone Portfolio and Written Comprehensive Exam required for students who do not seek Reading Specialist Certification.

ED-690 or ED-695 required only for those students who wish to complete a thesis or special project.

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

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SCHOOL OF EDUCATION

MASTER OF EDUCATION: SECONDARY EDUCATION

OVERVIEW

OBJECTIVES

This specialization is designed to rejuvenate and refine veteran teachers' professional craft by meeting the following objectives:

- Candidates will refine professional teaching and learning philosophy to foster success among his or her student population.
- Candidates will enhance ability to execute best practices to foster success among his or her student population.
- Candidates will refine ability to blend teaching approaches with district educational initiatives.
- Candidates will refine understanding of familial, community, and systemic situations to best contribute in leadership opportunities.

After the completion of this program, graduates continue gainful employment as rejuvenated educators with an increased sense of leadership.

PROGRAM LEARNING OUTCOMES

Five Core Propositions underscored the accomplished teacher's commitment to advancing student achievement. Together, the propositions form the basis of all National Board Standards and the Learning Outcomes for this program.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.

DEGREE REQUIREMENTS

COURSE REQUIREMENTS (33 credit hours)

Core Courses (6 credit hours)

Choose one course from each set

SET 1

Choose one of the following:

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
ED617	ACTION RESEARCH IN SECONDARY SETTINGS	3	FALL ONLY/ ALL YEARS

SET 2

Choose one of the following:

Course	Course Title	Credits	Term Offered
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS

Electives (6 credit hours)

Choose two courses below, **or** graduate-level course from any college with the approval of program faculty.

Course	Course Title	Credits	Term Offered
ED612	SCHOOL LAW	3	SPRING ONLY/ ALL YEARS
ED641	MIDDLE/ SECONDARY READING AND WRITING IN CONTENT AREAS	3	SUMMER/ ALL YEARS
ED670	EFFECTIVE MIDDLE SCHOOLS	3	FALL ONLY/ ALL YEARS
ED671	CRITICAL ISSUES IN SECONDARY SCHOOL	3	SPRING ONLY/ ALL YEARS
ED672	PHILOSOPHY OF EDUCATION	3	FALL ONLY/ ALL YEARS

Specialization Courses (15 credit hours)

Courses in this area would be those in a student's teaching content area and would be approved and selected in conjunction with the academic advisors in the appropriate content areas (SOE and CLASS or CNAS or SBPA). For example, in the content area of social studies, the student should select courses in the M.A. program in Micronesian Studies or graduate level courses in history, political science, anthropology, etc.

PRAXIS II with a passing score approved for licensure on Guam. Current requirements (May 11, 2010) may be found at the Guam Commission for Educator Certification website: www.gcec.guam.gov (required for all students) and Oral Examination.

Thesis or Graduate Special Project (6 credit hours)

Choose one course from each set

SET 1:

Course	Course Title	Credits	Term Offered
ED691	OVERVIEW SEMINAR:	3	FALL/SPRING/ ALL YEARS

SET 2:

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

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SCHOOL OF EDUCATION

MASTER OF EDUCATION: SPECIAL EDUCATION

OVERVIEW

OBJECTIVES

The School of Education offers a master's degree with a specialization in the field of Special Education. The program is designed to develop highly qualified, advance level professionals in Special Education who serve the Guam community and the greater Pacific region.

PROGRAM LEARNING OUTCOMES

Five Core Propositions underscored the accomplished teacher's commitment to advancing student achievement. Together, the propositions form the basis of all National Board Standards and the Learning Outcomes for this program.

1. Assessment

Special education specialists use valid and reliable assessment practices to minimize bias.

2. Curricular Content Knowledge

Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

3. Programs, Services, and Outcomes

Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

4. Research and Inquiry

Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

5. Leadership and Policy

Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

6. Professional and Ethical Practice

Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

7. Collaboration

Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

COHORT SYSTEM

The graduate special education program is offered using the Cohort System. A maximum of 15 students may enroll in one of three Cohorts each year (June, August and January).

There are six terms each year:

- Term 1 and 2 (Fanuchānan Semester 2-8 week sessions)
- Term 3 and 4 (Fañomnākan Semester 2-8 week sessions)
- Term 5 and 6 (Finakpo' Sessions 2-4 week sessions)

Classes are generally held on weekends in the Fanuchānan and Fañomnākan, and on weekdays during the Finakpo'. Students will meet the requirements for GCEC Special Education Certification (K-12) and may complete the Master of Education in six terms (12 months).

All students seeking teaching certification must pass the PRAXIS CORE: Reading, Writing & Math, PRAXIS II – PLT (level determined by student) and PRAXIS II (0354-Special Education) examinations as required by GCEC. Those students seeking the Master of Education must pass the PRAXIS II (0354-Special Education) examination

and complete the NCATE approved Electronic Portfolio to meet the Comprehensive Examination requirements. Additional coursework and internship may be required depending on the applicants' background. Students seeking teacher certification should obtain a GCEC Teacher Certification Evaluation before developing a program of study.

DEGREE REQUIREMENTS

SPECIFIC PREREQUISITES

Students wishing to be admitted to this specialization must have an earned baccalaureate degree in Education. Student with non-education baccalaureate degrees with teaching experience may also be admitted, however those with no teaching experience will be required to take nine hours of undergraduate coursework prior to enrolling in the program. The program chair must approve the program of study ("Graduate Program Entry" form) prior to the start of the program for all students.

COURSE REQUIREMENTS (33 credit hours)

Core Courses (9 credit hours)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ALL YEARS
ED654	MULTICULTURAL SPECIAL EDUCATION	3	FALL ONLY/ALL YEARS

Choose one of the following:

Course	Course Title	Credits	Term Offered
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ALL YEARS

Area of Specialization (15 credit hours)

Students will develop their area of specialization with the approval of program chair.

Electives (3 credit hours)

Student selects one graduate course with the approval of program chair.

Research or Professional Track (6 credit hours)

THESIS OR SPECIAL PROJECT (6 credit hours)

Course	Course Title	Credits	Term Offered
ED691	OVERVIEW SEMINAR:	3	FALL/SPRING/ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ALL YEARS

Choose one of the following:

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ALL YEARS

PROFESSIONAL TRACK (6 credit hours)

Course	Course Title	Credits	Term Offered
ED691	OVERVIEW SEMINAR:	3	FALL/SPRING/ALL YEARS
ED698	INTERNSHIP:	3 - 6	FALL/SPRING/AS REQUIRED
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ALL YEARS



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SCHOOL OF EDUCATION

MASTER OF EDUCATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

OVERVIEW

OBJECTIVES

The School of Education offers a master's degree with a specialization in TESOL. The objectives of this program of study are to maintain a balance between theory and practice, and to fulfill a threefold purpose:

1. To train practitioners to enter the ESL classroom as professionals,
2. To provide a theoretical base which would enrich the formation of ESL classroom teachers and enable those who wish to further their studies at the doctoral level, and
3. To serve as a resource for other teachers to function as ESL trainers.

PROGRAM LEARNING OUTCOMES (TESOL STANDARDS)

1. Language

- a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.
- b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

2. Culture

- a. Culture as it Affects Student Learning. Candidates know, understand and use major theories and research related to the nature and role of

culture in their institution. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3. Instruction

- a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
- b. Implementing and Managing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.
- c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content instruction.

4. Assessment

- a. Issues of Assessment for English Language Learners. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.
- b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to show

language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

- c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

5. Professionalism

- a. ESL Research and History. Candidates demonstrate knowledge of history, research, and educational public policy, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
- b. Professional Development, Partnerships and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

IMPORTANT NOTICE: The M.Ed. TESOL degree does not lead to initial certification to teach in the Guam (or other U.S.) school system. Endorsement to teach ESL in the Guam school system will only be granted to teachers currently certified. Non-certified candidates are welcomed to apply to the M.Ed. TESOL program if they are not seeking endorsement or certification.

DEGREE REQUIREMENTS

SPECIFIC PREREQUISITES

In order to be admitted to this specialization, prospective student must have the prerequisites as currently stated in the catalog plus:

1. Native speaker of English or a score of 550 on the TOEFL.
2. A Bachelor's Degree with a major in English, Education, a foreign language, or a related field.
3. A teaching certificate for those wishing to teach at the elementary or secondary levels.

COURSE REQUIREMENTS (39 CREDIT HOURS)

Core Courses (30 credit hours)

A Finakpo' (May to August) practicum is required and is part of the coursework.

Course	Course Title	Credits	Term Offered
ED582	FOUNDATIONS OF TESOL	3	FALL ONLY/ ALL YEARS
ED583	MATERIALS DESIGN AND EVALUATION	3	FALL ONLY/ ALL YEARS
ED584	PHONETICS AND PHONOLOGY	3	FALL ONLY/ ALL YEARS
ED585	ENGLISH GRAMMAR	3	FALL ONLY/ ALL YEARS
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS
ED660	APPLIED LINGUISTICS	3	FALL ONLY/ ALL YEARS
ED661	SECOND LANGUAGE CURRICULUM THEORY AND DEVELOPMENT	3	FALL ONLY/ ALL YEARS
ED662	SECOND LANGUAGE TESTING AND EVALUATION	3	SPRING ONLY/ ALL YEARS

Thesis (3 credit hours)

Course	Course Title	Credits	Term Offered
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

A capstone Portfolio and PRAXIS II English to Speakers of Other Languages (ESOL) examination with a passing score approved for licensure on Guam is required for candidates seeking endorsement in ESL. Current requirements (May 11, 2010) may be found at the Guam Commission for Educator Certification website <http://www.gcec.guam.gov> (required for all students). In lieu of the PRAXIS II ESOL examination, candidates not seeking endorsement to teach ESL in the Guam school system will be required to take a written comprehensive examination at the end of their studies.

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COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

The numbering system for graduate courses and student's eligibility for graduate credit has been determined as follows:

General Class-Level Designations

• 400G-499G

Courses in this category may also be found in the Undergraduate Catalog. Graduate students may include up to 10 semester hours of these courses, designated by the letter "G" after the course number, toward a graduate degree. Additional work beyond that required of undergraduates will be expected. No retroactive graduate credit will be given for a course in which the student registered for undergraduate credit. Under no circumstances can a course taken for credit as an undergraduate be repeated for graduate credit.

• 500-699

Courses in this category are primarily for graduate students. Qualified seniors may be allowed to enroll in graduate courses by special permission.

Special Course Designations

- 1.-**90 Series: Special Project.** Courses for individual students including special problems, special studies, and individual research (690 is for special project in lieu of thesis only).
- 2.-**91 Series: Seminar Courses.** Courses in which the burden or research and preparation are on the students and class activity is discussion-oriented.
- 3.-**92 Series: Practicum Courses.** Guided work experience supervised by a qualified professor or project director to whom the student reports at regular intervals.
- 4.-**93 Series: Workshops.** Courses administered by a group of specialists and dealing with various applied aspects of a discipline.
- 5.-**94 Series or on a trial basis: Special Studies.** Special-category courses usually designed

to be offered only once (e.g., a course by a visiting expert, a course designed for a specific group of students).

- 6.-**95 Series: Thesis.** Independent research culminating in a major research paper or project (e.g., master's thesis).

- 7.-**96 Series: Creative Thesis (Art Program only).** Independent creative work culminating in an original exhibition.

- 8.-**97 Series: Comprehensive Exam.** This a zero-credit C/NC course for students in programs requiring comprehensive or nationally standardized exams or other capstone requirements.

- 9.-**98 Series: Internship.** A training, residency or intern program in which the student works in a technical or professional area under the supervision of an expert in the field.

- 10.-**99 Series: Independent Reading.** A course of directed reading in a designated field or topic.

- 11.-**800 Series:** The 800 series of courses are post baccalaureate, professional development courses for teachers. Admission requirements are 1) proof of a bachelor's degree and 2) proof of present employment as a teacher. No undergraduate may take an 800 course. Credit for an 800 course is not applicable to any master's degree. These courses may not be cross-listed with any other course. They shall appear on a separate transcript labelled "FOR PROFESSIONAL DEVELOPMENT."

SPECIAL PROJECT COURSES

Students enrolling for 590 or 690 course credits must complete "Special Project" course forms available from the Professional & International Programs Office. Students must take the form to the faculty member offering the course. The faculty member will assist in completing the form and sign the form. After obtaining the other required signatures, the formal registration and payment of required fees for these courses shall take place. If the course is to be used for graduation requirements, grades

must be submitted by the instructor on the required deadline. In addition, the required contact hours must also be met between the student and the instructor for academic credit. No more than nine credit hours of 590 and 690 course work can be accumulated toward graduate degree requirements. All other rules and regulations apply.

Students who have been accepted to graduate status may register for Special Project and Internship Courses through the ninth week of a regular semester or the third week of a finakpo' (June–Aug.) term. Graduate students must register for all other courses during regularly scheduled registration periods or drop/add periods.

CONFERENCE COURSES

Conference courses are courses described in this Bulletin but not listed on the official semester or term class schedule. A graduate student may enroll and study privately with the professor if the advisor, instructor, graduate program chair, appropriate academic dean or director approve the justification for such enrollment. A conference course will not be approved if the course already appears on the regular schedule of classes.

Application forms for a conference course can be obtained from the Professional & International Program Office. Students must first have the forms approved by the instructor. After obtaining the required signatures, the formal registration and payment of required fees for these courses shall take place. If the course is to be used for graduation requirements, grades must be submitted by the instructor on the required deadline. In addition, the required contact hours must also be met between the student and the instructor for academic credit. All other rules and regulations apply.

COURSE ABBREVIATIONS

The University reserves the right to cancel scheduled courses due to low enrollment. All courses are subject to the availability of resources.

Subject	Abbreviation	School / College
Agriculture and Life Sciences	AL	CNAS
Anthropology	AN	CLASS

Subject	Abbreviation	School / College
Business Administration	BA	SBPA
Biology	BI	CNAS
Chemistry	CH	CNAS
Education	ED	SOE
English	EN	CLASS
Geography	GE	CLASS
Health Sciences	HS	SNHS
History	HI	CLASS
Linguistics	LN	CLASS
Mathematics	MA	CNAS
Micronesian Studies	MI	CLASS
Natural Sciences	NS	CNAS
Philosophy	PI	CLASS
Psychology	PY	CLASS
Sociology	SO	CLASS
Women and Gender Studies	WG	CLASS

COURSE DESCRIPTIONS

GRADUATE BULLETIN

COURSE DESCRIPTIONS

The University reserves the right to cancel scheduled courses due to low enrollment. All courses are subject to the availability of resources.

Business & Public Administration

Courses for the Master of Public Administration and Professional Master of Business Administration degrees:

- BA – Business Administration
- PA – Public Administration

Education

Courses for the Master of Arts degrees in Counseling and Teaching and all Master of Education specialties:

- ED – Education
- PE – Physical Education

Humanities & Social Sciences

Courses for the Master of Arts in English, Master of Arts in Micronesian Studies, and Master of Science in Clinical Psychology degrees:

- AN – Anthropology
- EN – English
- GE – Geography
- HI – History
- LN – Linguistics
- MI – Micronesian Studies
- PI – Philosophy
- PY – Psychology
- SO – Sociology
- WG – Women and Gender Studies

Natural & Applied Sciences

Courses for Master of Science degrees in Biology, Environmental Science, and Sustainable Agriculture, Food, & Natural Resources degrees:

- AL – Agriculture and Life Sciences
- BI – Biology
- CH – Chemistry
- EV – Environmental Science
- HS – Health Science
- MA – Mathematics

COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION COURSES

BA-601 CASE STUDIES IN MANAGEMENT

FALL ONLY/ALL YEARS

3 credit hours

The course is broken up into four sections, accommodating brief intervals between inter-term periods that define the one-year master's program. The intent of this course is to introduce the student to case study methods as a means of establishing schema for moving the decision making process from problem definition to quality control measures via strategic design.

BA-610 MANAGERIAL ECONOMICS

SPRING ONLY/ALL YEARS

3 credit hours

The course begins with an overview of macroeconomic issues. Indicators of macroeconomic performance are identified and managers are given a preview of the tools and resources used to evaluate and forecast economic conditions. Applications of microeconomic theory to strategic management in these market conditions are presented. Basic concepts of supply, demand, market price, output, production, and resource allocation provide a framework for strategic analysis in emerging markets where firms have market/monopoly power. Other topics address sophisticated pricing policies, transfer pricing, models of competition and cooperation, managing under uncertainty, asymmetric information and externalities. The course provides a framework and analytical tools to enhance decision-making within the manager's organization.

BA-611 STRATEGIC MARKETING MANAGEMENT

SUMMER/ALL YEARS

3 credit hours

This advanced marketing management course focuses on strategic marketing analysis and planning at both the corporate and SBU levels. It will use the concepts and theories underlying marketing decision-making and the tools needed to analyze and understand complex marketing situations found in today's ever-changing marketplace. The course is designed to help managers develop and execute appropriate managerial strategies. An emphasis of this course will be on developing executive-level decision-making skills, which students are most likely to encounter during their current and future careers. Students will learn to apply analytical marketing perspectives, decision tools, and concepts to strategic management decisions to achieve organizational goals and objectives. The subject has been organized around the marketing planning process, strategic decision-making, market analysis, competitive analysis, and financial analysis, and the application of these to "real world" situations.

BA-613 STRATEGIC LEADERSHIP AND ETHICS

SPRING ONLY/ALL YEARS

3 credit hours

This seminar provides managers with the tools to explore and evaluate leadership theories and their application from a strategic perspective, taking into consideration their limitations and delimitations as they are applied in real work settings. Emphasis will be placed on professional work experience.

BA-620 FINANCIAL MANAGEMENT**SUMMER/ALL YEARS**

3 credit hours

This course introduces financial management principles and investment decisions from a strategic, pragmatic perspective. Although theory is broached, emphasis is placed on practical application. Topical areas include financial statement analysis, working capital management, capital structure optimization, investment selection, and sources of funding.

BA-621 MANAGERIAL ACCOUNTING**SPRING ONLY/ALL YEARS**

3 credit hours

The course begins with a review of accounting concepts, standards and practices of financial reporting that serve the needs of decision makers including preparation and analysis of financial statements. The course then extends these concepts to business managers' decision making and evaluation of performance including the use of accounting information for planning and control. The application of accounting to decision models used by today's rapidly changing organizations are addressed along with mechanics of cost accounting and management accounting in resource allocation as in capital budgeting, and performance evaluation. Throughout the course, statistical approaches are applied to the analysis of information.

**BA-622 STATISTICAL ANALYSIS AND
ECONOMETRIC****SUMMER/ALL YEARS**

3 credit hours

The course begins with the basic concepts and methods of management science that relies on statistical analysis techniques as well as the art of decision-making under circumstances of constrained optimization. It introduces statistical ideas as they apply to managers. Two ideas

dominate: describing data and modeling variability and randomness using probability models. The course provides tools and data analysis models for decision making that use hypothesis testing, linear programming and simulation. It also provides an understanding of the definitions and limitations of a variety of standard econometric measures.

**BA-630 GLOBAL HUMAN RESOURCE
MANAGEMENT****SPRING ONLY/ALL YEARS**

3 credit hours

This graduate Human Resource Management (HRM) course explores regional and international HR principles, strategies, and practices. Key areas such as U.S. and country-specific compensation and benefits, staffing, employee development, and performance appraisal are covered. Students will develop an in-depth understanding of HRM functions in regional and international arenas.

**BA-632 OPERATIONS AND PROJECT
MANAGEMENT****FALL ONLY/ALL YEARS**

3 credit hours

This graduate Operations Management course explores modern theory and practice for planning and controlling the operations function, both in manufacturing and service organizations. Quantitative tools of analysis used to support decision-making in the various activities of operations management are reviewed. Regional and international applications and issues will be included.

BA-710 ADVANCE TOPICS IN INTERNATIONAL**SUMMER/ALL YEARS**

3 credit hours



This course offers students the opportunity to explore the workings of the international business arena and to demonstrate an understanding of global markets as it relates to their professional field through undertakings that encourage business system adaptation to new environments. It further promotes the importance of ethical and socially responsible decision making in different cultural settings.

BA-711 BUSINESS CAPSTONE EXPERIENCE

FALL ONLY/ALL YEARS

3 credit hours

The Business Capstone course is the culminating professional experience for the PMBA student. It extends over the final two terms of their program. Within teams of two or three, PMBA students will participate in the development of an applied research project that synthesizes the students' learning throughout their tenure in the PMBA program. The nature of the applied project can consist of a strategic management project, an entrepreneurial project, or a special study project.

COURSE DESCRIPTIONS

PUBLIC ADMINISTRATION COURSES

PA-501 APPLIED RESEARCH METHODOLOGY

FALL/SPRING/ALL YEARS

3 credit hours

Concentrated study of research methodology, including planning, organizing and executing research projects; techniques of gathering data; use of library facilities and other sources of information; analysis and interpretation of data; the art and strategy of presenting oral and written findings. *This course must be taken within a student's first 12 credits in the MPA program. Prerequisites: PA305, BA310, or equivalent. NOTE: COURSE TITLE WAS INTRODUCTION TO RESEARCH

PA-510 ADMINISTRATIVE THOUGHT

FALL ONLY/ALL YEARS

3 credit hours

This course offers an overview of classic and contemporary theories of public administration and bureaucracy. The role and process of American public administration are studied in the social and political context of legislatures, executives, legal and judicial structures, and in relationship to political parties and clientele groups. The modern administrative state and its illustrations of democratic theory and practice, are examined.

PA-525 PUBLIC BUDGETING

FALL ONLY/ALL YEARS

3 credit hours

Budgetary practices of federal, state, territorial, and local governments. The budget cycle, budget preparation, and execution. Includes techniques such as PPB (Planning, Programming, Budgeting) in the Federal government and zero-base in GovGuam budgeting. Prerequisites: PA303 or equivalent.

PA-526 PRIVATE ENTERPRISE AND PUBLIC POLICY

SPRING ONLY/ALL YEARS

3 credit hours

This course will examine the governmental process in the formulation of policy, the framework and organization of administrative agencies in the regulation and supervision of policy, and the nature of the 'public interest' and the Interrelationship of interests affecting governmental policy toward business enterprise. This course will also address communication skills in a collaborative setting and build the capacity to lead in the development and deployment of public policy initiatives and the changes in the public policy sector.

PA-530 PUBLIC PERSONNEL, DISCIPLINARY, AND PERFORMANCE MANAGEMENT

FALL ONLY/ALL YEARS

3 credit hours

The study of government organization management practices and problems; the general effectiveness of major agencies including their relationships with U.S., local legislative bodies, clientele and other governmental units and public bodies. This course establishes the broad parameters of what constitutes the major roles, responsibilities and activities of public managers. This

course is particularly suited for students with limited background in public management. Stress is placed on the development of analytical techniques that are useful in the identification and resolution of commonly occurring problems in public management.

PA-535 INTERGOVERNMENTAL RELATIONS

SPRING ONLY/ALL YEARS

3 credit hours

Study of the dynamics of relations among governmental units, including the movement towards regionalization and councils of government. Study of the impact of "new federalism" concepts and revenue sharing upon states, territories and of local issues and problems.

PA-540 ADMINISTRATIVE LAW

SPRING ONLY/ALL YEARS

3 credit hours

Study of administrative law, including issues of separation of powers; regulatory commissions; processes of administrative adjudication; and judicial review.

PA-545A PUBLIC POLICY AND GOVERNANCE

FALL/SPRING/ALL YEARS

3 credit hours

This course will examine the governmental process in the formulation of policy, the framework and organization of administrative agencies in the regulation and supervision of policy, and the nature of the 'public interest' and the interrelationship of interests affecting governmental policy toward business enterprise. This course will also address communication skills in a collaborative setting and build the capacity to lead in the development and deployment of public policy initiatives and the changes in the public policy sector.

PA-545B PUBLIC PRIVATE PARTNERSHIPS

FALL/SPRING/ALL YEARS

3 credit hours

This course will explore advanced organization and management theory including organization, systems design and analysis, decision theory, power, politics, and authority from the vantage point of how governments are partnering with for-profit and non-profits to redefine the traditional methods of public administration in a multi-stakeholder, solution oriented value proposition. Prerequisite: BA240.

PA-545C COMPARATIVE PUBLIC ADMINISTRATION

FALL/SPRING/ALL YEARS

3 credit hours

Administrative structures and processes of industrialized and developing areas of the world. Distribution of government services in the various bureaucratic organizations.

PA-545D PUBLIC PLANNING

FALL/SPRING/ALL YEARS

3 credit hours

This course deals with methods of social, economic, and physical planning. The concept of planning is approached from the theoretical, methodological and philosophical perspectives. It focuses on problem analysis to the final stages of program implementation and evaluation.

PA-545E PUBLIC CONTRACTING AND PROCUREMENT POLICIES AND PRACTICES

FALL/SPRING/ALL YEARS

3 credit hours

An examination of the legal and regulatory framework governing public contracting within the dimensions of past and present national and local objectives. A particular emphasis is placed on its contribution to government efficiency and effectiveness.

PA-550 COMPARATIVE PUBLIC ADMIN

FALL ONLY/ALL YEARS

3 credit hours

Administrative structures and processes of industrialized and developing areas of world. Distribution of government services in the various bureaucratic organizations.

PA-560 LEADERSHIP AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS

SPRING ONLY/ALL YEARS

3 credit hours

MORAL AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS TO LEADERSHIP AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS An examination of the meaning of business ethics and its significance in business decision making. By thoughtful analysis of the moral issues raised by business practices, graduate students will raise their comprehension of the moral decisions of business. Students will apply ethical theories and concepts to social issues. In addition, students will gain practice during examinations and interpretations of positions taken by various stakeholder groups affected by business and vice-versa.

PA-561 PUBLIC PLANNING

SPRING ONLY/ALL YEARS

3 credit hours

This course deals with methods of social, economic, and physical planning. The concept of planning is approached from the theoretical, methodological and philosophical

perspectives. It focuses on problem analysis to the final stages of program implementation and evaluation.

PA-565 PUBLIC CONTR&PROCUREMENT POLICY& Practices

FALL ONLY/ALL YEARS

3 credit hours

An examination of the legal and regulatory framework governing public contracting within the dimensions of past and present national and local objectives. A particular emphasis is placed on its contribution to government efficiency and effectiveness

PA-570A SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - POLICY

FALL/SPRING/ALL YEARS

3 credit hours

a) Policy Current problems and issues in the management of government programs are explored through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights, environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.

PA-570B SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION- CURRENT RELEVANT ISSUES

FALL/SPRING/ALL YEARS

3 credit hours

b) Current/Relevant Issues Current problems and issues in the management of government programs are explored

through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights, environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.

PA-570C SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - EMPLOYMENT LAW

FALL/SPRING/ALL YEARS

3 credit hours

c) Employment Law Current problems and issues in the management of government programs are explored through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights, environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.

PA-570D SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - ORGANIZATIONS

FALL/SPRING/ALL YEARS

3 credit hours

d) Organizations Current problems and issues in the management of government programs are explored through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights,

environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.

PA-570E SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION - SYSTEMS

FALL/SPRING/ALL YEARS

3 credit hours

e) Systems Current problems and issues in the management of government programs are explored through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights, environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.

PA-590 SPECIAL PROJECTS IN PUBLIC ADMINISTRATION

FALL ONLY/FALL ONLY

3 credit hours

In-depth study relating to a special interest of the student in some aspect of Public Administration. A formal scholarly paper is required.

PA-598 INTERNSHIP: PUBLIC ADMINISTRATION

FALL/SPRING/ALL YEARS

3 credit hours

This course provides qualified students with the opportunity to gain experience in public administration.



Students are placed in government agencies and related organizations and work under the supervision of a management official. Students must consult with the Internship Coordinator prior to enrolling. This course is required for all pre-service students.

PA-692 PRACTICUM

FALL/SPRING/ALL YEARS

3 credit hours

The Capstone course is the culminating experience that incorporates applied research and real worldreal-world application in the field under the guidance of a major professor. The Capstone will also serve as the MPA Qualifying Exam. This course may only be taken in the student's graduating semester. Prerequisite: Consent of MPA Chair.

PA-695 THESIS

FALL/SPRING/ALL YEARS

6 credit hours

Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. Students are required

COURSE DESCRIPTIONS

EDUCATION COURSES

ED-443G ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION

SPRING ONLY/ALL YEARS

3 credit hours

This course is designed for special education and regular education teachers who expect to teach students with disabilities. Students learn to select, adapt, create, and use materials and assistive technology for students with disabilities. Prerequisite: ED655 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-444G SOCIOCULTURAL ASPECTS OF EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course is a survey of sociological and psychological factors related to the education of children outside the cultural and economic mainstream of American society. Review of local resources and facilities to assist these pupils. Prerequisite: SO101, PY101, or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-446G INCLUDING CHILDREN WITH DISABILITIES IN THE REGULAR CLASSROOM

FALL/SPRING/ALL YEARS

3 credit hours

This course is designed for special and general education teachers (both elementary and secondary). It covers basic knowledge and skills necessary for teaching students with disabilities in order to be involved in and progress within the least restrictive environment. Emphasis is placed on the placement of students primarily within the general education setting unless it is determined that placement in this setting with supplementary aids and services has proven to be unsatisfactory. Special emphasis is also given to multicultural populations and settings. Prerequisite: ED655 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-449G DIRECT INSTRUCTION TEACHING STRATEGY

AS REQUIRED/AS REQUIRED

4 credit hours

This competency-based course deals with the development of skills necessary for effectively teaching direct instructional programs dealing with basic skills of reading, spelling, language, or arithmetic. The specific conceptual content will vary depending on the specific level of program(s) taught. Prerequisite: ED300 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-452G COMPUTERS AND EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

The course is designed to teach pre-service and in-service teachers about micro-computers in education. It provides practical experience with computers, and aids students in learning the various types of software (applications, utilities, CAI/CMI) and their school and classroom uses. LOGO is taught. Issues involved in computer use in education are studied. No previous computer experience is necessary. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-457G BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION

SPRING ONLY/EVEN YEARS

3 credit hours

This course is designed to provide classroom teachers and other school staff with the knowledge and skills necessary to promote school-wide discipline procedures, prevent discipline problems, and correct inappropriate behaviors. Focus will include preventive measures related to effective instruction. In addition, strategies on dealing with disruptive, distracting, and dangerous behaviors will be provided in order to ensure a safe and effective learning environment. Information on conducting functional assessments, developing positive behavioral support plans, and disciplining students with disabilities will also be covered in this course. Prerequisite: ED655. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-481G SECOND LANGUAGE TEACHING METHODOLOGY

AS REQUIRED/AS REQUIRED

3 credit hours

This is an introduction to the large and growing field of second language pedagogy. The primary purpose of the course is to provide current and prospective second language teachers with knowledge of the theoretical bases and research which are related to second language learning. The secondary purpose is to consider the practical application of the theories and research within the second language classroom. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-483G INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This course provides an overview of the rationale, policies, and procedures for Early Childhood Special Education Services. The etiology of disabilities and a description of children with handicaps will be presented. Implications for educational intervention and service delivery for children from birth to 5 years will be discussed. The course is designed to introduce students to the field of Early Childhood Special Education. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-484G THE ART AND CRAFT OF TEACHING WRITING

INTERSESSION/ALL YEARS

3 credit hours

This course draws on current perspectives in language and literacy acquisition to help teachers set up a process-centered reading and writing classroom. Emphasis will be on the Authoring Cycle as a conceptual framework for a reading/writing curriculum in PK-12 classrooms. In addition, teachers will learn how to use the authoring cycle to construct meaning across the sign systems. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-486G BEST (BUILDING EFFECTIVE STRATEGIES FOR TEACHING)

AS REQUIRED/AS REQUIRED

3 credit hours

This course brings together novice and experienced teachers to work collaboratively on strategies to solve classroom problems via the action research methodology. The course will equip beginning teachers with pedagogical and professional skills and experienced teachers with research skills, particularly those that are needed to carry out collaborative action research. Prerequisite: Current enrollment in or completion of 392, or consent of advisor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-488G SCHOOL LAW FOR TEACHERS

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed as an introductory class in legal basics for the prospective or recently assigned teacher in the public school system. The class will provide guidance in the everyday decision making that will help make the teacher actions more defensible in this modern era of litigation in the school scene. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL

COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

ED-582 FOUNDATIONS OF TESOL

FALL ONLY/ALL YEARS

3 credit hours

In this introductory course, students will learn the basics in teaching English as a second or foreign language. All four language skills will be taught, with details about how they can be taught separately or integrated. A wide range of lessons with details activities and tools will be introduced. Prerequisite: Instructors consent required and Admission into M.Ed. TESOL cohort.

ED-583 MATERIALS DESIGN AND EVALUATION

FALL ONLY/ALL YEARS

3 credit hours

This course examine materials that are used in the ESL classroom. Adapting existing materials as well as developing authentic materials are discussed in detail. Basic techniques and strategies for creating new materials for learners from all language and age backgrounds are discussed. Prerequisites: ED661, ED660 and Instructors consent.

ED-584 PHONETICS AND PHONOLOGY

FALL ONLY/ALL YEARS

3 credit hours

This course provides a fundamental overview about the English phonetic system. Reasons and solutions for common pronunciation problems that ELLs have are examined. Methods for improving ELL's spoken English are explored. This course is comparative in nature in that it looks at the English phonetic system as compared to other languages. Prerequisites: ED661, ED660, ED601,



Instructors consent and Admission into M.Ed. TESOL cohort.

ED-585 ENGLISH GRAMMAR

FALL ONLY/ALL YEARS

3 credit hours

This is the study of English structure which provides valuable information for second language teachers and teachers in bilingual/bicultural programs. Prerequisites: ED 661 and instructors consent.

ED-600 ISSUES & PHILOSOPHIES IN CULTURALLY DIVERSE SCHOOLS

AS REQUIRED/AS REQUIRED

3 credit hours

Advanced study concepts and procedures on Bilingual/Bicultural and Multicultural education and process in classroom instruction related to issues and philosophies which impact culturally diverse schools.

ED-601 INTRODUCTION TO RESEARCH METHODS

FALL/SPRING/ALL YEARS

3 credit hours

This course introduces students to quantitative and qualitative methods common in educational research. Students examine and evaluate research methods and design research programs.

ED-602 QUALITATIVE INQUIRY IN EDUCATION

SPRING ONLY/ALL YEARS

3 credit hours

A survey of qualitative research methods common in educational research. This course discusses the theoretical and methodological tenets underlying qualitative research and focuses on five specific qualitative methods: history, ethnography, case study, critical theory, and field study. Prerequisites: ED601, Graduate status and strong writing skills.

ED-603 QUANTITATIVE ANALYSIS

FALL ONLY/ALL YEARS

3 credit hours

This is a foundation course in conducting research that involves the collection, analysis and presentation of quantitative data. Classification of data, descriptive statistics, measurement of association, regression analysis and several parametric and nonparametric inferential statistics are included. Computer software will be relied upon to analyze and display data. Interpretation and critique of quantitative research is included. Prerequisites: ED601, Graduate standing; computer experience.

ED-605 FOUNDATIONS OF EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This course is designed for perspective secondary teachers as an overview of factors involved in the educational process and to explore multiple issues that affect teaching and learning. It familiarizes students with the responsibilities of teachers and the general operations of a school. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-606 CHILD AND ADOLESCENT DEVELOPMENT

SUMMER/ALL YEARS

3 credit hours

This course is an introduction to adolescent development. It emphasizes physical development, emotional growth, mental development, interests, attitudes and social behavior, moral development, and problems common to the age. It is designed to give the teacher insight into the issues adolescents encounter in and outside of school. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-607 LEARNING THEORIES

SPRING ONLY/ALL YEARS

3 credit hours

This course focuses on adolescent learning in an educational setting. It offers an analysis of the complex factors involved in cognitive and social development, learner differences and information processing, motivation to succeed academically, and effective classroom management and assessment. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-608 CLASSROOM ASSESSMENT

SPRING ONLY/ALL YEARS

3 credit hours

This course is an introduction to the theory and application of varied assessment methods used to improve teaching and promote student learning. It examines the use of traditional assessment practices, as well as alternative methods of classroom assessment. Various issues including grading, the assessment of students with special needs, and ethics in assessment is addressed. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-609 INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOMS

SUMMER/ALL YEARS

3 credit hours

This teaching methods course emphasizes the psychological and theoretical basis for using instructional media and technology in education. Students produce various instructional media and demonstrate the use of the newer technologies such as telecommunications, assistive technology, computers, and multimedia as educational tools. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.

ED-610 SCHOOL LEADERSHIP AND ADMINISTRATION

FALL ONLY/ALL YEARS

3 credit hours

Introduction of the organization and direction of public and private schools to prospective administrators and supervisors.

ED-611 SCHOOL PERSONNEL MANAGEMENT

SPRING ONLY/ALL YEARS

3 credit hours

Focuses on the responsibilities of administrators in improving the total educational program through effective administration of all personnel within an educational organization. Includes study of concerns relative to selection, assignment, development, and retention of personnel. Prerequisite: Consent of advisor.

ED-612 SCHOOL LAW

SPRING ONLY/ALL YEARS

3 credit hours

This course is an overview of school law at the territorial (state) and national levels as it affects the organization, general policies and practices of public education. Emphasis is placed on constitutional rights and the related ramifications these pose for administrators. The context of the Guam scene is emphasized. Prerequisite: Consent of advisor.

ED-613 SCHOOL FINANCIAL MANAGEMENT

FALL ONLY/ALL YEARS

3 credit hours

School business management, budgeting process, salary, scheduling, cost accounting, and purchasing procedures. Principles and practices of school financing, past, present, and future, on both national and local levels are considered. Prerequisite: Consent of advisor.

ED-614 CLINICAL SUPERVISION

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed for the practicing administrator and for master's degree candidates who will be certified as school site administrators. The focus is on the professional and personal development of an administrator through the use of contemporary clinical supervision techniques. The use of various observation instruments, the analysis of data and skills in conferencing are emphasized. Discussion will also center on the role of the evaluator in the legal aspects of teacher evaluation. Some attention is given to teacher participation on clinical educator teams which assist colleagues.

ED-615 DIVERSITY IN EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

Diversity involves a variety of student needs including those of ethnicity, language, socioeconomic class,

disabilities, and gender. It includes issues of race, class, sexuality, religion, and other social dynamics. Diversity implies that all students are different from one another relative to other aspects of diversity such attention span, capability to stay on task, and how they get along with one another. This course will focus on issues of student diversity at the secondary level and develop skills to reflectively teach and to continuously seek ways to facilitate meaningful learning through instructional practice sensitive to student diversity. Must be enrolled in the MAT Program.

ED-616A SECONDARY TEACHING METHODS - LANGUAGE ARTS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616B SECONDARY TEACHING METHODS - SOCIAL SCIENCE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching

methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616C SECONDARY TEACHING METHODS - MATHEMATICS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616D SECONDARY TEACHING METHODS - SCIENCE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom.

The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616E SECONDARY TEACHING METHODS - BUSINESS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616F SECONDARY TEACHING METHODS - FINE ARTS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a

variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616G SECONDARY TEACHING METHODS - HOME ECONOMICS

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616H SECONDARY TEACHING METHODS - HEALTH/PE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques

in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-616I SECONDARY TEACHING METHODS - FOREIGN LANGUAGE

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisites: Admission into the Certification or MAT Secondary Education Teaching Program or consent of advisor.

ED-616J SECONDARY TEACHING METHODS - INSTRUCTIONAL TECHNOLOGY

SPRING/SUMMER/ALL YEARS

3 credit hours

Students registering for this class will register for the specific content area they seek certification in. Students seeking certification in another content area can take the class again to be certified in that area of specialty. This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning

process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.

ED-617 ACTION RESEARCH IN SECONDARY SETTINGS

FALL ONLY/ALL YEARS

3 credit hours

Action research is a collaborative methodology which can be effective in creating school and community partnerships aimed at collecting and analyzing valid and reliable information for data-driven decision making. This course defines action research and reviews the historical and theoretical background of this research method. The student as teacher-researcher engaging in action research is a main focus. Skill in conducting the action-research process from planning to write up will be a major goal of the course. Students will design an action research plan in partnership with a GPSS high school or other school context and write up the study for possible publication. Students will be trained in the appropriate use of human subjects research and request IRB approval or exemption as determined by our Human Subjects Research Board. This is the capstone artifact for the Professional Certification Master's Degree Program. Must be enrolled in the MAT Program, or consent of advisor.

ED-618 INSTRUCTIONAL STRATEGIES FOR ELEMENTARY EDUCATORS

AS REQUIRED/AS REQUIRED

2 credit hours

This course is designed for perspective teachers in elementary education and examines the research and best practices in the selection, implementation, and evaluation of instructional strategies. This includes the development of lesson plans and connection to local and national standards. Students will have opportunities to apply their knowledge gained in a variety of microteaching and

curriculum planning experiences. Prerequisite: Admission into the Certification or MAT Elementary Education Teaching Program.

ED-619 INTRODUCTION TO COUNSELING

FALL ONLY/AS REQUIRED

3 credit hours

Designed to provide a broad overview of the field of counseling. It will introduce students to the counseling process, basic counseling skills, the role of culture in counseling, and the nature and scope of counseling resources in the schools and in the community. Prerequisite: Consent of advisor

ED-620 THE COUNSELING PROCESS: THEORY

FALL ONLY/AS REQUIRED

3 credit hours

Overview of approaches to counseling. Emphasis is given to understanding the theoretical assumptions of each approach. Theories will be examined in their cultural context. Prerequisite: consent of advisor.

ED-621 THE COUNSELING PROCESS: INDIVIDUAL PRACTICE

FALL ONLY/ALL YEARS

3 credit hours

Study, discussion, and practice of useful counseling techniques. The creation and use of a facultative helping relationship is stressed. Prerequisite: ED619, ED620, and consent of advisor.

ED-622 GROUP COUNSELING**SPRING ONLY/ALL YEARS**

3 credit hours

Designed to develop useful counseling techniques in group settings through the study of basic concepts, discussion, observation, and practice of group counseling techniques. Prerequisite: ED619, ED620, ED621, and consent of advisor.

ED-623 DYNAMICS OF INDIVIDUAL BEHAVIOR**SPRING ONLY/ALL YEARS**

3 credit hours

Focuses upon understanding the dynamics of individual behavior, the formation of personality, and human development in general from a cross-cultural perspective. Prerequisite: ED619 and consent of advisor.

ED-624 INDIVIDUAL AND GROUP ASSESSMENT**FALL ONLY/ALL YEARS**

3 credit hours

Study of psychological assessment and testing as they pertain to educational and community mental health center settings. Prerequisite: ED619 and consent of advisor.

ED-625 MULTICULTURAL COUNSELING**SPRING ONLY/ALL YEARS**

3 credit hours

This course is designed to develop multicultural competence in counseling. The emphasis will be upon issues related to being in a therapeutic relationship that is multicultural. Prerequisite: ED619, ED620, ED621, and consent of advisor.

ED-626 PREVENTION AND OUTREACH**FALL ONLY/AS REQUIRED**

3 credit hours

Application of theory and research to the contemporary and lifespan prevention of personal and psychological problems in educational, organizational, professional, and community settings. Prerequisite: Consent of Advisor.

ED-627 CAREER COUNSELING**SPRING ONLY/AS REQUIRED**

3 credit hours

Study of sources and use of information about occupations, vocational development theories, assessment instruments used in career counseling, and approaches used for vocational counseling. Prerequisite: consent of advisor

ED-628 FAMILY COUNSELING**AS REQUIRED**

3 credit hours

An overview of approaches in family counseling. The course focuses on upon understanding the dynamics of family interactions for effective counseling interventions. Prerequisite: ED619, ED620, ED621, and consent of advisor.

ED-629 PSYCHOLOGICAL TESTING**AS REQUIRED**

3 credit hours

In class supervised training in a wide variety of effective methods of psychological evaluation and decision making

for counselors in applied settings. Prerequisite: consent of advisor

ED-630 INSTRUCTIONAL DESIGN SEMINAR

AS REQUIRED/AS REQUIRED

3 credit hours

Problems in systematically applying educational media technology to instruction and learning. Includes selecting appropriate modes of instruction based on clearly defined objectives, organization of instructional configurations, and media implementation.

ED-631 INSTRUCTIONAL APPLICATIONS OF HYPERMEDIA

AS REQUIRED/AS REQUIRED

3 credit hours

Course is designed to develop skills needed to author interactive instructional hypermedia software. It will apply basic instructional design principles in the production of hypermedia programs. Prerequisite: ED451, ED452 and ED630.

ED-632 COMPUTER APPLICATIONS, GRAPHICS AND DESKTOP PUBLICATION

AS REQUIRED/AS REQUIRED

3 credit hours

Application of communication theory and learning principles to design of graphic instructional materials to improve individual and group learning. Includes design, production, evaluation, and preparation of necessary utilization and study materials and guides.

ED-633 TELECOMMUNICATIONS AND DISTANCE LEARNING

AS REQUIRED/AS REQUIRED

3 credit hours

Studies of interactive distance learning models for education and training; logistics and economics for satellite, ITFS, microwave, fiber-optic, cable, twisted-pair, compressed video, radio, and telephone/modem. Teleconferencing. Legislation and FCC regulations. Support systems: courier, FAX, voice mail, computers.

ED-634 INSTRUCTIONAL INTERACTIVE MULTIMEDIA

AS REQUIRED/AS REQUIRED

3 credit hours

Application of instructional design, video production and computer theory to the production of Instructional Interactive Multimedia programs. Emphasis on production and examination of interactive video accompanied by hypermedia as a training and educational media. CD-ROM applications will be examined. Prerequisite: ED451, ED452, ED630 and ED631.

ED-635 PHOTOGRAPHIC VIDEO PRODUCTION

AS REQUIRED/AS REQUIRED

3 credit hours

Develop skills in designing and producing, educational, informational and/or motivational slide/tape and video programs.

ED-636 UTILIZING MEDIA RESOURCES IN INSTRUCTION

AS REQUIRED/AS REQUIRED

3 credit hours

A course focusing on the role of the advanced technologies of education such as telecommunications and interactive media in the instructional process. Emphasis is on the selection, utilization, and evaluation of these media resources for instruction. Applications for advanced technologies in the teaching learning process are stressed. Prerequisite: ED451 and ED452 or other Computer course or consent of instructor.

ED-637 INTEGRATING TECHNOLOGY IN THE CURRICULUM

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed to prepare students to effectively integrate microcomputers in the curriculum. Students will develop conceptual frameworks, strategies and skills to utilize computers to support and enhance the curriculum. Prerequisite: ED452 equivalent.

ED-638 TEACHING WITH THE INTERNET

AS REQUIRED/AS REQUIRED

3 credit hours

This course focuses on how to use the Internet for teaching and learning. It helps students develop skills and strategies in integrating the Internet as an essential resource into the curriculum. Prerequisite: ED452 equivalent.

ED-639 INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES

AS REQUIRED/AS REQUIRED

3 credit hours

This course examines the basic theories, issues, methods, and materials for a developmental K-5 social studies and language arts program. It emphasizes literacy (including reading, as well as writing, speaking and listening) as

tools for learning both social studies and language arts with a "literacy across the curriculum" approach. It addresses cultural diversity in social studies and language instruction, with emphasis on linguistic diversity. The course includes surveys of strategies to support reading and writing instruction and study skills across the curriculum, with an understanding of the various purposes of reading and writing within the subjects of social studies and language arts. This course will focus on theories of reading instruction, language and literacy development before school, emergent literacy, and the development of chronological awareness, phonics, and fluency in children from birth through grade 5. It will also detail strategies for teaching social studies and language arts through an interdisciplinary approach. Prerequisite: Instructors consent.

ED-640 LANGUAGE AND LITERACY DEVELOPMENT

SUMMER/ALL YEARS

3 credit hours

This course explores the theory and practice of literacy development and instruction across the K-12 school years as well as adults. Topics include models of reading and writing processes, emergent literacy, reading and writing instruction for diverse learners, assessment, and adult literacy. Students will be introduced to the theoretical and research base for various models of literacy development, reading and writing processes, and instructional practices. The field has moved from viewing literacy as a process of skills acquisition to viewing literacy as a psycholinguistic process that is socially based and constructivist in nature. This course will help teachers apply current views of how children and adolescents develop as readers and writers to their own teaching situations.

ED-641 MIDDLE/SECONDARY READING AND WRITING IN CONTENT AREAS

SUMMER/ALL YEARS

3 credit hours

Educators will learn how to support the needs of adolescent and young adults, helping them develop into

confident and independent readers and writers. Focus will be on the improvement of literacy skills through meaningful, constructive engagements in reading and writing.

ED-642 SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS

SUMMER/ALL YEARS

3 credit hours

Increasingly, teachers are using literature in the language arts classroom and across the curriculum. In this course, students read and critically evaluate a wide range of books for preschoolers to young adults, considering such issues as developmental needs, linguistic complexity, genre, aesthetics, interest and cultural diversity. Reader response theory, among others, provides a framework for exploring how readers respond to texts through talk, drawing, writing, dramatic play, etc.

ED-643 PRACTICUM: LITERACY ASSESSMENT

FALL ONLY/ALL YEARS

3 credit hours

Students will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide instruction, and to involve the learner in self-assessment. The emphasis is on using assessment in the service of instruction in the classroom and clinical settings. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. Prerequisite: Consent of Advisor.

ED-644 PRACTICUM: LITERACY INSTRUCTIONAL LAB

SPRING ONLY/ALL YEARS

3 credit hours

Building on students' experience in ED643: Literacy Assessment, this course focuses on reading and writing instruction for children and adolescents with diverse learning needs. Students observe, diagnose, and instruct children at the School of Education Literacy Center. They will deepen their understanding of reading/writing processes and strengthen their skills in designing and implementing instruction that is responsive to the current knowledge, skills, interests, motivation and needs of individual learners. Students will also extend their knowledge of how to assess students, synthesize measurement data (both formal and informal) and present findings to parents and professionals in the form of a case report. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. Prerequisite: ED643.

ED-645 ADVANCED METHODS IN PK-12 SCHOOL LITERACY

FALL ONLY/ALL YEARS

3 credit hours

This course draws on the constructive nature of literacy development to teach PK-12 students. Emphasis will be placed on ways to motivate and engage students in literacy learning. Teachers will explore models of literacy learning and how they relate to literacy instruction. Literacy methods and strategies will be responsive to the sociocultural contexts of learning in diverse classroom populations. The ultimate goal is to foster students' willing engagement in reading and writing.

ED-646 THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS

SPRING ONLY/AS REQUIRED

3 credit hours

Introduces students to organization, administration, and supervision of school reading programs (K-12). Students examine roles of reading personnel, evaluate major reading programs and develop, implement, and evaluate a reading program at the classroom and school level.



Prerequisite: ED640, ED641 or ED645, or consent of advisor.

ED-647 ISSUES & RESEARCH IN LITERACY EDUCATION

SUMMER/ALL YEARS

3 credit hours

Students conduct a critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. The course is also intended as an opportunity to examine one significant issue in depth and develop a well-synthesized review of research - to use multiple expert informational resources, to read extensively, to write and present for a professional audience.

ED-648 INTEGRATED METHODOLOGIES: HEALTH AND PHYSICAL EDUCATION

AS REQUIRED/AS REQUIRED

1 credit hour

This course will provide perspective teachers in elementary education with the knowledge and skills to instruct quality physical education and physical activity classes in the elementary grades. Perspective elementary teachers will learn to provide inclusive, academically integrated, enjoyable activities that enhance motor development and academic skills in elementary students.

ED-649 CAPSTONE SEMINAR IN LANGUAGE AND LITERACY

FALL/SPRING/ALL YEARS

3 credit hours

This seminar is designed as a final, integrative experience for students completing the master's degree program in language and literacy. Candidates create an Electronic Capstone Portfolio to showcase their growth in mastery

of competencies identified by program goals, objectives and standards, their synthesis of graduate course work and experience, and the professionalism expected of an educator. Prerequisites: A candidate's Capstone Experience occurs during his/her last fall or spring semester of course work.

ED-650 ASSESSMENT OF INDIVIDUALS WITH DISABILITIES

SPRING ONLY/ALL YEARS

3 credit hours

Course deals with various methods and approaches to psychological and educational assessment of special education students. Analysis and interpretations of tests and results will also be examined. A practicum component dealing with the administration, interpretation and uses of various tests will be heavily stressed. Prerequisite: An undergraduate or graduate course in evaluation, skill assessment or tests and measurement is critical.

ED-652 FAMILY AND SCHOOL CONSULTATION

FALL ONLY/ALL YEARS

3 credit hours

Consideration of problem-solving strategies techniques, and methods that special educators utilize in consultation with families and regular education personnel. The roles of model, advisor, counselor, instructor, and program consultant are examined in relation to the individual program needs of students with disabilities and their families. Prerequisite: Courses in assessment, methods and materials, and curriculum development.

ED-654 MULTICULTURAL SPECIAL EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

Exploration of the unique needs and problems associated with providing special education services to students

with disabilities in multicultural settings. Emphasis will be placed on students with limited English proficiency with a focus on appropriate assessment practices and program planning. Prerequisite: Basic tenets of special education, including assessment techniques and instructional planning. A course in cultural anthropology is recommended.

ED-655 PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed to introduce graduate students to the concept of disability and to the field of special education. The history, etiology, and characteristics of specific categories of disability will be examined, as will educational programs designed to meet the needs of school-aged students with disabilities. Topics germane to the study of disability and the field of special education, such as inclusion and impact of disability on families, will also be explored.

ED-656 ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

AS REQUIRED/AS REQUIRED

3 credit hours

This is a method course, which will provide an in-depth study of children and adolescents with specific learning disabilities. The course will focus on the identification, assessment, placement and delivery of services across all grade levels. It will include the adaptation of content, methodology and delivery of instruction to students with learning disabilities. Prerequisites: ED655 or equivalent.

ED-657 ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH MODERATE TO SEVERE DISABILITIES

AS REQUIRED/AS REQUIRED

3 credit hours

This is a method course which will provide an in-depth educational study of children and adolescents with moderate to severe disabilities including mental retardation, autism, cerebral palsy, etc. The course will focus on the identification assessment, placement and delivery of services across all grade levels in various educational settings. It will include the adaptation of content, methodology and delivery of instruction to all students with moderate to severe disabilities. Prerequisites: ED655 or equivalent.

ED-658A SPECIAL TOPICS IN SPECIAL EDUCATION: SPECIAL EDUCATION LAW

AS REQUIRED/AS REQUIRED

3 credit hours

a) Special Topics in Special Education: Special Education Law, b) Special Topics in Special Education: Education of Children with Autism. Students may repeat this course with different special topics. Topic will vary to meet the needs of the students, the Guam Public School System and other educational agencies. Students may repeat this course with different special topics. Prerequisite: ED655.

ED-658B SPECIAL TOPICS IN SPECIAL EDUCATION: EDUCATION OF CHILDREN WITH AUTISM

AS REQUIRED/AS REQUIRED

3 credit hours

a) Special Topics in Special Education: Special Education Law, b) Special Topics in Special Education: Education of Children with Autism. Students may repeat this course with different special topics. Topic will vary to meet the needs of the students, the Guam Public School System



and other educational agencies. Students may repeat this course with different special topics. Prerequisite: ED655.

ED-659 INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE

AS REQUIRED/AS REQUIRED

3 credit hours

This course is designed to promote excellence among elementary teacher candidates in the teaching of math and science using STEAM principles. It covers objectives, methods, materials and assessments appropriate for elementary learners in science, technology, engineering, arts and math. It is designed to strengthen candidates' ability to actively engage diverse learners, provide meaningful activities, and effectively assess outcomes and to foster pleasure and creativity in exploring and understanding content through the lens of STEAM.

ED-660 APPLIED LINGUISTICS

FALL ONLY/ALL YEARS

3 credit hours

This course explores the field of applied linguistics, providing a multidisciplinary approach to the solution of language-related problems. The course focuses on implications of second language acquisition research and theories on language pedagogical methods; language policy and language planning; linguistics and poetics; stylistics; the use of literature in language pedagogy; and computer-assisted language learning and language research. Prerequisite: LN300.

ED-661 SECOND LANGUAGE CURRICULUM THEORY AND DEVELOPMENT

FALL ONLY/ALL YEARS

3 credit hours

This course examines curriculum theory and provides the student with the criteria to design a curriculum for a second language and to evaluate the strategies and materials for teaching and language.

ED-662 SECOND LANGUAGE TESTING AND EVALUATION

SPRING ONLY/ALL YEARS

3 credit hours

This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification. Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.

ED-663 SEMINAR IN PSYCHOLINGUISTICS

SPRING ONLY/EVEN YEARS

3 credit hours

This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of a language and the factors that influence these processes. Prerequisite: LN300.

ED-664 SEMINAR IN BILINGUAL EDUCATION

SPRING ONLY/EVEN YEARS

3 credit hours

This course deals with the various situations where bilingualism occurs. The course is divided into two aspects: a general, theoretical perspective and a contextual perspective of situations where two or more language coexists. In the first part, the focus and concepts that can be applied to the study of bilingualism in general will be traced. The second part will consider the manifestation of bilingualism in the individual and how

he/she fits into society. Problems in situations where a great linguistic heterogeneity exists will be presented. Basic themes that confront education and language planning will also be considered, analyzing the contexts and proposing necessary measures for solutions. It will also attempt to raise the consciousness of the educator to his role within the bilingual community.

ED-667 READING AND WRITING FOR THE SECOND LANGUAGE STUDENT

FALL ONLY/ODD YEARS

3 credit hours

This course examines first and second language reading and writing with respect to theory and methodology at various levels of proficiency. Prerequisite: ED600.

ED-668 TEACHING THE CONTENT AREAS TO SECOND LANGUAGE STUDENTS

FALL ONLY/ALL YEARS

3 credit hours

This course discusses various methods, strategies, and techniques for teaching content to second language students. Adapting existing text or materials and developing appropriate materials are also discussed. The course is designed for both elementary and secondary teachers in the regular classroom where there may be one or several second language students. It is also appropriate for teachers of sheltered classes or for ESL resource specialist who wish to know more this topic and how they might assist the regular classroom teacher. Prerequisite: Prospective students should be currently working with second language students.

ED-669 CULTURE AND ITS INFLUENCE ON EDUCATION

AS REQUIRED/AS REQUIRED

3 credit hours

This course looks at culture and cultural values and explores their influence on the educational system - organization, curriculum, and implementation. The course is comparative in nature, examining the U.S. system and comparing it to others. Prerequisite: Graduate Status.

ED-670 EFFECTIVE MIDDLE SCHOOLS

FALL ONLY/ALL YEARS

3 credit hours

Examination of the middle school concept and the rationale for designing educational programs for effective teaching of students at grades 6--8. The course will focus on the needs of middle school student, the effective application of the middle school concept and how teachers could effectively deal with issues related to the middle school.

ED-671 CRITICAL ISSUES IN SECONDARY SCHOOL

SPRING ONLY/ALL YEARS

3 credit hours

This course examines contemporary issues of the American secondary school: school reform and effectiveness, desegregation, cultural pluralism, curriculum innovation, and social change. Prerequisite: Graduate student and successful completion of at least two graduate level courses, and consent of advisor.

ED-672 PHILOSOPHY OF EDUCATION

FALL ONLY/ALL YEARS

3 credit hours

This course will include examination of three basic areas of philosophy: (a) metaphysics or what is real; (b) epistemology, or what is true; and (c) axiology or what is good, and the relationship of these issues to educational theory and practice. This material will provide a framework for exploration of questions, issues and



models of education. Prerequisite: Graduate student standing and consent of advisor.

ED-673 INCLUSION OF LINGUISTICALLY DIVERSE STUDENTS

SPRING ONLY/ALL YEARS

3 credit hours

This course deals with understanding the plight of the limited English proficient student in the mainstream classroom, and techniques and strategies for effectively teaching these students.

ED-674 LIFESPAN TRANSITION COUNSELING

AS REQUIRED

3 credit hours

This course provides instruction in practical counseling applications of transition theory and technique in the specific areas of applied gerontology (age/generations era/passages), cognition (memory loss & retraining), imagery (hypnosis & time), health psychology (sleep dysfunction), and existential thanatology (coping with death). Prerequisite: Consent of Advisor.

ED-675 GROUP COUNSELING PRACTICUM

AS REQUIRED

3 credit hours

Supervised laboratory experience in group counseling techniques. May be taken concurrently or following ED622 Group Counseling. An elective opportunity to add the depth of a laboratory component to the required theory and research course ED622 and to meet current professional standards for training in group counseling. Prerequisite: ED619, ED620, ED621, ED622 (may be taken concurrently), and consent of advisor

ED-676 MENTORING PRACTICUM FOR COUNSELORS

AS REQUIRED

3 credit hours

Individually supervised graduate experience of instruction and research in a university setting as preparation for contemporary counseling curricula, evaluation, research, and teaching at all educational levels. Addresses the recently highlighted national career counseling core career competencies of teaching, administration, advocacy, and professional network. Course may be repeated for a maximum of six credits. Prerequisite: consent of advisor

ED-677 ETHICAL AND LEGAL ISSUES IN COUNSELING

FALL ONLY/AS REQUIRED

3 credit hours

This course is designed to help students in the profession of school and community/mental health counseling to identify and examine ethical, legal, and professional issues encountered in the counseling process and to explore ways to effectively deal with them. Students become familiar with both legal and psychological literature about these issues, including ethical decision-making protocols. Prerequisites: ED619, ED620, ED621 and Consent of advisor

ED-678 ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS

AS REQUIRED

3 credit hours

This course focuses on the designing, developing, implementing, and evaluating of contemporary and relevant school counseling programs in accordance with the American School Counselor Association (ASCA) National Model. Foundations of school counseling

programs and results-based guidance approaches are examined. In addition, students learn leadership skills necessary to become change agents in order to deliver, manage, and evaluate developmentally appropriate and services to meet the needs of the school and surrounding community. Prerequisites: consent of advisor

ED-679 INTRODUCTION TO COMMUNITY COUNSELING

AS REQUIRED

3 credit hours

This course is a seminar which includes fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings. Prerequisites: ED619, ED620, ED621 and Consent of Advisor

ED-683 CLASSROOM MANAGEMENT

FALL ONLY/ALL YEARS

3 credit hours

Course is designed to familiarize students with the primary factors affecting the effective functioning of classrooms and to provide practical knowledge for preventing and resolving management problems.

ED-687 CURRICULUM THEORY AND ASSESSMENT

FALL ONLY/ALL YEARS

3 credit hours

The purpose of this course is to provide the educational leader with an understanding of the social and psychological bases for curriculum development, skills in small group leadership and communication, strategies for working with the various publics involved in curriculum change, and the conceptual base of development of curriculum theory. In addition, this course is designed for

teachers to develop skills needed for determining social and academic student needs to enhance the systematic planning of curriculum.

ED-688 PERSONALITY AND MENTAL HEALTH

SPRING ONLY/AS REQUIRED

3 credit hours

This course introduces traditional theories of personality with a focus on personality assessment instruments and the DSM-5 taxonomy of mental and personality disorders. Prerequisites: ED619, ED620, ED621 and Consent of Advisor

ED-690 SPECIAL PROJECT (in lieu of Thesis only)

FALL/SPRING/ALL YEARS

3 - 6 credit hours

ED-691 OVERVIEW SEMINAR:

FALL/SPRING/ALL YEARS

3 credit hours

This seminar is designed as a final, integrative experience for students at the thesis stage of the program. Students review major issues in the field from different theoretical and methodological perspectives and develop their own research, community service and/or professional exploration projects. In addition to presenting work-in-progress reports, providing feedback, and submitting a thesis/final project proposal, students reflect on their experiences in the program, reassess personal views and beliefs and set goals for further development.

ED-692 PRACTICUM:

FALL ONLY/AS REQUIRED

1 - 6 credit hours

PRACTICUM (1-6) A survey of action research theory and methods, focusing on theoretical, methodological, and ethical tenets with an emphasis on applied research in educational settings. **PRACTICUM TESOL (3)** This course is an advanced, supervised practicum in TESOL. The practicum provides an opportunity to teach in an English as a Second Language classroom setting. The course is designed to help candidates understand the connection between teaching and student learning by analyzing the multiple, dynamic relationships between planning, instruction, and assessment. Candidates will complete a Teacher Work Sample as an extended assignment to assess their instructional choices and strategies in relation to current research in pedagogy, curriculum standards, and content area knowledge. Prerequisite: Approval of advisor. **PRACTICUM IN COUNSELING (3)** The practice of counseling in a closely supervised clinical setting for a total of 100 hours, at least 40 of which are direct client contact hours as approved by instructor. Emphasizes is on the practical application of counseling skills and theories for advanced students in the counseling program. Prerequisite: ED619, ED620, ED621, ED622, ED623, ED624, ED625, ED677, and consent of advisor.

ED-695 THESIS:

FALL/SPRING/ALL YEARS

1 - 6 credit hours

ED-697 COMPREHENSIVE EXAM

FALL/SPRING/ALL YEARS

0 credit hours

This course provides an opportunity to document the successful completion of the PRAXIS II or comprehensive exam. It is a way to ensure that a student's academic evaluation accurately reflects the additional requirement for PRAXIS II or comprehensive exam and does not provide a false indication that the student is ready to graduate.

ED-698 INTERNSHIP:

FALL/SPRING/AS REQUIRED

3 - 6 credit hours

INTERNSHIP IN ADMINISTRATION AND SUPERVISION (3-6 credits) F/SP The practice of administration and supervision in an educational setting is the goal of the program. Through the internship, a prospective administrator is exposed to the day to day operations of a school or educational setting. It is a critical transition prior to full time appointment in a position. Prerequisite: At least three Administration/Supervision Specialization Graduate courses and consent of advisor. **INTERNSHIP IN COUNSELING (3 credits) FA/SP/As Needed** The practice of counseling in an approved closely supervised setting for a total of 600 hours, at least 240 of which are direct client contact hours as approved by instructor. Interns meet regularly on campus or on-site with the faculty instructor. This internship may be taken over one semester for 6 credits or two consecutive semesters. Prerequisite: ED619, ED620, ED621, ED622, ED623, ED624, ED625, ED677, ED692 and Consent of Advisor

ED-699 SPECIAL TOPICS:

FALL/SPRING/ALL YEARS

1 - 3 credit hours

May be repeated in a different topic area. Prerequisite: Graduate Status and instructor's approval.

COURSE DESCRIPTIONS

PHYSICAL EDUCATION COURSES

PE-454G ADAPTED AND DEVELOPMENTAL PHYSICAL

SPRING ONLY/ODD YEARS

3 credit hours

This course emphasizes assessment, design, and implementation of physical education that meets the developmental characteristics and special needs of preschool and school age children, youth, and adults including those with disabilities or health related impairments. Particular attention is paid to adaptations to instruction, equipment and facilities to accommodate and individualize PE instruction for students with disabilities in schools and participants in community settings.

Prerequisite: ED 201, ED 300 and either PE 352 or PE 353 with a grade of C or above. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

COURSE DESCRIPTIONS

ANTHROPOLOGY COURSES

AN/SO405G COMMUNITY DEVELOPMENT

SPRING/ODD YEARS

3 credit hours

This course covers applied sociology and anthropology, emphasizing social processes and programs of planned change on the community level in parts of the world currently undergoing technical development. Prerequisite: AN-101 or Consent of instructor.

COURSE DESCRIPTIONS

ENGLISH COURSES

EN-501 GRADUATE RESEARCH & DOCUMENTATION

FALL ONLY/AS REQUIRED

3 credit hours

This seminar prepares students to meet the research writing requirements of the Master of Arts in English degree, including seminar papers and the Master's Thesis. The course focuses on research methodology as well as the critical, analytical, and rhetorical skills needed for successful graduate-level research in English studies. Students review sources, bibliographic literature, and appropriate indexes, both conventionally and electronically published. Students become skilled in the use of MLA and/or other documentation styles. Required of all candidates for the Masters of Arts in English.

EN-550 ENVIRONMENTAL LITERATURE

SPRING ONLY/AS REQUIRED

3 credit hours

This course offers intensive trans-disciplinary study of major environmental literary modes or as part of the history of eco-criticism in the United States, in the region, and on Guam. This course examines how the environmental movement has shaped and continues to reshape the academy, physically and philosophically. Prerequisites: EN501 completed, concurrent enrollment, or consent of instructor.

EN-560 LITERATURES IN ENGLISH

FALL ONLY/AS REQUIRED

3 credit hours

This course offers an intensive study of representative work of authors writing in English, or of a related group of authors (e.g., the metaphysical poets, Commonwealth novelists, or Western Pacific writers). With different subject matter the course may be taken more than once for credit. Prerequisites: Any 200-level literature course (in English) or permission of the instructor.

EN-561 PACIFIC WOMEN WRITERS

SPRING ONLY/ODD YEARS

3 credit hours

This course entails an intensive study of representative works of Pacific Women Writers to acquaint students with the contours of this emerging literature in terms of styles, themes, symbols, images, language, politics, and subject. Students will gain an understanding of the place of this literature in the larger context of Pacific Literature, Women's Literature, Minority Literature and Contemporary Literature in English. Prerequisite: EN111; Any 200-level literature course or consent of instructor.

EN-570 LITERATURES IN TRANSLATION

FALL ONLY/EVEN YEARS

3 credit hours

This course is a study of representative world literature to acquaint the student with the sweep of history as represented in great works of literature. The course may be offered in the literatures of Europe, Asia, Africa, Latin America, the Middle East, and others. The course may be repeated for credit when different subject matter or periods are covered.



EN-573 MODERN JAPANESE NOVEL IN TRANSLATION

FALL ONLY/ODD YEARS

3 credit hours

This course features a study of selected modern Japanese novels against a background of social, political, and cultural developments from the end of the Meiji period (circa 1912) to the present. Prerequisite: Any 200 level literature course (in English) or permission of the instructor.

EN-580 LITERARY THEORY

SPRING ONLY/ODD YEARS

3 credit hours

Mimetic, pragmatic, and objective theories are considered in relation to specific literary works. An emphasis is placed on twentieth-century criticism and contemporary critical movement and theories. Critical papers are required. Prerequisite: 12 credit hours in literature courses.

EN-611 SEMINAR: RHETORIC AND COMPOSITION

FALL ONLY/AS REQUIRED

3 credit hours

This seminar informs students how rhetorical traditions inform the teaching and major theories of composition, especially those of modern and postmodern eras. The seminar examines how cultural factors such as history, ideology, gender, race, ethnicity, and politics affect composition pedagogy. Prerequisite: EN501 or consent of instructor.

EN-620 GRADUATE WRITING SEMINAR

AS REQUIRED/AS REQUIRED

3 credit hours

This graduate seminar in writing enables advanced students to develop manuscripts for professional development and publication. A workshop structure allows feedback and criticism from peers and instructor. The course may be repeated for credit when different subject matter is covered.

EN-630 SEMINAR: BRITISH LITERATURE

FALL ONLY/AS REQUIRED

3 credit hours

This seminar offers detailed analyses of the major works of British authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matters or periods are covered. Prerequisite: EN501 or consent of instructor.

EN-640 SEMINAR: AMERICAN LITERATURE

SPRING ONLY/AS REQUIRED

3 credit hours

This seminar offers detailed analyses of the major works of American authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matters or periods are covered. Prerequisite: EN501 or consent of instructor.

EN-650 TEACHING COLLEGE COMPOSITION WITH

AS REQUIRED/AS REQUIRED

3 credit hours

This one-semester practicum is a requirement for graduate students to gain experience teaching EN085, EN100, and EN110 in the University of Guam's Composition program. Students will spend the first half of the semester in seminar. Students will engage in observation and teaching in the second half of

the semester. Although designed for our University's specific needs, the course provides the theoretical and pedagogical content and the practicum experience necessary for teaching development and freshman composition in any diverse post-secondary setting. Prerequisite: EN611 or consent of instructor.

EN-660 SEMINAR: LITERATURES IN ENGLISH

AS REQUIRED/AS REQUIRED

3 credit hours

This seminar provides intensive study of selected topics in the various literatures in English. Topics may include the work of a particular author, group of authors, movement, or period. The course may be repeated with different topics. Prerequisite: EN501 or consent of instructor.

EN-670 WORLD LITERATURES IN TRANSLATION

SPRING ONLY/EVEN YEARS

3 credit hours

This seminar offers detailed analyses of the major works of famous world authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite (or concurrent with): EN501.

EN-675 SEMINAR IN POSTCOLONIAL LITERATURE

AS REQUIRED/AS REQUIRED

3 credit hours

This course examines topics in postcolonial literature, including the literatures of empire, colonization, and cross-cultural encounters. Readings will focus on current postmodernist and postcolonial literatures to emphasize historical contexts, social attitudes, and contemporary theoretical methods. Prerequisite: EN501 or consent of instructor.

EN-680 CONTEMPORARY CRITICAL THEORY

SPRING ONLY/AS REQUIRED

3 credit hours

This is a seminar in advanced topics and problems of contemporary critical theory. It will benefit students and teachers in literature, cultural history, and education. The course may be repeated with different topics. Prerequisite: EN501 or consent of instructor.

EN-691 GRADUATE SEMINAR

FALL/SPRING/ALL YEARS

3 credit hours

This course involves rigorous study of literary authors, genres, modes, or periods. Although EN691's content will be determined by its instructor and students, the course emphasizes literary study that incorporates various theoretical approaches; close reading of all assigned texts; audio, visual, and electronic components; intensive class discussions; research presentations; and seminar papers. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite: EN501.

EN-695 THESIS

FALL/SPRING/ALL YEARS

1 - 6 credit hours

There are two possible thesis options, Traditional or Creative. The thesis candidate prepares, for six hours of thesis credit, either a study embodying rigorous scholarly research or original creative work of near-publishable quality. This course may be repeated until all six thesis credits are successfully completed. Prerequisites: EN501, EN680, candidacy in the English Master's Program, and consent of instructor.



EN-699 INDEPENDENT READING

FALL/SPRING/ALL YEARS

3 credit hours

COURSE DESCRIPTIONS

GEOGRAPHY COURSES

GE-580 SPECIAL TOPICS IN GEOGRAPHY

SPRING ONLY/ALL YEARS

3 credit hours

This course covers topics of interest in geography on physical and/ or human geography subject matter. Current themes including natural resources, environment, climate change, GIS, remote sensing, culture, globalization, politics, economy, technology, sustainability and health may be explored. Students will conduct a research project for a defined region of interest within the Asia Pacific, within a historical context where indicated. Course may be repeated if topic is different.

COURSE DESCRIPTIONS

HISTORY COURSES

HI-420G TOPICS IN WESTERN HISTORY

SPRING ONLY/ALL YEARS

3 credit hours

This course is an intensive study of a specific topic or problem in Western History. With different subject matter, the course may be taken more than once for credit. Prerequisite: HI121 or HI122. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

HI-444G MODERN PACIFIC HISTORY FROM 1850 TO THE

SPRING ONLY/EVEN YEARS

3 credit hours

This course covers colonial and post-colonial rule in the Pacific. Prerequisite: HI121 or HI122. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

HI-450G TOPICS IN PACIFIC HISTORY

SPRING ONLY/ALL YEARS

3 credit hours

This course is an intensive study of a specific topic or problem in Pacific History. With different subject matter, this course may be taken more than once for credit. Prerequisite: HI121 or HI122. STUDENTS ARE

NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

HI-474G HISTORY OF MODERN JAPAN

SPRING ONLY/EVEN YEARS

3 credit hours

This course focuses on the political, social, diplomatic, and economic development of modern Japan from the beginning of the Tokugawa Shogunate (1603) to the present. Attention is also given to Japan's response to the west. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

HI-478G THE HISTORY OF MODERN KOREA

FALL ONLY/EVEN YEARS

3 credit hours

This course emphasizes the evolution of Korea from the Yi Dynasty (1392-1910) to the present. Prerequisite: HI122. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.



HI-480G TOPICS IN ASIAN HISTORY

FALL ONLY/ALL YEARS

3 credit hours

This course is an intensive study of a specific topic or problem in Asian History. With different subject matter, this course may be taken more than once for credit. Prerequisite: HI121 or HI122. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

COURSE DESCRIPTIONS

LINGUISTICS COURSES

LN-440B TOPICS IN LINGUISTICS: PRAGMATICS

FALL/SPRING/ALL YEARS

3 credit hours

Pragmatics presents an exploration of what we actually do with our language. Following a cross-cultural approach, the course analyzes the ways we use our language to do what we want it to do and say what we really mean in various contexts and situations. Prerequisites: LN300 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

LN-440G TOPICS IN LINGUISTICS

FALL/SPRING/ALL YEARS

3 credit hours

Courses included under this umbrella course provide undergraduate and graduate students with advanced study of specific topics within the study of language. These topics focus attention on language use, language analysis, and language learning. Special attention will be paid, where possible, to Pacific languages and cultures. The course may be repeated for credit with different topics. Prerequisite: LN300 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

LN-500 APPLIED LINGUISTICS

FALL/SPRING/ALL YEARS

3 credit hours

This course covers methods of teaching English as a second language. It familiarizes students with test drills, activities, and exercises used in ESL programs. Work on materials preparation dealing with phonological, syntactical, and semantic problems is included. Prerequisite: LN300 or consent of instructor.

LN-501 GRADUATE RESEARCH & DOCUMENTATION

FALL ONLY/AS REQUIRED

3 credit hours

This seminar prepares students to meet the research writing requirements of the Master of Arts in English degree, including seminar papers and the Master's Thesis. The course focuses on research methodology as well as the critical, analytical, and rhetorical skills needed for successful graduate-level research in English studies. Students review sources, bibliographic literature, and appropriate indexes, both conventionally and electronically published. Students become skilled in the use of MLA and/or other documentation styles. Required of all candidates for the Masters of Arts in English.

LN-502 HISTORY OF THE ENGLISH LANGUAGE

SPRING ONLY/EVEN YEARS

3 credit hours

This course traces the history and development of English sounds, morphology, syntax, orthography, and lexicon from Anglo Saxon times to the present. Topics include the relationship of English to other Indo-European languages, borrowing, sound change, syntactic change, morphological change, lexical change, changes in meaning over time, and some current varieties of world "Englishes." Prerequisite: LN300 or consent of instructor.

LN-560 INTRODUCTION TO SOCIOLINGUISTICS

FALL ONLY/ODD YEARS

3 credit hours

This course is an introduction to current sociolinguistic studies. Emphasis is placed on the nature of the speech community, speech events, societal bilingualism, and language constraints. Additional emphasis is placed on practical application of basic sociolinguistic concepts. Prerequisite: LN300 or consent of instructor.

LN-620 GRADUATE WRITING SEMINAR

AS REQUIRED/AS REQUIRED

3 credit hours

This graduate seminar in writing enables advanced students to develop manuscripts for professional development and publication. A workshop structure allows feedback and criticism from peers and instructor. The course may be repeated for credit when different subject matter is covered.

LN-662 SECOND LANGUAGE TESTING AND EVALUATION

FALL ONLY/ALL YEARS

3 credit hours

This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification.

Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.

LN-663 SEMINAR IN PSYCHOLINGUISTICS

SPRING ONLY/EVEN YEARS

3 credit hours

This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of a language and the factors that influence these processes. Prerequisite: LN300.

LN-680 CONTEMPORARY CRITICAL THEORY

SPRING ONLY/AS REQUIRED

3 credit hours

This is a seminar in advanced topics and problems of contemporary critical theory. It will benefit students and teachers in literature, cultural history, and education. The course may be repeated with different topics. Prerequisite: EN501 or consent of instructor.

LN-691 GRADUATE SEMINAR

FALL/SPRING/ALL YEARS

3 credit hours

THIS COURSE INVOLVES RIGOROUS STUDY OF LITERARY AUTHORS, GENRES, MODES, OR PERIODS. ALTHOUGH EN691s CONTENT WILL BE DETERMINED BY ITS INSTRUCTOR AND STUDENTS, THE COURSE EMPHASIZES LITERARY STUDY THAT INCORPORATES VARIOUS THEORETICAL APPROACHES; CLOSE READING OF ALL ASSIGNED TEXTS; AUDIO, VISUAL, AND ELECTRONIC COMPONENTS; INTENSIVE CLASS DISCUSSIONS; RESEARCH PRESENTATIONS; AND SEMINAR PAPERS. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite: EN501

LN-695 THESIS**FALL/SPRING/ALL YEARS**

1 - 6 credit hours

There are two possible thesis options, Traditional or Creative. The thesis candidate prepares, for six hours of thesis credit, either a study embodying rigorous scholarly research or original creative work of near-publishable quality. This course may be repeated until all six thesis credits are successfully completed. Prerequisites: EN501, EN680, candidacy in the English Master's Program, and consent of instructor. Prerequisites: EN501, EN680, candidacy in the English Master's Program, and consent of instructor.

COURSE DESCRIPTIONS

MICRONESIAN STUDIES COURSES

MI-501 PEOPLES AND CULTURES OF MICRO

FALL ONLY/ALL YEARS

3 credit hours

This course provides a comprehensive overview of the cultures and societies of the Micronesian area. Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.

MI-502 HISTORY OF MICRONESIA

SPRING ONLY/ALL YEARS

3 credit hours

This course provides a comprehensive understanding of a thematic historical approach of the Micronesian region. A critical examination of the various forms of historical evidence, both indigenous and Western, pertaining to the region will be addressed. Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.

MI-503 CONTEMPORARY ISSUES AND PROBLEMS

SPRING ONLY/ALL YEARS

3 credit hours

This course provides an in-depth understanding of contemporary issues and problems facing Micronesian society: economic development, political status and change, ethnicity and population shift, resources and environment, social and health problems. Prerequisite: Graduate Standing or Senior Level or Consent of instructor.

MI-506 PHYSICAL GEOGRAPHY OF MICRONESIA

FALL ONLY/EVEN YEARS

3 credit hours

This course is a study of the origin and characteristics of the physical environments and biogeography of Micronesia through an analysis of physical geographic elements, their patterns of distribution, interrelationships, and problems. Prerequisites: Graduate standing or senior level.

MI-508 MICRONESIAN PHILOSOPHY

AS REQUIRED/AS REQUIRED

3 credit hours

This course examines the various approaches to philosophy found in Micronesia. Philosophy is framed by historical and cultural conditions. This course will explicate the meaning and significance of philosophical wisdom for the dominant cultures, past and present, in Micronesia. Prerequisite: Graduate Standing.

MI-510 GOVERNANCE OF ISLAND POLITIES

SPRING ONLY/ODD YEARS

3 credit hours

This course is an analysis the challenges confronting government and political life on Guam and other Pacific island polities, focusing on examples from Micronesia related to post-colonial transition, globalization, economic

strategies, globalization, cultural preservation, and sustainability of island societies. Prerequisites: MI502 or consent of instructor.

MI-512 GUAM/CHAMORRO STUDIES

FALL ONLY/EVEN YEARS

3 credit hours

This seminar is a historical analysis of Guam's colonial legacy and a critical examination of major contemporary issues including Chamorro cultural survival, land, social and economic development, political status, religion, and modern modes of scholarly inquiry in Guam. This seminar presupposes introductory courses in the History of Guam (HI211) or related disciplines such as Culture and Education in Guam (ED265); Government and Politics of Guam (PS303); Introduction to Community Services on Guam (SW110).

MI-513 RESEARCH METHODOLOGY IN SOCIAL SCIENCES

SPRING ONLY/ALL YEARS

3 credit hours

Basic research design, sampling techniques, survey procedures, and systematic observation strategies are presented. A strong emphasis is placed on writing skills and the oral presentation of research findings. Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.

MI-514 HEALTH AND HUMAN ADAPTATION IN

SPRING ONLY/ODD YEARS

3 credit hours

Primarily rooted in medical anthropology, this course uses a multidisciplinary approach to look at the status of health and human adaptation in Micronesia. By using specific examples of disease patterns, adaptation is looked at as an evolutionary process as well as

synchronically. Strong emphasis is placed on the changing map of health and disease, generally in the Pacific and specifically in the Micronesian Islands. Along with medical anthropology, ideas and methods from related fields such as medical geography and epidemiology have also been incorporated into course materials. Following a broad overview of medical anthropology with introductions to its related fields, ideas and concepts central to health and adaptation will be presented, followed by case studies from Micronesia and the Pacific. Prerequisite: Graduate standing.

MI-517 CULTURAL ECOLOGY

FALL ONLY/ODD YEARS

3 credit hours

Cultural ecology looks at the relationship between humans and their biotic and physical environments. Using diachronic and comparative perspectives, this course will survey the cultural ecology of Micronesian islanders. Particular attention will be given to the following themes: history, theory, and methods of cultural ecology; comparison of different approaches to the study of cultural adaptation; adaptation in permissive and marginal environments; and culture change in spatial and temporal perspectives. The format emphasizes seminar discussions and student presentations, but will also include some lectures, slides, films and videos. Prerequisite: Consent of instructor, MI501, MI502, or MI503.

MI-518 RELIGION, MAGIC, AND MYTH IN MICRONESIA

AS REQUIRED/AS REQUIRED

3 credit hours

This course surveys the traditional religions of Micronesia, with an emphasis on myth and ritual. Analysis of select samples of traditional ritual and myth from primary sources. Critical analysis is emphasized. Prerequisite: One proseminar course or consent of instructor.

**MI-520 ECONOMIC DEVELOPMENT AND
CHANGE IN****FALL ONLY/ODD YEARS**

3 credit hours

The seminar provides an overview of Micronesian economic systems past and present; focus is on the present as the new nations confront the need to develop market-based economies within a global context of diminishing resources and soaring populations.

MI-599A READINGS IN MICRONESIAN STUDIES**FALL/SPRING/ALL YEARS**

3 credit hours

This course provides students an initial opportunity to explore, via a schedule of in-depth readings, a range of topics and issues in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503 and consent of instructor.

MI-599B READINGS IN MICRONESIAN STUDIES**FALL/SPRING/ALL YEARS**

3 credit hours

This course provides students an initial opportunity to explore, via a schedule of in-depth readings, a range of topics and issues in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503 and consent of instructor.

MI-599C READINGS IN MICRONESIAN STUDIES**FALL/SPRING/ALL YEARS**

3 credit hours

This course provides students an initial opportunity to explore, via a schedule of in-depth readings, a range of topics and issues in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503 and consent of instructor.

MI-599D READINGS IN MICRONESIAN STUDIES**FALL/SPRING/ALL YEARS**

3 credit hours

This course provides students an initial opportunity to explore, via a schedule of in-depth readings, a range of topics and issues in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503 and consent of instructor.

MI-691A SEMINAR IN MICRONESIAN STUDIES**FALL/SPRING/ALL YEARS**

1 - 3 credit hours

This course provides students an opportunity to pursue in-depth reading and individualized or small group research projects on selected topics in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503, 599.

MI-691B SEMINAR IN MICRONESIAN STUDIES**FALL/SPRING/ALL YEARS**

1 - 3 credit hours

This course provides students an opportunity to pursue in-depth reading and individualized or small group research projects on selected topics in cultural ecology and resource management; human services and community



health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503, 599.

MI-691C SEMINAR IN MICRONESIAN STUDIES

FALL/SPRING/ALL YEARS

1 - 3 credit hours

This course provides students an opportunity to pursue in-depth reading and individualized or small group research projects on selected topics in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503, 599.

MI-691D SEMINAR IN MICRONESIAN STUDIES

FALL/SPRING/ALL YEARS

1 - 3 credit hours

This course provides students an opportunity to pursue in-depth reading and individualized or small group research projects on selected topics in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. Prerequisite: MI501, 502, 503, 599.

MI-695 THESIS

FALL/SPRING/ALL YEARS

1 - 3 credit hours

Prerequisite: Consent of Instructor, completed Form A and successful completion of Comprehensive Examination.

COURSE DESCRIPTIONS

PHILOSOPHY COURSES

PI-481G SELECTED TOPICS IN PHILOSOPHY

FALL ONLY/ALL YEARS

3 credit hours

Each time this course is offered it covers one specific area of philosophy or one particular philosopher. Possible course topics include Existentialism, Epistemology, Metaphysics, Environmental Ethics, Medical Ethics, Legal Ethics, the Philosophy of Samkara, and the Philosophy of Lao Tzu. The course may be repeated for credit under different topics. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PI-486G TRAVEL STUDIES IN ASIA

SUMMER/ODD YEARS

3 credit hours

Philosophy students and others interested in gaining a direct intensive exposure to Asian culture and philosophy will be interested in participating in this course. Each summer one of the faculty in the philosophy program will take a group of students into a particular Asian country of choice. At this time, destination of this course is planned to be either India, Tibet, China, or Japan. This course is invaluable for students who are specializing in Asian philosophy, though anyone could benefit from this unique opportunity to gain a direct encounter with one of these countries under the guidance of an expert in the culture and religion/philosophy of that particular country. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PI-508 MICRONESIAN PHILOSOPHY

SPRING ONLY/ODD YEARS

3 credit hours

This Course examines the various approaches to philosophy found in Micronesia. Philosophy is framed by historical and cultural conditions. This course will explicate the meaning and significance of philosophical wisdom for the dominant cultures, past and present, in Micronesia. Prerequisite: Graduate Standing.

COURSE DESCRIPTIONS

PSYCHOLOGY COURSES

PY-413G RESEARCH METHODOLOGY IN THE BEHAVIORAL

FALL ONLY/ALL YEARS

3 credit hours

This course is an in-depth study of the scientific research process, and an application of its principles and techniques to proposing, designing, conducting and analyzing original research. Students demonstrate mastery of APA style and deliver research results orally and in written format. Prerequisites: PY101, PY210 and MA385. Corequisite: PY413L STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PY-413L/G RESEARCH METHODOLOGY IN THE BEHAVIORAL

FALL ONLY/ALL YEARS

1 credit hour

This course is the laboratory component of PY413. This lab must be taken concurrently. Students are expected to complete a list of project-specific reading, design an independent study, participate in data collection, analyze the data, and report the results in writing and orally. Prerequisite: PY-101, PY-210, and MA-385. Co-requisite: PY413/G. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PY-420G ABNORMAL PSYCHOLOGY

FALL/SPRING/ALL YEARS

3 credit hours

This course covers the study of historical changes in theories and methods of treatment; theory of personality development; dynamics of adjustment; the symptoms, dynamics, therapy, and prognosis of the various abnormal reaction patterns, both functional and organic; and modern theories and methods of diagnosis, therapy, and prevention. Prerequisite: PY101. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PY-440G SOCIAL PSYCHOLOGY

FALL ONLY/ALL YEARS

3 credit hours

This course applies the scientific method to analyses of the behavior of individual people in social situations. Topics include aggression, attitude formation and persuasion, conflict-resolution, conformity, gender roles, group decision making, interpersonal attraction, positive social behaviors, prejudice, social factors in the self-concept, social information processing, and applications of social psychology to social problems. Prerequisite: PY101. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PY-455G PSYCHOLOGY OF WOMEN**SPRING ONLY/EVEN YEARS**

3 credit hours

This course offers a study of women through feminist scholarship and research. It is designed to introduce students to the myriad factors influencing the development of girls and women in a variety of cultures and societies, including Micronesia. Areas covered include feminist scholarship and research; gender socialization, women's biology and (mental) health; sexuality; victimization and abuse; work career, and power issues. Prerequisite: PY101. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

PY-501 ETHICAL, LEGAL, AND PROFESSIONAL ISSUES**FALL ONLY/EVEN YEARS**

3 credit hours

This course provides a comprehensive overview of the ethical, legal, and professional issues encountered in the practice of clinical psychology. Students study the APA Ethics Code as well as local and national laws that regulate mental health practice. Topics include professional competence, client rights, informed consent, privacy, confidentiality and privileged communication. Special attention is given to procedures for evaluating and responding to suicidality and dangerousness, for working with minors and other vulnerable populations, and for reporting suspected child or elder abuse. Prerequisite: Consent of instructor.

PY-502 MICRONESIA AND MENTAL HEALTH**SPRING ONLY/ODD YEARS**

3 credit hours

This course offers an examination of mental health services and problems in Micronesia. Geography, political systems, health problems, peoples and cultures provide the context for a detailed examination of mental health and social change concerns within our region. Prevalence of psychiatric disorders within Micronesia, applications of psychological interventions to regional concerns, and Micronesian perspectives toward psychology are the primary focus of the course. Prerequisite: Consent of instructor.

PY-503 PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS**FALL ONLY/ODD YEARS**

3 credit hours

This course provides an intensive study of the various forms of psychopathology described in the Diagnostic and Statistical Manual of Mental Disorders (DSM), including current theory and research on their phenomenology, etiology, and treatment. Emphasis is placed on learning to formulate accurate psychiatric diagnoses with both adults and children using the DSM's multiaxial diagnostic system. Students also engage in historical and cross-cultural analysis of psychiatric discourse, and consider alternative frameworks for conceptualizing abnormal behavior. Prerequisite: Consent of instructor.

PY-504 TOPICS IN CLINICAL PSYCHOLOGY**SPRING ONLY/EVEN YEARS**

3 credit hours

This course offers in-depth study of a special topic in clinical psychology. The focus varies depending on faculty and student interests as well as needs in the community. Possible topics include: forensic psychology, substance abuse treatment, applied behavior analysis, trauma and crisis intervention, psychodynamic therapy, couples therapy, group therapy, narrative therapy, qualitative research, and psychopharmacology. With different subject matter, this course may be repeated for credit. Prerequisite: Consent of instructor.

PY-511 RESEARCH METHODS IN CLINICAL PSYCHOLOGY

FALL ONLY/EVEN YEARS

3 credit hours

The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at the investigation of clinical phenomena and the development of evidence-based clinical practices. The first course in the series focuses on research design, including experimental, quasi-experimental, correlational, qualitative, single-case, and meta-analysis methodologies. Students also study historical and current trends in the literature addressing research on psychopathology, assessment, psychotherapy, and prevention. Prerequisite: Consent of instructor.

PY-512 RESEARCH METHODS IN CLINICAL PSYCHOLOGY

SPRING ONLY/ODD YEARS

3 credit hours

The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at the investigation of clinical phenomena and the development of evidence-based clinical practices. The second course in the series focuses on statistics, including a brief review of univariate and bivariate techniques, followed by in-depth study of multivariate procedures such as multiple regression, analysis of covariance, multivariate analysis of variance and covariance, profile analysis, discriminant analysis, logistic regression, canonical correlation, and factor analysis. Prerequisites: PY511 and consent of instructor.

PY-521 CLINICAL ASSESSMENT I: ADULT

FALL ONLY/ODD YEARS

3 credit hours

In the Clinical Assessment series, students learn to conduct a comprehensive diagnostic interview, and to administer, score, and interpret a variety of psychological assessment instruments, including measures of cognitive functioning, personality, and psychopathology. Students also learn to formulate treatment recommendations based on assessment data, write assessment reports, and give feedback to clients. Emphasis is placed on conducting culturally responsive clinical assessments through consideration of the literature on assessment with diverse populations. The first course in the series focuses on assessment with adults. During the semester, students conduct at least one clinical assessment with an adult client, including writing the assessment report and providing feedback to the client. Prerequisite: Consent of instructor.

PY-522 CLINICAL ASSESSMENT II: CHILD AND

SPRING ONLY/EVEN YEARS

3 credit hours

In the Clinical Assessment series, students learn to conduct a comprehensive diagnostic interview, and to administer, score, and interpret a variety of psychological assessment instruments, including measures of cognitive functioning, personality, and psychopathology. Students also learn to formulate treatment recommendations based on assessment data, write assessment reports, and give feedback to clients. Emphasis is placed on conducting culturally responsive clinical assessments through consideration of the literature on assessment with diverse populations. The second course in the series focuses on assessment with children and adolescents. During the semester, students conduct at least one clinical assessment with a child or adolescent client, including writing the assessment report and providing feedback to the parents and the client. Prerequisite: Consent of instructor.

PY-641 CLINICAL INTERVENTION I:

FALL ONLY/EVEN YEARS

3 credit hours

The first Clinical Intervention course provides a comprehensive overview of cognitive and behavioral approaches to psychotherapy, including their application in the treatment of specific disorders. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in cognitive-behavioral therapy with clients through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY692a.

PY-642 CLINICAL INTERVENTION II: CHILD AND

SPRING ONLY/ODD YEARS

3 credit hours

The second Clinical Intervention course provides a comprehensive overview of the various approaches to conducting psychotherapy with children and adolescents, including consideration of the role of the therapist in working with parents, schools, and community agencies. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in therapy with children and adolescents through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY692b.

PY-643 CLINICAL INTERVENTION III: FAMILY

FALL ONLY/ODD YEARS

3 credit hours

The third Clinical Intervention course provides a comprehensive overview of family systems approaches to psychotherapy, including the application of systems theory across a diverse range of family structures and presenting problems. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in family systems therapy with families through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY692c.

PY-644 CLINICAL INTERVENTION IV:

SPRING ONLY/EVEN YEARS

3 credit hours

The fourth Clinical Intervention course provides a comprehensive overview of existential and humanistic approaches to psychotherapy through the study of theoretical and literary works influenced by existentialist thought. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in existential-humanistic therapy with clients through the Graduate Practicum in Clinical Psychology. Prerequisite: Consent of instructor. Corequisite: PY692d.

PY-692A GRADUATE PRACTICUM IN CLINICAL

FALL ONLY/EVEN YEARS

1 credit hour

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the first practicum, students learn various techniques associated with cognitive-behavioral therapy and see at least one client for weekly therapy employing the cognitive-behavioral approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY641.

PY-692B GRADUATE PRACTICUM IN CLINICAL

SPRING ONLY/ODD YEARS

1 credit hour

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the second practicum, students learn various techniques for working with children and adolescents and see at least one child or adolescent client for weekly therapy. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY642.

PY-692C GRADUATE PRACTICUM IN CLINICAL

FALL ONLY/ODD YEARS

1 credit hour

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the third practicum, students learn various techniques associated with family systems therapy and see at least one family for weekly therapy employing the family systems approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY643.

PY-692D GRADUATE PRACTICUM IN CLINICAL

SPRING ONLY/EVEN YEARS

1 credit hour

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency.

Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the fourth practicum, students learn various techniques associated with existential-humanistic therapy and see at least one client for weekly therapy employing the existential-humanistic approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. Prerequisite: Consent of instructor. Corequisite: PY644.

PY-695A THESIS I

FALL/SPRING/ALL YEARS

1 - 3 credit hours

The Master's Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. In the first thesis course, students begin collecting and analyzing their data and present the preliminary results at a formal progress meeting with their committee. Students are required to have their thesis proposal approved by their committee prior to enrolling in PY695a. Prerequisite: Consent of advisor.

PY-695B THESIS II

FALL/SPRING/ALL YEARS

1 - 3 credit hours

The Master's Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. In the second thesis course, students complete their data collection and analysis, prepare a written draft of the thesis, and orally present their work at a formal thesis defense with their committee. Prerequisites: PY695a and consent of advisor.

PY-697 COMPREHENSIVE EXAM**FALL/SPRING/ALL YEARS**

0 credit hours

This course provides an opportunity to document the successful completion of the PRAXIS II or comprehensive exam. It is a way to ensure that a student's academic evaluation accurately reflects the additional requirement for PRAXIS II or comprehensive exam and does not provide a false indication that the student is ready to graduate.

to graduation. Prerequisites: PY698a and consent of instructor.

**PY-698A INTERNSHIP IN CLINICAL
PSYCHOLOGY I****FALL/SPRING/ALL YEARS**

3 credit hours

The Internship in Clinical Psychology places students in a mental health or social service agency where they receive advanced training in the duties of a master's level clinical psychologist, including psychological assessment, psychotherapy, consultation, and report writing. Students are required to complete a minimum of 300 internship hours in each of the two internship courses (PY698a and PY698b). A total of 600 internship hours is required prior to graduation. Prerequisite: Consent of instructor.

**PY-698B INTERNSHIP IN CLINICAL
PSYCHOLOGY II****FALL/SPRING/ALL YEARS**

3 credit hours

The Internship in Clinical Psychology places students in a mental health or social service agency where they receive advanced training in the duties of a master's level clinical psychologist, including psychological assessment, psychotherapy, consultation, and report writing. Students are required to complete a minimum of 300 internship hours in each of the two internship courses (PY698a and PY698b). A total of 600 internship hours is required prior

COURSE DESCRIPTIONS

SOCIOLOGY COURSES

SO-405G COMMUNITY DEVELOPMENT

SPRING ONLY/ODD YEARS

3 credit hours

This is a study of applied sociology and anthropology, emphasizing social processes and programs of planned change on the community level in parts of the world currently undergoing technical development. Prerequisites: SO101/350 and MA385, or consent of instructor.

COURSE DESCRIPTIONS

WOMEN AND GENDER COURSES

WG-455G PSYCHOLOGY OF WOMEN

SPRING ONLY/EVEN YEARS

3 credit hours

This course offers a study of women through feminist scholarship and research. It is designed to introduce students to the myriad factors influencing the development of girls and women in a variety of cultures and societies, including Micronesia. Areas covered include feminist scholarship and research; gender socialization, women's biology and (mental) health; sexuality; victimization and abuse; work career, and power issues. Prerequisite: PY101.

COURSE DESCRIPTIONS

AGRICULTURE AND LIFE SCIENCES COURSES

AL-439G COMMUNITY NUTRITION

SPRING ONLY/ODD YEARS

3 credit hours

This course applies knowledge gained from nutrition across the lifespan to nutrition education. Concepts in nutrition education, community programming, and public health are introduced. It is designed for the student who desires to promote health and nutrition with community groups using community nutrition concepts and strategies. Students taking this course for graduate credit will have additional requirements. Prerequisites: AL330 or consent of instructor. ED300 recommended, not required. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-443G TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE

SPRING ONLY/ODD YEARS

3 credit hours

FULL COURSE TITLE: ENGINEERING TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE changed to TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE June 2 2017 6:44 PM JANET B. SAN NICOLAS This course provides students with knowledge of Agricultural sustainability through the practice of technologies that efficiently utilize resources that aim to improve and sustain soil and water quality and quantity. Students will gain knowledge of the technologies for improving sustainability on agriculture operations, conservation practices that mitigate degradation of soil and water utility in agricultural operation through sustainable management. Students will learn management

strategies and technologies that aim to obtain optimum agricultural production, reduce negative environmental impacts, and sustain natural resources. The course meets for three hours of lecture and three hours of laboratory weekly. AL443L/G is the laboratory portion of AL443/G and MUST be taken concurrently. Corequisite: AL443L/G. Prerequisites: MA161A, AL211, AL281 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-443L/G TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE LAB

SPRING ONLY/ODD YEARS

1 credit hour

FULL TITLE: TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE LAB This course provides students with knowledge of agricultural sustainability through the practice of technologies that efficiently utilize resources that aim to improve and sustain soil and water quality and quantity. Students will gain knowledge of the technologies for improving sustainability on agriculture operations, conservation practices that mitigate degradation of soil and water quality in agricultural operations through sustainable management. Students will learn management strategies and technologies that aim to obtain optimum agricultural production, reduce negative environmental impacts, and sustain natural resources. Laboratories will be conducted three hours weekly, and will consist of field activities, field trips, and guest lectures. AL443L/G is the laboratory portion of AL443/G and MUST be taken concurrently. Corequisite: AL443/G. Prerequisites: MA161a, AL211, AL281, or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C"

OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-445G FOOD CHEMISTRY

SPRING ONLY/EVEN YEARS

3 credit hours

This course focuses on the chemical and functional properties of food constituents. Students learn the effects of processing and storage on the stability of chemical components, nutrition values, and quality of foods. Prerequisite: BI157/157L and BI158/158L or CH102/102L and CH103/103L. Corequisite: AL445G/L. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-445G/L FOOD CHEMISTRY LABORATORY

SPRING ONLY/EVEN YEARS

1 credit hour

AL445L is the laboratory portion of AL445 and MUST be taken concurrently. The course consists of lab activities of using various analytical methods to analyze food constituents and determine functional properties and stability of food components. Prerequisite: BI157/157L and BI158/158L or CH102/102L and CH103/103L. Corequisite AL445G. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-451G AGRICULTURAL BUSINESS MANAGEMENT

SPRING ONLY/ODD YEARS

3 credit hours

This course examines the role of the manager in the organization and operation of the farm or agri-business. Will cover developing conservation plans, farm business plans, and enterprise budget, as well as other business planning and financial management tools. Prerequisites: MA115 or higher and AL351 or BA110. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-455G NUTRITIONAL ASSESSMENT

FALL ONLY/ODD YEARS

2 credit hours

An in-depth survey and hands-on experience of methods used in the assessment of food and nutrient intakes to include nutritional status of communities, groups, and individuals in both health and disease. Prerequisites: AL330.

AL-460G ADVANCED HUMAN NUTRITION

FALL ONLY/EVEN YEARS

4 credit hours

This course covers the metabolism and macro- and micronutrients, including structure, digestion, absorption, transport, and cellular functions in human nutrition; energy metabolism and balance; and physiologic basis underlying dietary recommendations for human health. Prerequisites: CH310a; BI157, BI157L and BI158, BI158L, or BI124-124L and BI125-125L with grade of C or better; and AL445, or instructor consent. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-481G ENVIRONMENTAL SOIL SCIENCE

SPRING ONLY/ODD YEARS

3 credit hours

This course uses the principles of soil science with practical demonstrations to study the relationships among contemporary agriculture, natural resources and the environment. It gives an overview of management techniques for erosion control and soil and water conservation with focus on rill and interrill erosion. This course also discusses non-point source pollution and control practices involving disposal of organic wastes on agricultural and forestlands. This course will also equip students with skills useful for environmental assessment and soil contaminants analysis. Techniques used for bioremediation of contaminated soils and how soil can be managed to filter out contaminants will be introduced. The course has three hours of lecture and three hours of laboratory per week. Prerequisites: AG380, MA161a and two Chemistry Courses (CH102, CH103) or BI100

AL-481L/G ENVIRONMENTAL SOIL SCIENCE LABORATORY

SPRING ONLY/ODD YEARS

1 credit hour

This is the laboratory section of AL481. Concurrent enrollment in AL481 is required. This course meets for three hours of laboratory weekly. Prerequisites: AL/NS380 and MA161a or higher. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

AL-505 NUTRITIONAL EPIDEMIOLOGY

SPRING ONLY/ODD YEARS

3 credit hours

This is a 3-credit course that explores the complex relationships between diet and the major diseases of

Western civilization, such as cancer and atherosclerosis. Topics that will be covered include: research strategies in nutritional epidemiology; methods of dietary assessment (using data on food intake, biochemical indicators of diet, and measures of body size and composition); reproducibility and validity of dietary assessment methods; nutrition surveillance; and diet-disease associations. Prerequisites: BI/EV507.

AL-536 ADVANCES IN SUSTAINABLE AQUACULTURE

FALL ONLY/ODD YEARS

3 credit hours

This course is intended to cover the recent advance in sustainable aquaculture research, development and application, including culture system, aquaculture nutrition, reproductive biology, genetic selective breeding, health management, production techniques, aquatic environmental management, seafood processing technology, off commercially important aquaculture species. It is also designed to provide in-depth knowledge of the molecular techniques currently used in aquaculture research, with emphasis on some applications in developing a sustainable aquaculture in the tropical regions. Prerequisite: AL136 or consent of instructor.

AL-539 PUBLIC HEALTH NUTRITION

FALL ONLY/ODD YEARS

3 credit hours

This course covers farm animal products and provides a general overview of the livestock and poultry industry, relative to biological concepts such as genetics, nutrition, reproduction and disease prevention. This includes biotechnology along with environmental challenges. Prerequisites: AL439/G and AL430.

AL-542 ADVANCED FOOD SAFETY

FALL ONLY/EVEN YEARS

3 credit hours

This course covers biological, chemical, and physical agents of foodborne diseases and provides a farm-to-fork perspective overview of food safety, including the fundamental principles, laboratory and analytical methods, risk assessment and hazard analysis, safe operations and technology, and food safety topics, issues, and regulations. Prerequisites: BI157, BI-157L, BI158, BI158L, BI124, BI124L, BI125, BI125L, BI110, BI110L, BI225, BI225L and AL342.

AL-563 MGMT & RECYCLING OF ORGANIC WASTES

FALL ONLY/ODD YEARS

3 credit hours

This course focuses on various management practices and technologies dealing with handling, storage, and conversion of animal waste and plant by-products to useful energy, animal feed, and fertilizer. Recycling and processing methods such as drying, rendering, composting, fermentation, extruding, and bio-gas production are also covered. Prerequisites: consent of instructor. This course focuses on various management practices and technologies dealing with handling, storage, and conversion of animal waste and plant by-products to useful energy, animal feed, and fertilizer. Recycling and processing methods such as drying, rendering, composting, fermentation, extruding, and bio-gas production are also covered. Prerequisites: consent of instructor.

AL-566 AGROECOLOGY FOR ISLAND SUSTAINABILITY

SPRING ONLY/EVEN YEARS

3 credit hours

Agroecology is the science of applying ecological concepts and principles to the design and management of sustainable food/agricultural production systems. The lecture topics include comparing structural and functional differences between natural ecosystems and agroecosystems with an emphasis on the tropical islands. The students study the resource-conservation and diversification of plant materials for agricultural sustainability. This course is offered to graduate students who have interested in studying plant, soil, and natural resource science, environmental science, agricultural and food bio-security, socio- and human ecology and general biological sciences. This course includes three hours of lecture weekly. Prerequisite: BI100 or AL101 or AL102, or consent of instructor.

AL-570 SUSTAINABLE ANIMAL PRODUCTION SYSTEMS

SPRING ONLY/ALL YEARS

3 credit hours

This course covers farm animal products and provides a general overview of the livestock and poultry industry, relative to biological concepts such as genetics, nutrition, reproduction and disease prevention. This includes biotechnology along with environmental challenges. Prerequisites: BI157, BI157L and AL185.

AL-581 PRINCIPLE OF PLANT NUTRITION

SPRING ONLY/ALL YEARS

3 credit hours

This course covers plant metabolism and the assimilation of nutrients, their functions in plant and their contributions to plant growth and crop production. The course presents a wide range of topics which cut across the boundaries of soil sciences, plant physiology and biochemistry, as well as some of the ecological conditions pertaining to the tropical and humid environments. Prerequisites: CH102 and CH103.

AL-691 SEMINAR AND CURRENT TOPICS

SPRING ONLY/ALL YEARS

1 credit hour

This course is graduate seminar course that combines formal student presentations with invited presentations by faculty and community members involved with agriculture and life sciences and related subjects. The course consists of 1-hour sessions each week throughout the semester.

AL-692 TEACHING/RESEARCH ASSISTANTSHIP

FALL/SPRING/ALL YEARS

1 credit hour

This course provides practical educational experience in graduate Sustainable Agriculture, Food, and Natural Resources' courses. PREREQUISITE: INSTRUCTOR'S CONSENT.

AL-695 THESIS

FALL/SPRING/ALL YEARS

1 - 6 credit hours

The ALS 695 Thesis course is a final course of the SAFNR graduate program. This course is designed to give the student field and research experience within the UOG Research and Extension framework to complete and defend Thesis work. UOG faculty-directed projects are designed for individual students. The student is required to complete two 3-credit courses (i.e. 135 hours for 3 credits) directed research during their last two semesters. Prerequisite: Instructor's consent.

AL-698 INTERNSHIP IN SUSTAINABLE AGRICULTURE, FOOD AND NATURAL RESOURCES

FALL/SPRING/ALL YEARS

1 - 3 credit hours

The internship course provides students with opportunities to work in the academic and professional areas of their interest under the supervision of the expert in the field. For the internship course, a AL698 Student Contract Form needs to be signed by Student, Course Instructor, Student's Advisor, Chair of the graduate program, Dean of the college, and Supervisor of the participating party such as another academic institution, a government agency, a private business, or a non-profit organization engaged in activities that relate to sustainable agriculture, food, nutrition, and natural resources. Each credit (1 credit) requires 40 hours of job training per semester and the 3-credit internship course requires 120 hours. Students may take up to a maximum of six credit hours for completion of the program.

COURSE DESCRIPTIONS

BIOLOGY COURSES

BI-419G BIOCHEMISTRY

SPRING ONLY/ALL YEARS

3 credit hours

This course covers the principles of protein chemistry and enzyme nomenclature, catalysis, kinetics and control. It includes three hours of lecture weekly. The lab, BI/CH419L, MUST be taken concurrently. Prerequisites: CH310a, CH311, CH310b and CH312; or concurrent enrollment. Corequisite: BI/CH419L. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

BI-419G/L BIOCHEMISTRY LABORATORY

SPRING ONLY/ALL YEARS

1 credit hour

This course is the laboratory portion of BI/CH419G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. Prerequisites: CH310a, CH311, CH310b and CH312 or concurrent enrollment. Corequisite: BI/CH419G. Lab Fee: \$32.00 STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

BI-425G MOLECULAR MEDICINE

SPRING ONLY/AS REQUIRED

3 credit hours

This course is designed for students who are planning on entering graduate and professional programs in the biological and medical sciences or careers in the biotechnology industry. This course highlights current concepts and trends in molecular biology as well as the latest developments in novel molecular approaches for detection and treatment of diseases. Selected topics in Immunology, Cardiovascular Biology, Tumor Viruses and Cancer Biology, Viral Pathogenesis, and Neurobiology are the focus of this course. Prerequisite: BI416 & BI416L, or equivalent. Corequisite: BI425/G/L. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

BI-425/G/L MOLECULAR MEDICINE LABORATORY

SPRING ONLY/AS REQUIRED

2 credit hours

BI 425/G/L is the molecular biology laboratory course that is taken concurrently with BI425G. In this course, expression and control of eukaryotic genes is investigated in a research project format. Laboratory work involves the use of RNA & DNA techniques, protein methods, reporter gene assays, fluorescence microscopy, and the use of molecular biological computer databases to predict structure and function from nucleic acid & protein sequences. Prerequisites: BI416 & BI416L, or equivalent. Corequisite: BI425G. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

BI-474G MARINE BOTANY

SPRING ONLY/ODD YEARS

4 credit hours

This course provides students an in-depth exploration of the marine plants in the region with an emphasis on how the physiology and ecology of seaweeds and microalgae relate to environmental conditions in the sea. Prerequisite: BI302. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

BI-475G ADVANCED ANIMAL PHYSIOLOGY

SPRING ONLY/ALL YEARS

3 credit hours

Advanced Animal Physiology will acquaint students with the principles of animal form and function by examining how a diversity of animals cope with environmental challenges. Animal Physiology integrates the evolution of physiological system examined across major taxa, ranging from protists through vertebrates and across levels of biological organization from molecules to populations. Topics cover how the law of chemistry and physics govern the physiology of cell signaling, endocrine regulation, osmoregulation, gas exchange, thermoregulation, circulation, locomotion, basic and advanced neurophysiology, learning and memory and receptor physiology. These principles are examined within the context of physiological diversity among animals and their evolutionary processes. Prerequisite: BI320, BI315L, and BI321. Corequisite: BI475G/L. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400-LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

BI-475G/L ADVANCED ANIMAL PHYSIOLOGY

SPRING ONLY/ALL YEARS

3 credit hours

Advanced Animal Physiology will acquaint students with the principles of animal form and function by examining how a diversity of animals cope with environmental challenges. Animal Physiology integrates the evolution of physiological system examined across major taxa, ranging from protists through vertebrates and across levels of biological organization from molecules to populations. Topics cover how the law of chemistry and physics govern the physiology of cell signaling, endocrine regulation, osmoregulation, gas exchange, thermoregulation, circulation, locomotion, basic and advanced neurophysiology, learning and memory and receptor physiology. These principles are examined within the context of physiological diversity among animals and their evolutionary processes. Prerequisite: BI320, BI315L, and BI321. Co requisite: BI475G

BI-503 BIOLOGICAL LITERATURE AND SCIENTIFIC

SPRING ONLY/ALL YEARS

2 credit hours

Survey of biological literature as an assist in thesis and manuscript preparation in the areas of writing, proofreading, literature citation, figure and table preparation. Two hours of lecture weekly.

BI-507 ADVANCED STATISTICAL METHODS

FALL ONLY/ALL YEARS

4 credit hours

An advanced course in applied statistical methods as used in the biological and environmental sciences stressing the design and analysis of experimental and observational studies. Lectures will be 3 hours per week. Prerequisites: MA385 or equivalent.

BI-508 SCIENTIFIC COMPETENCE AND INTEGRITY

FALL ONLY/ALL YEARS

3 credit hours

This course examines historical, philosophical, methodological, ethical, and moral aspects of scientific thought and practice in the context of both historical and contemporary issues in natural and environmental science. Readings and discussions are built around classical examples such as the scientific controversy over Continental Drift and Plate Tectonics as well as contemporary environmental issues, ranging from global concerns such as climate and sea level change, to local public concerns such as solid waste management and the safety of tap water. The central objective of the course is to develop the skills and habits of sound critical thinking essential to the progress, ethical practice, and moral application of science.

BI-515 ADVANCES IN BIOGEOGRAPHY

FALL ONLY/EVEN YEARS

3 credit hours

This course presents the fundamentals of biogeography, and then focuses on recent advances in theory and method. Topics include the distribution of plants and animals over space and time, defining metapopulations, reconstructing biogeographic history and the theory of island biogeography. Students will be given hands-on experience with the latest analytical tools used for hypothesis testing. Emphasis will be on marine organisms, including algae, invertebrates and fish. Three hours of lectures per week.

BI-520 CURRENT TOPICS IN CELLULAR BIOLOGY

SPRING ONLY/ODD YEARS

3 credit hours

Important background information in biochemistry, cellular physiology, and molecular biology, with emphasis on recent scientific articles, new techniques and advances in the field. Application of new techniques and advances toward biotechnology and medicine will be discussed. Students will be required to actively participate in discussions, critique scientific articles, make oral presentations, and write a research paper. Prerequisite: BI101a-b or equivalent, or consent of instructor.

BI-525 EVOLUTIONARY BIOLOGY

FALL ONLY/EVEN YEARS

3 credit hours

This course provides a survey of the origin and evolution of life on Earth, exploring the history and major features of evolutionary change through time and the mechanisms responsible for those changes. The course will also consider evolutionary aspects of genetics, development, ecology, biogeography, systematics and paleontology. Prerequisite: Genetics or consent of instructor.

BI-529A ENVIRONMENTAL CONTAMINATION &

SPRING ONLY/EVEN YEARS

3 credit hours

This course covers the fundamental principles and mechanisms governing the interaction of pollutants with natural systems. The basic concepts of classical and environmental toxicology are also addressed with emphasis on contaminant absorption, distribution, metabolism, systemic toxicology, carcinogenesis, toxicity testing and risk assessment. The course concludes with a general introduction to air, land and water pollution. Three hours of lectures weekly. Prerequisites: BI157, BI158, CH102 and CH103 or equivalent.

BI-529B ENVIRONMENTAL CONTAMINATION &

SPRING ONLY/ODD YEARS

3 credit hours

This course focuses on classic and contemporary groups of environmental contaminants and their impact on organisms, ecosystems and man. Physical and chemical properties of each contaminant group are discussed in relation to their environmental distribution, fate and toxicity. Occupational health related pollution problems and pollution monitoring strategies are also discussed. Three hours of lectures a week. Prerequisites: BI157, BI158, CH102 and CH102, or equivalent, or consent of instructor. EV/BI529a is also highly recommended as it provides the foundations upon which EV/BI529b is built. Undergraduates may enroll in the course with instructor's consent.

BI-531 BEHAVIORAL ECOLOGY

FALL ONLY/ODD YEARS

3 credit hours

Review and discussions of current topics in behavioral ecology. These include game theory, foraging strategies, mating systems, predator-prey interactions, animal communication, and the ecological determinants of social behavior. Prerequisite: BI101a-b or equivalent, or consent of instructor.

BI-540 ICHTHYOLOGY

SPRING ONLY/EVEN YEARS

3 credit hours

This course is a survey of the classification and morphology of fishes with emphasis on local forms. It includes three hours of lecture weekly. The lab, BI440L, MUST be taken concurrently. Prerequisite: BI157-157L and BI158-158L or equivalent. Corequisite: BI440L.

BI-540L ICHTHYOLOGY LABORATORY

SPRING ONLY/EVEN YEARS

1 credit hour

This course is the laboratory portion of BI540G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. Prerequisite: BI157-157L and BI158-158L or equivalent. Corequisite: BI540G.

BI-546 MARINE INVERTEBRATES

FALL ONLY/EVEN YEARS

4 credit hours

Survey of the classification and morphology of marine invertebrates, with emphasis on local forms. Six hours of lecture-laboratory weekly.

BI-557 POPULATION ECOLOGY

FALL ONLY/ODD YEARS

3 credit hours

This course provides a quantitative background of the processes and principles associated with population dynamics. Both theoretical approaches and applied modeling techniques are used to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410.

BI-557L POPULATION ECOLOGY LABORATORY

FALL ONLY/ODD YEARS

1 credit hour

This lab is required for BI/EV557, "Population Ecology". The labs provide a quantitative background of the processes and principles associated with population dynamics. Labs consist of applied modeling techniques to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused



on marine ecosystems, and coral reefs in particular.
Prerequisites: BI157-157L and BI158-158L. Corequisite:
BI410.

BI-581 PHYSICAL OCEANOGRAPHY

SPRING ONLY/EVEN YEARS

3 credit hours

This course is intended to give students a view to how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important processes we study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer waves in the ocean, geostrophy, Ekman transport, and Rossby waves. Students learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation. Prerequisites: MA203 OR CONSENT OF INSTRUCTOR. Recommended: MA204, PH-251 and PH-252.

BI-691 SEMINAR

FALL/SPRING/ALL YEARS

1 credit hour

BI-695 THESIS

FALL/SPRING/ALL YEARS

1 - 6 credit hours

COURSE DESCRIPTIONS

CHEMISTRY COURSES

CH-419G BIOCHEMISTRY

SPRING ONLY/ALL YEARS

3 credit hours

This course covers the principles of protein chemistry and enzyme nomenclature, catalysis, kinetics and control. It includes three hours of lecture weekly. The lab, BI/CH419L, MUST be taken concurrently. Prerequisites: CH310a, CH311, CH310b and CH312; or concurrent enrollment. Corequisite: BI/CH419G/L. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

CH-419G/L BIOCHEMISTRY LABORATORY

SPRING ONLY/ALL YEARS

1 credit hour

This course is the laboratory portion of BI/CH419G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. Prerequisites: CH310a, CH311, CH310b and CH312; or concurrent enrollment. Corequisite: BICH419G. Lab Fee: \$32.00 STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

CH-495G RESEARCH METHODS IN CHEMISTRY

AS REQUIRED/AS REQUIRED

4 credit hours

This course will provide students with in depth research experience in a specific topic in chemical sciences. Students will undertake a project on the selected topic under the close guidance of a selected faculty. The research methods will involve the formulation of a hypothesis, conducting a literature survey, writing of project proposal, designing and conducting experimentation, data collection and analysis, and presentation of results. Students will be required to write a full project report and present their data at a seminar or conference at the end of the course. The experimental requirement for this research course will require advanced planning and preparation. Thus students planning to take this course are strongly advised to inform the chair of the program and the instructor at least one semester prior to taking this course. Prerequisites: CH330/330L, CH310A/310B, CH311, CH312 or consent of instructor. This course can serve as an upper division elective course for the Chemistry majors. It can also be taken to fulfill the elective requirement for graduate programs in either Environmental Science, or Biology, or Sustainable Agriculture Food and Natural Resources. August 29 2015 12:59 PM JANET B. SAN NICOLAS This course can serve as an upper division elective course for the chemistry majors. It can also be taken to fulfill the elective requirement for graduate programs in either Environmental Science, or Biology, or Sustainable Agriculture Food and Natural Resources. June 12 2017 3:48 PM JANET B. SAN NICOLAS STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

COURSE DESCRIPTIONS

ENVIRONMENTAL SCIENCE COURSES

EV-504 ENVIRONMENTAL LITERATURE & SCIENTIFIC

SPRING ONLY/ALL YEARS

1 credit hour

This course is designed to develop skills in researching, preparing, and delivering high quality scientific oral presentations while introducing students to timely and worthwhile topics for thesis research or professional projects.

EV-506 PHYSICAL GEOGRAPHY OF MICRONESIA

FALL ONLY/EVEN YEARS

3 credit hours

This course is a study of the origin and characteristics of the physical environments and biogeography of Micronesia through an analysis of physical geographic elements, their patterns of distribution, interrelationships, and problems. Prerequisites: Graduate standing or senior level.

EV-507 ADVANCED STATISTICAL METHODS

FALL ONLY/ALL YEARS

4 credit hours

An advanced course in applied statistical methods as used in the biological and environmental sciences stressing the design and analysis of experimental and observational studies. Lectures will be 4 hours per week. Prerequisites: MA385 or equivalent.

EV-508 SCIENTIFIC COMPETENCE AND INTEGRITY

FALL ONLY/ALL YEARS

3 credit hours

This course examines historical, philosophical, methodological, ethical, and moral aspects of scientific thought and practice in the context of both historical and contemporary issues in natural and environmental science. Readings and discussions are built around classical examples such as the scientific controversy over Continental Drift and Plate Tectonics as well as contemporary environmental issues, ranging from global concerns such as climate and sea level change, to local public concerns such as solid waste management and the safety of tap water. The central objective of the course is to develop the skills and habits of sound critical thinking essential to the progress, ethical practice, and moral application of science.

EV-510 ENVIRONMENTAL SCIENCE: BIOLOGY/ ECOLOGY

FALL ONLY/EVEN YEARS

3 credit hours

This course covers concepts of biology needed for further studies in environmental science. Ecological and biological principles are presented including an introduction to ecosystem ecology. Human impacts on the environment on a global and local scale are discussed. Three hours of lecture weekly.

**EV-511 ENVIRONMENTAL SCIENCE:
GEOSCIENCES/****SPRING ONLY/ALL YEARS**

3 credit hours

This course is a survey of the key aspects of geology and engineering with which individuals involved in environmental resources investigations should be familiar. Topics include the hydrologic cycle, surface hydrogeology, groundwater movement, engineering measurements, statistical analysis, instrumentation for environmental investigations, and fundamentals of engineering geology and environmental geology. Three hours of lecture a week plus field trips. Prerequisites: MA161a-b, CH100 and CH101 or equivalent.

**EV-512 ENVIRONMENTAL SCIENCE:
ECONOMICS-****SPRING ONLY/ALL YEARS**

3 credit hours

This course equips students with the fundamental elements of microeconomic theory, concepts of environmental economics, techniques of environmental management, and elements of environmental law that are essential for efficient and sustainable conservation, allocation, and management of natural resources, as well as the rational evaluation and effective maintenance of environmental safety and quality.

**EV-513 ENVIRONMENTAL IMPACT
ASSESSMENT****FALL ONLY/EVEN YEARS**

2 credit hours

Discussing, structuring, writing, and evaluating environmental impact assessments, particularly as they apply to Guam and other tropical islands. Course will focus on producing formal environmental impact statements for actual, proposed and hypothetical development projects on Guam.

EV-517 CULTURAL ECOLOGY**FALL ONLY/ODD YEARS**

3 credit hours

Cultural ecology looks at the relationship between humans and their biotic and physical environments. Using diachronic and comparative perspectives, this course will survey the cultural ecology of Micronesian islanders. Particular attention will be given to the following themes: history, theory, and methods of cultural ecology; comparison of different approaches to the study of cultural adaptation; adaptation in permissive and marginal environments; and culture change in spatial and temporal perspectives. The format emphasizes seminar discussions and student presentations, but will also include some lectures, slides, films and videos. Prerequisite: Consent of instructor, MI501, MI502, or MI503.

EV-525 EVOLUTIONARY BIOLOGY**FALL ONLY/EVEN YEARS**

3 credit hours

This course provides a survey of the origin and evolution of life on Earth, exploring the history and major features of evolutionary change through time and the mechanisms responsible for those changes. The course will also consider evolutionary aspects of genetics, development, ecology, biogeography, systematics and paleontology. Prerequisite: Genetics or consent of instructor.

**EV-529A ENVIRONMENTAL CONTAMINATION
&****SPRING ONLY/EVEN YEARS**

3 credit hours

This course covers the fundamental principles and mechanisms governing the interaction of pollutants with natural systems. The basic concepts of classical and environmental toxicology are also addressed with

emphasis on contaminant absorption, distribution, metabolism, systemic toxicology, carcinogenesis, toxicity testing and risk assessment. The course concludes with a general introduction to air, land and water pollution. Three hours of lectures weekly. Prerequisites: BI157, BI158, CH102 and CH103 or equivalent.

EV-529B ENVIRONMENTAL CONTAMINATION &

SPRING ONLY/ODD YEARS

3 credit hours

This course focuses on classic and contemporary groups of environmental contaminants and their impact on organisms, ecosystems and man. Physical and chemical properties of each contaminant group are discussed in relation to their environmental distribution, fate and toxicity. Occupational health related pollution problems and pollution monitoring strategies are also discussed. Three hours of lectures a week. Prerequisites: BI157, BI158, CH102 and CH103, or equivalent, or consent of instructor. EV/BI529a is also highly recommended as it provides the foundations upon which EV/BI529b is built. Undergraduates may enroll in the course with instructor's consent.

EV-535 TROPICAL CLIMATE & CLIMATE VARIABILITY

FALL ONLY/EVEN YEARS

3 credit hours

This course is a study of the climate of the world's tropical regions. Natural variations in rainfall are studied. Mechanisms for short-term fluctuations and long-term changes including El Niño, La Niña, Quasi-biennial stratospheric oscillations, and the ice ages are presented. Also discussed is what constitutes an optimal climate, and whether or not an ice age is worse than a warmer world. Prerequisites: BI412G, EV511, BI/EV503, or consent of instructor.

EV-536 HURRICANES AND TYPHOONS: AN OVERVIEW OF

SPRING ONLY/ODD YEARS

3 credit hours

This course focuses on tropical cyclones and explores their structure and physics of formation. The climatology of tropical cyclones is examined ranging from the global distribution to inter-annual variability and possible changes to tropical cyclone climate from an anticipated greenhouse-gas-induced global warming. Prerequisites: MA203, PH251, PH210, CH102, CH102L, or consent of instructor.

EV-537 APPLICATION OF REMOTE SENSING TO

FALL ONLY/ODD YEARS

3 credit hours

This course focuses on the applications of remote sensing platforms for observing and forecasting the weather, and for monitoring earth's climate system. Students explore the history of the international meteorological satellite programs and the United States' effort to modernize its weather satellite constellation. The history of the weather radar is explored, which culminates in the nationwide installation of NEXRAD Doppler weather radars (one of which is on Guam). Principles of satellite and radar physics are introduced. Interpretation of the structure of weather systems from satellite and radar imagery is covered. The use and function of the many instruments onboard satellites are described. Students participate in real-time investigations of local and regional weather patterns using satellite and radar imagery. Prerequisites: MA203, PH210, PH251, CH102, CH102L, or consent of instructor.

EV-542 HYDROLOGY

FALL ONLY/EVEN YEARS

3 credit hours

An in-depth coverage of the topics in engineering hydrology with which all individuals involved in

environmental resources investigations should be familiar. Topics will include the hydrologic cycle, surface and groundwater movement and engineering measurements, instrumentation, and analyses appropriate for environmental investigations. Three hours of lecture a week plus field trips. Prerequisites: MA161a-b, or MA165; and MA385, MA387/L or BI412/L

EV-543 HYDROGEOLOGY

FALL ONLY/ODD YEARS

4 credit hours

An introduction to applied hydrogeology, with emphasis on fundamental physical and geological concepts and methods of analysis. Covers physical principles of groundwater movement, geologic origin and characteristics of aquifers, basic water chemistry and interaction with geologic materials, introduction to well hydraulics and aquifer evaluation, and environmental applications. Two hours of lecture plus three-hour lab each week. Prerequisites: Elementary calculus (e.g., Math 203), basic college chemistry (e.g., Chem 102), and concurrent enrollment or completion of EV511 or permission of instructor.

EV-547 PACIFIC ISLAND GEOLOGIC AND CLIMATIC

SPRING ONLY/EVEN YEARS

3 credit hours

THIS COURSE PROVIDES STUDENTS WITH AN UNDERSTANDING OF THE FUNDAMENTAL PROCESSES AND EFFECTS OF EARTH'S GEOLOGIC AND CLIMATE HISTORY THAT HAVE CREATED THE UNIQUE ENVIRONMENT OF THE PACIFIC BASIN AND THE SPECIFIC PROCESSES AND CONDITIONS THAT HAVE SHAPED THE ENVIRONMENTS OF THE PACIFIC ISLANDS. THE COURSE CONCLUDES WITH AN EXAMINATION OF GEOLOGIC AND CLIMATIC HAZARDS OF CONCERN TO PACIFIC ISLAND RESIDENTS. PREREQUISITES: SCIENCE OR ENGINEERING BACKGROUND, AND INSTRUCTORS PERMISSION

EV-557 POPULATION ECOLOGY

FALL ONLY/ODD YEARS

3 credit hours

EV/BI 557 This course provides a quantitative background of the processes and principles associated with population dynamics. Both theoretical approaches and applied modeling techniques are used to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410.

EV-557L POPULATION ECOLOGY LABORATORY

FALL ONLY/ODD YEARS

1 credit hour

EV/BI 557L This lab is required for EV/BI557, "Population Ecology". The labs provide a quantitative background of the processes and principles associated with population dynamics. Labs consist of applied modeling techniques to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410.

EV-558 ADVANCED GEOSPATIAL METHODS

SPRING ONLY/ALL YEARS

4 credit hours

This course focuses on applications of geospatial technologies, including geographic information systems (GIS), remote sensing, and the global positioning system (GPS). It emphasizes applications of geospatial technologies to environment science and related

fields. Topics include geospatial data collection and processing, visualization, analysis, and modeling; geospatial statistical analysis; mobile cloud based geospatial applications; and integration of geospatial technologies. Students will gain an understanding of Advanced Geospatial Techniques; demonstrate abilities to geospatial data collection, processing, and analysis by the means of GIS, remote sensing and GPS; and be able to solve practical problems in environmental science and related fields using geospatial technologies. The course aims to equip students with understanding and experience with the practical use of geospatial technologies in natural sciences, particularly environmental science. Prerequisites: Recommended prerequisites for Environmental Science Graduate Program, and fundamentals of GIS or equivalent, or consent of instructor. Undergraduate students may enroll in the course with the permission of instructor.

EV-561 URBAN LANDSCAPE MANAGEMENT

FALL ONLY/EVEN YEARS

3 credit hours

This course focuses on the integration of ecological theory with vegetation management and includes aspects of horticulture, landscape design, recreation studies, planning and financial management. This course emphasizes the use and management of indigenous and introduced vegetation in the public landscape and explores both scientific and philosophical ideas on reasons for undertaking certain practices.

EV-570 ENVIRONMENTAL ECONOMICS

FALL ONLY/EVEN YEARS

3 credit hours

This course provides a frame of thinking about environmental science in a context of economic analysis. As an applied course, students are prepared to use economic analyses in environmental cases to consider issues such as: valuing the environment; resource allocation over time; opportunity costs; cost/benefit analysis; analysis of environmental options and

externalities; modeling economic and ecological systems; effects of population growth and demand on the global environment; and studies of environmental impacts and policy responses. Regional planning and policy issues will be profiled. Prerequisite: Consent of instructor.

EV-581 PHYSICAL OCEANOGRAPHY

SPRING ONLY/EVEN YEARS

3 credit hours

This course is intended to give students a view to how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important processes we study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer waves in the ocean, geostrophy, Ekman transport, and Rossby waves. Students learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation. Prerequisites: MA-203 OR CONSENT OF INSTRUCTOR. Recommended: MA204, PH-251 and PH-252.

EV-598 ENVIRONMENTAL SCIENCE INTERNSHIP

FALL/SPRING/ALL YEARS

1 credit hour

Students gain professional skills in the environmental market place working with a mentor at a local environmental or engineering firm or an appropriate GovGuam or Federal Government agency. This course can be taken twice, but a maximum of two total credits will be allowed as electives toward the Master of Science Degree. Students are expected to intern between 10 and 12 hours per week per credit of EV598.



EV-695 ENVIRONMENTAL SCIENCE THESIS

FALL/SPRING/ALL YEARS

1 - 6 credit hours

EV-698 Environmental Scienc Professional Track

FALL/SPRING

1 - 6 credit hours

Environmental science professional track intership

COURSE DESCRIPTIONS

HEALTH SCIENCES COURSES

HS-405G EPIDEMIOLOGY

AS REQUIRED/AS REQUIRED

3 credit hours

This course offers an overview of epidemiology and the epidemiology approach to problems of health and disease. The major principles and methods of epidemiology are presented together with many of the applications of epidemiology to public health and clinical practice. Prerequisites: MA151 or have demonstrated equivalent knowledge and skills, HS216 or consent of instructor. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE. April 14 2017 3:17 PM JANET B. SAN NICOLAS # Take EN-110 EN-111; Minimum grade C; # Take MA-085 MA-084B MA-9110 MA-9161A MA-110 MA-115(1529) MA-085/LII MA-165 MA-161B MA-203 or MA-204; Minimum grade P2,A1,A2,B1,B2,C1,C2;

COURSE DESCRIPTIONS

MATHEMATICS COURSES

MA-411G INTRODUCTION TO ABSTRACT ALGEBRA I

SPRING ONLY/EVEN YEARS

3 credit hours

This course offers a study of modern algebra with topics from group theory and ring theory. Prerequisites: Grades of C or better in both MA205, MA302, and MA341. (EFFECTIVE 11/SP, STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400-LEVEL COURSES UNTIL THEY HAVE COMPLETED MA085 LEVEL II OR MA 084B OR ANY HIGHER LEVEL MATH COURSE)

MA-412G INTRODUCTION TO ABSTRACT ALGEBRA II

SPRING ONLY/ALL YEARS

3 credit hours

This is the second course in a two-semester sequence of introductory courses in abstract algebra. Topics covered include field theory, Sylow theorems, introductory Galois theory, and some of advanced group theory, module and ring theory. Prerequisites: Grades of C or better in MA341 and MA411. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

MA-421G INTRODUCTION TO ANALYSIS I

FALL ONLY/EVEN YEARS

3 credit hours

This is the first course in a two-semester sequence designed to provide an introduction to the rigorous study of the foundations of calculus. Topics covered include the completeness of the real numbers, elementary topology, continuous functions, and numerical sequences and series. Prerequisites: Grades of C or better in MA205 and MA302. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

MA-422G INTRODUCTION TO ANALYSIS II

SPRING ONLY/ODD YEARS

3 credit hours

This is the second course in a two-semester sequence designed to provide an introduction to the rigorous study of the foundations of calculus. Topics covered include differentiation, integration, sequences and series of functions. Prerequisite: A grade of C or better in MA421G. (EFFECTIVE 11/SP, STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400-LEVEL COURSES UNTIL THEY HAVE COMPLETED MA085 LEVEL II OR MA 084B OR ANY HIGHER LEVEL MATH COURSE)

MA-431G TOPICS IN ADVANCED MATHEMATICS

SPRING ONLY/EVEN YEARS

3 credit hours

This course offers selected topics in advanced mathematics such as topology, mathematical induction, non-Euclidean geometries. With different subject matter may be repeated for credit. Prerequisite: Grades of

C or above in MA205 and MA302. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

MA-441G MODERN GEOMETRY

SPRING ONLY/ODD YEARS

3 credit hours

This course treats non-Euclidean and advanced Euclidean geometry. Prerequisites: Grades of C or better in both MA205 and MA302. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

MA-451G PROBABILITY AND STATISTICS

FALL ONLY/EVEN YEARS

3 credit hours

This course covers probability models and distributions, including univariate and multivariate distributions, and provides an introduction to parametric and nonparametric decision theory. Prerequisites: MA151 or equivalent and grade of C or better in MA302. Corequisite: MA205. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

MA-453 OPERATIONS RESEARCH MODELS

AS REQUIRED/AS REQUIRED

3 credit hours

Operations research models are designed to optimize, maximize, or minimize real world processes. Computer methods and packages are included for linear and

dynamic programming, life and death processes, P.E.R.T.-C.P.M., trend analysis and queuing theory. Prerequisites: MA341 and either MA385 or MA387 and MA387L. (EFFECTIVE 11/SP, STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400-LEVEL COURSES UNTIL THEY HAVE COMPLETED MA085 LEVEL II OR MA 084B OR ANY HIGHER LEVEL MATH COURSE)

MA-460G NUMERICAL LINEAR ALGEBRA

SPRING ONLY/ODD YEARS

3 credit hours

This course covers topics such as numerical solutions to systems of linear equations; linear least squares problems; eigenvalue and eigenvector problems. Methods include Gauss-Jordan elimination, Siedel iterating, the QR algorithm and linear optimization. It includes the use of numerical software libraries. Prerequisites: Grades of C or better in MA205, MA302, and MA341. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.

MA-461G NUMERICAL ANALYSIS

FALL ONLY/ODD YEARS

3 credit hours

This course covers: root finding for non-linear equations, numerical integration, numerical methods for ordinary differential equations, interpolation theory, and approximation functions. The course makes use of numerical software libraries. Prerequisites: Grade of C or better in MA205 and MA302. STUDENTS ARE NOT PERMITTED TO ENROLL IN 300- OR 400- LEVEL COURSES UNTIL THEY HAVE COMPLETED EN111 WITH A GRADE OF "C" OR BETTER AND MA085 LEVEL II OR MA084B OR ANY HIGHER-LEVEL MATH COURSE.



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The Board of Regents meets no less than four times a year. Please contact Christine Mabayag at 735-2990 or David Okada at 735-2902 regarding scheduled meeting dates.

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