

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
EN640	SEMINAR: AMERICAN LITERATURE	3	SPRING ONLY/ AS REQUIRED
EN650	TEACHING COLLEGE COMPOSITION WITH PRACTICUM	3	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
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
EN660	SEMINAR: LITERATURES IN ENGLISH	3	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
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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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	4	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
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
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	4	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
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
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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MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

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 Principals 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

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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

*Biology Graduate Program applicants are strongly encouraged to submit a completed application by **July 1** for the Fañuchånan/Fall semester and by **December 1** for the Fañomnåkan/Spring semester. Reviews and decisions for applications received after this deadline, are at the program's discretion and not guaranteed.*

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.

Interested students may contact [Héloïse Louise Rouzé](#), Graduate Biology Chair for Admissions, for more information.

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. A thesis committee is established 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.

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 (14 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
BI691	SEMINAR	1	FALL/SPRING/ ALL YEARS
BI695	THESIS	1 - 6	FALL/SPRING/ ALL YEARS

**Must take at least 2 credits of BI-691 Seminar to complete the 14 credit requirement*

Elective Courses (16 credit hours)

Complete at least 16 credit hours

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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.

*Environmental Science Program applicants are strongly encouraged to submit a completed application by **July 1** for the Fañuchånan/Fall semester and by **December 1** for the Fañomnåkan/Spring semester. Reviews and decisions for applications received after this deadline, are at the program's discretion and not guaranteed.*

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
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 SCIENCE THESIS	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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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 Health, College of Liberal Arts and Social Sciences, the Marine Laboratory, the Water & Environmental Research Institute, and the sponsored programs. Students can expect to (1) learn how to form place-based, robust research questions pertaining to agricultural and natural resources, food, nutrition, and health with an emphasis in the island nations of the Pacific; (2) conduct needed educational and service projects in Western Pacific Island communities; (3) obtain the knowledge and skills needed for sound scientific inquiry and professional practice; and (4) formulate a solid understanding of and commitment to professional ethics.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Program, students will:

1. Demonstrate the ability to identify, analyze, synthesize and summarize issues in the areas of sustainable agriculture, food, nutrition and natural resources.
2. Demonstrate competence in quantitative and/or qualitative data collection and analysis in agricultural science, food and nutrition science, as well as the natural resources.
3. Be able to write technical scientific reports and articles.
4. Be up to date with current topics and research activities related to sustainable agriculture, food and natural resource sciences in the academic literature as well as in practice the island communities.

5. Be able to conceive, conduct, and report original research results.
6. Apply knowledge and technical skills learned in SAFNR in order to solve contemporary sustainability challenges in tropical systems.

ADMISSION

GENERAL ADMISSION REQUIREMENTS

Applicants must first meet all University of Guam's requirements. For more information please refer to the program's website or email at safnr@triton.uog.edu.

Complete application packages are initially 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.

*CNAS Graduate Program applicants are strongly encouraged to submit a completed application by **July 1** for the Fanuchånan/Fall semester and by **December 1** for the Fañomnåkan/Spring semester. Reviews and decisions for applications received after this deadline, are at the program's discretion and not guaranteed.*

For matriculating into Graduate Certificate Programs, a certificate advisor must be identified/selected for acceptance into the SAFNR program. Graduate Certificate Program advisors are:

1. Sustainable Tropical Agriculture and Natural Resources: Dr. L. Bob Barber
2. Tropical Horticulture: Dr. Mari Marutani
3. Food Technology: Dr. Jian Yang
4. Aquaculture: Dr. Hui Gong-Jiang

Once admitted by the SAFNR program, SAFNR graduate students are expected to:

1. Submit the *Permission for Individual Capstone Project* form to establish their committee by the end of their first semester (i.e. "Thesis" for masters and "Special Project" for certificate programs, respectively).; and
2. Present their proposal as soon as possible after forming their Thesis committee.

BACKGROUND AND PERFORMANCE GUIDELINES

The SAFNR MSc Program 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 necessary 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 Nutrition and/or Food Science include human nutrition, food preparation and processing, health science, food chemistry, food safety, and microbiology. Relevant disciplines also include; applied mathematics, statistics, geography, earth science, 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 such as geographical information systems (GIS) and remote sensing (RS) applied to Agriculture and Natural Resources management
- Methodology 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
- Invasive Species
- Statistics

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

Within the first semester following SAFNR program acceptance, students must choose and be accepted by a faculty advisor with expertise in their selected sub-discipline. In consultation with his/her advisor, each student must select a discipline track that he/she will follow for the remainder of their academic program: 1) Sustainable Agriculture and Natural Resources, and 2) Food and Nutrition as described below. Subsequently, the student's individual program is developed by the

student and his/her advisor and monitored by the advisor and the student's advisory committee. Final program approval requires endorsement by the Program Chair and CNAS Dean, with subsequent approval by the Director of Graduate Studies.

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.

Among the core courses which are courses are: Advanced Statistical Methods (BI/EV-507, 4 credit hours), Seminars on current topics (AL-691, 1 credit hour), Bio-logical 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 discipline tracks that define the SAFNR program.

Up to 3-credits of Thesis (AL-695) can be earned to prepare his/her Thesis proposal. Students will earn the remaining Thesis (AL-695) credits after his/her proposal is presented and approved.

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
EV503	BIOLOGICAL LITERATURE AND SCIENTIFIC WRITING	2	SPRING ONLY/ ALL YEARS
BI507	ADVANCED STATISTICAL METHODS	4	FALL ONLY/ ALL YEARS
EV507	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

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
AL443L/G	TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE LABORATORY	1	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/ EVEN YEARS
AL581	PRINCIPLE OF PLANT NUTRITION	3	SPRING ONLY/ EVEN 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
CH419G	BIOCHEMISTRY	3	SPRING ONLY/ ALL YEARS
AL439G	COMMUNITY NUTRITION	3	SPRING ONLY/ ODD YEARS
AL445G	FOOD CHEMISTRY	3	SPRING ONLY/ ODD YEARS
AL455G	NUTRITIONAL ASSESSMENT	3	SPRING 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)

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 be selected upon consultation with the thesis committee to support the chosen research track. 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 the following list or any graduate courses with advisor's recommendation:

Course	Course Title	Credits	Term Offered
AL443G	TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE	3	SPRING ONLY/ ODD YEARS
AL443L/ G	TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE LABORATORY	1	SPRING ONLY/ ODD YEARS
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
EV510	ENVIRONMENTAL SCIENCE: BIOLOGY/ ECOLOGY	3	FALL ONLY
AL481G	ENVIRONMENTAL SOIL SCIENCE	3	SPRING ONLY/ ODD YEARS
AL481L/ G	ENVIRONMENTAL SOIL SCIENCE LABORATORY	1	SPRING ONLY/ ODD YEARS
HS405G	EPIDEMIOLOGY	3	FALL/SPRING/ ALL YEARS
EV506	PHYSICAL GEOGRAPHY OF MICRONESIA	3	FALL ONLY/ EVEN YEARS
MI514	HEALTH AND HUMAN ADAPTATION	3	SPRING ONLY/ ODD YEARS

Course	Course Title	Credits	Term Offered
	IN MICRONESIA		
AL563	MGMT & RECYCLING OF ORGANIC WASTE	3	FALL ONLY/ ODD YEARS
AL698	INTERNSHIP IN SUSTAINABLE AGRICULTURE, FOOD AND NATURAL RESOURCES	1 - 3	FALL/SPRING/ ALL YEARS
AL691	SEMINAR AND CURRENT TOPICS	1	SPRING ONLY/ ALL YEARS
AL692	TEACHING/ RESEARCH ASSISTANTSHIP	1	FALL/SPRING/ ALL YEARS

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, Food and Natural Resources (SAFNR).

GRADUATE CERTIFICATE PROGRAM

The Graduate Program in Sustainable Agriculture, Food and Natural Resources (SAFNR) also offers a Graduate Certificate to students who have successfully completed a total of 15 credit hours with a satisfactory grade point average of 3.0 or higher in one of these four concentration areas:

1. Graduate Certificate in Sustainable Tropical Agriculture and Natural Resources
2. Graduate Certificate in Tropical Horticulture
3. Graduate Certificate in Food Technology

4. Graduate Certificate in Aquaculture

COURSE REQUIREMENTS (15 CREDIT HOURS)

Core Courses (3 credit hours)

The CORE requirements for all Graduate Certificate Programs:

Course	Course Title	Credits	Term Offered
AL691	SEMINAR AND CURRENT TOPICS	1	SPRING ONLY/ ALL YEARS

CONCENTRATION REQUIREMENTS (14 CREDIT HOURS)

Selection of courses for each concentration area will be determined by the Student, Advisor, and one additional committee member of the programs, and approved by the Dean of the College of Natural and Applied Science. Courses recommended for each concentration are listed below, yet not limited these courses.

Sustainable Tropical Agriculture and Natural Resources (14 credit hours)

Minimum of 14 credit hours

SET 1

Course	Course Title	Credits	Term Offered
AL566	AGROECOLOGY FOR ISLAND SUSTAINABILITY	3	SPRING ONLY/ EVEN YEARS

SET 2

Choose one of the following:

Course	Course Title	Credits	Term Offered
AL443G	TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE	3	SPRING ONLY/ ODD YEARS
AL481G	ENVIRONMENTAL SOIL SCIENCE	3	SPRING ONLY/ ODD YEARS
AL451G	AGRICULTURAL BUSINESS MANAGEMENT	3	SPRING ONLY/ ODD YEARS

SET 3

Choose one of the following:

Course	Course Title	Credits	Term Offered
EV561	URBAN LANDSCAPE MANAGEMENT	3	FALL ONLY/ EVEN YEARS
AL563	MGMT & RECYCLING OF ORGANIC WASTE	3	FALL ONLY/ ODD YEARS

SET 4

Choose one of the following:

Course	Course Title	Credits	Term Offered
AL570	SUSTAINABLE ANIMAL PRODUCTION SYSTEMS	3	SPRING ONLY/ EVEN YEARS
AL536	ADVANCES IN SUSTAINABLE AQUACULTURE	3	FALL ONLY/ ODD YEARS

Tropical Horticulture (14 credit hours)

Minimum of 14 credit hours

Course	Course Title	Credits	Term Offered
AL566	AGROECOLOGY FOR ISLAND SUSTAINABILITY	3	SPRING ONLY/ EVEN YEARS
AL698	INTERNSHIP IN SUSTAINABLE AGRICULTURE, FOOD AND NATURAL RESOURCES	1 - 3	FALL/SPRING/ ALL YEARS

Choose one of the following:

Course	Course Title	Credits	Term Offered
EV561	URBAN LANDSCAPE MANAGEMENT	3	FALL ONLY/ EVEN YEARS

Choose one of the following:

Course	Course Title	Credits	Term Offered
AL481G	ENVIRONMENTAL SOIL SCIENCE	3	SPRING ONLY/ ODD YEARS
AL481L/ G	ENVIRONMENTAL SOIL SCIENCE LABORATORY	1	SPRING ONLY/ ODD YEARS

OR

Course	Course Title	Credits	Term Offered
AL581	PRINCIPLE OF PLANT NUTRITION	3	SPRING ONLY/ EVEN YEARS

Food Technology

Minimum of 14 credit hours

Course	Course Title	Credits	Term Offered
AL439G	COMMUNITY NUTRITION	3	SPRING ONLY/ ODD YEARS
AL445G	FOOD CHEMISTRY	3	SPRING ONLY/ ODD YEARS
AL451G	AGRICULTURAL BUSINESS MANAGEMENT	3	SPRING ONLY/ ODD YEARS
AL539	PUBLIC HEALTH NUTRITION	3	FALL ONLY/ ODD YEARS
AL542	ADVANCED FOOD SAFETY	3	FALL ONLY/ EVEN YEARS

Aquaculture

Minimum of 14 credit hours

Course	Course Title	Credits	Term Offered
AL536	ADVANCES IN SUSTAINABLE AQUACULTURE	3	FALL ONLY/ ODD YEARS
AL542	ADVANCED FOOD SAFETY	3	FALL ONLY/ EVEN YEARS
AL451G	AGRICULTURAL BUSINESS MANAGEMENT	3	SPRING ONLY/ ODD YEARS

SET 2

Choose one of the following:

Course	Course Title	Credits	Term Offered
EV508	SCIENTIFIC COMPETENCE AND INTEGRITY	3	FALL ONLY/ ALL YEARS
BI508	SCIENTIFIC COMPETENCE AND INTEGRITY	3	FALL ONLY/ ALL YEARS

SET 3

Choose one of the following:

Course	Course Title	Credits	Term Offered
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OR

Course	Course Title	Credits	Term Offered
BI540	ICHTHYOLOGY	3	SPRING ONLY/ EVEN YEARS
BI540L	ICHTHYOLOGY LABORATORY	1	SPRING ONLY/ EVEN YEARS

OR ONE OF THE FOLLOWING:

Course	Course Title	Credits	Term Offered
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For more information on Graduate certificate please refer to the program's website or email at safnr@triton.uog.edu.

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SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

MASTER OF ACCOUNTANCY

OVERVIEW

OBJECTIVES

The Master of Accountancy (MAcc) Program provides recent accounting graduates and working accounting professionals across Micronesia and beyond the opportunity to advance their careers toward becoming a CPA. In this fully online degree program, students will be part of a one-year cohort, taking two courses at a time over five eight-week terms.

The 30-credit hour program embeds CPA exam preparation courses into the curriculum in order to efficiently prepare students to sit for the CPA exam in Guam. Additionally, the program is designed to meet the American Institute of CPA (AICPA) Core Competencies and the CPA exam broad objectives to enhance student analytical decision-making, problem solving, and critical thinking skills necessary to succeed in today's complex accounting environment.

The MAcc curriculum includes a balance of advanced accounting coursework focused on molding ethical and professional individuals interested in leading and thriving in a competitive global marketplace. The curriculum offers courses in professional accounting research, financial analysis and valuation, corporate governance and ethics, advanced auditing and forensic accounting, information systems, and data analytics and includes an accounting capstone experience. Topics are organized into four areas matching the CPA exam categories.

PROGRAM LEARNING OUTCOMES

The curriculum design and pedagogical approach have been specially planned for distance education. The curriculum is designed to meet the program learning outcomes in accordance with the American Institute of CPAs (AICPA) core competency framework and the CPA exam framework.

Upon completion of this program, students should be able to:

1. Evaluate complex accounting problems in auditing, financial reporting, and taxation using professional judgment, skepticism, and analytical tools and make recommendations for optimal solutions.
2. Analyze global, regional, and local accounting issues and environmental factors (i.e., economy, information systems, industry, legal and regulatory, etc.), identifying causes of concern, and provide evidence to support inferences.
3. Develop methods of communication that most effectively inform both technical and non-technical audiences including oral, written, and graphic.
4. Demonstrate leadership and collaboration skills in order to accomplish the desired outcome(s), acknowledging and leveraging diversity and multicultural societies.
5. Employ professional and ethical standards of conduct when assessing the consequences of decisions on stakeholders and justify resolutions.

[Download Program Packet](#)

ADMISSION

PROGRAM ADMISSION

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

1. Baccalaureate degree in accounting or business from an accredited college or university
2. Graduate admission application and application fee
3. Official transcripts of all coursework completed
4. GMAT or GRE test scores (a minimum score of 500 is preferred)*
5. At least two letters of recommendation
6. Current resume

7. Minimum cumulative undergraduate GPA of 3.0.

** This requirement is waived for UOG undergraduate students with an overall cumulative GPA of 3.25 or higher. Students will also be eligible for a waiver if they have completed two years of relevant post-bachelor, full-time professional experience with demonstrated career progression or have a graduate degree from an accredited institution.*

PREREQUISITES

In addition, accounting and non-accounting business undergraduate students must complete the following prerequisites before entering the program:

- 12 semester hours in upper-division accounting courses (e.g., Intermediate Accounting I, Intermediate Accounting II, Advanced Accounting, Auditing, Cost and Managerial Accounting)
- 6 semester hours in Economics
- 3 semester hours in Finance, and
- 3 semester hours in Business Law

DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS

1. Any courses that are seven years old or more must be retaken unless permission is granted by the MAcc Admissions & Appeals Committee.
2. Any courses in which a student receives a "C+" or below must be retaken unless permission is granted by the MAcc Admissions & Appeals Committee.
3. 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 MAcc Admissions & Appeals Committee will commence. Upon review, the student may serve a suspension or be dismissed from the program.
4. Students who receive a grade of "F" will result in automatic academic suspension. A review of the student by the MAcc Admissions & Appeals Committee will commence. Upon review, the student may serve a suspension or be dismissed from the program.

COURSE REQUIREMENTS (30 CREDIT HOURS)

The program is divided into 5 terms at 8 weeks in length each, with two classes composing a single term. The student would be expected to complete all 10 courses (30 credits) within the calendar year. Below is a sample schedule:

Required Courses

TERM 1 - January 22 to March 17, 2024

6 credits

Course	Course Title	Credits	Term Offered
BA500	PROFESSIONAL ACCOUNTING RESEARCH & COMM	3	FALL/SPRING/ ALL YEARS
BA604	REGULTN (CPA EXM:REG) & TAX PLANNG	3	SPRING ONLY/ ALL YEARS

TERM 2 - March 25 to May 19, 2024

6 credits

Course	Course Title	Credits	Term Offered
BA504	FINANCIAL STATEMNT ANALYSIS & VALUATION	3	FALL ONLY/ ALL YEARS
BA600	FINANCIAL ACCOUNTING & REPORTING	3	FALL ONLY/ ALL YEARS

TERM 3a - June 3 to July 28, 2024

3 credits

Course	Course Title	Credits	Term Offered
BA507	CORPORATE GOVERNANCE & ETHICS	3	SPRING ONLY/ ALL YEARS

TERM 3b - June 10 to August 4, 2024

3 credits

Course	Course Title	Credits	Term Offered
BA502	INFO SYSTEMS & DATA ANALYTICS FOR ACCTNT	3	SUMMER/ ALL YEARS

TERM 4 - August 12 to October 6, 2024

6 credits

Course	Course Title	Credits	Term Offered
BA503	ADVANCED AUDITING & FRAUD EXAMINATION	3	SPRING ONLY/ ALL YEARS
BA606	AUDITING & ATTESTATION (CPA EXAM:AUD)	3	SPRING ONLY/ ALL YEARS

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

TERM 5 - October 14 - December 8, 2024

6 credits

Course	Course Title	Credits	Term Offered
BA605	BUS ANALYSIS & REPORTING (CPA EXM:BAR)	3	SUMMER/ ALL YEARS
BA701	ACCOUNTING CAPSTONE EXPERIENCE	3	FALL ONLY/ ALL YEARS

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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's Master of Public Administration is accredited by the Network of Schools

of Public Policy, Affairs, and Administration (NASPAA) through Aug. 31, 2029.

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 ADMINISTRATI ON	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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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 fañomnåkan 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:

- Letter of Intent and Statement
- 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;
- 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.

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 2023-2024)

Course Week begins on a Monday and ends on a Sunday.

Each course is scheduled to meet face to face on Friday or Saturday. Some courses may be scheduled to meet on Sundays rather than Saturdays or at different days/times as arranged through consultation between 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

January 5 – February 24, 2024

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 1 - April 20, 2024

Course	Course Title	Credits	Term Offered
BA610	MANAGERIAL ECONOMICS	3	SPRING ONLY/ ALL YEARS
BA611	STRATEGIC MARKETING MANAGEMENT	3	SUMMER/ ALL YEARS

TERM 3

April 26 - June 15, 2024

Course	Course Title	Credits	Term Offered
BA621	MANAGERIAL ACCOUNTING	3	SPRING ONLY/ ALL YEARS
BA632	OPERATIONS AND PROJECT MANAGEMENT	3	FALL ONLY/ ALL YEARS

*June 16 to 23 Mid - Program Break (no classes)

TERM 4

June 28 - August 17, 2024

Course	Course Title	Credits	Term Offered
BA601	CASE STUDIES IN MANAGEMENT	3	FALL ONLY/ ALL YEARS
BA620	FINANCIAL MANAGEMENT	3	SUMMER/ ALL YEARS

TERM 5

August 23 - October 12, 2024

Course	Course Title	Credits	Term Offered
BA622	STATISTICAL ANALYSIS AND ECONOMETRIC TECHNIQUES	3	SUMMER/ ALL YEARS
BA710	ADVANCE TOPICS IN INTERNATIONAL BUSINESS	3	SUMMER/ ALL YEARS

TERM 6

October 18 - December 13, 2024

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

*November 24 to 30 - Thanksgiving Break (no classes)

Important Dates

- **Orientation:** November 15, 2023
- **SBPA Graduate Hooding:** December 14, 2024
- **Commencement Exercise:** December 22, 2024

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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 M.A. 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 Counseling Association or 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 (48 CREDIT HOURS)

Core Course (33 credit hours)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
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/ AS REQUIRED
ED622	GROUP COUNSELING	3	SPRING ONLY/ AS REQUIRED
ED623	DYNAMICS OF INDIVIDUAL BEHAVIOR	3	SPRING ONLY/ AS REQUIRED
ED624	INDIVIDUAL AND GROUP ASSESSMENT	3	FALL ONLY/ AS REQUIRED
ED625	MULTICULTURAL COUNSELING	3	SPRING ONLY/ AS REQUIRED
ED627	CAREER COUNSELING	3	SPRING ONLY/ AS REQUIRED
ED677	ETHICAL AND LEGAL ISSUES IN COUNSELING	3	FALL ONLY/ AS REQUIRED

Course	Course Title	Credits	Term Offered
ED692	PRACTICUM:	1 - 6	FALL/SPRING/ AS REQUIRED

**must take at least 3 credits of ED-692 to complete the 33 credits of core requirements.*

Area of Specialization (6 credit hours)

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

OR

PROFESSIONAL OPTION:

School Counseling and/or Community Counseling

School Counseling Concentration:

Course	Course Title	Credits	Term Offered
ED626	PREVENTION AND OUTREACH	3	SPRING ONLY/ AS REQUIRED
ED678	ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS	3	FALL ONLY/ AS REQUIRED

Community Counseling Concentration:

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

Capstone Requirements (6 credit hours)

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

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	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

FACULTY

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MASTER OF ARTS IN TEACHING

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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 Fall 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.

PROGRAM LEARNING OUTCOMES (INTASC STANDARDS)

The Master of Arts in Teaching follows the Interstate Teaching Assessment Support Consortium's InTASC Model Core Teaching Standards and will be referred to

as the InTASC Standards. The standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. This "common core" outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share. These ten InTASC Standards serve as the Program Learning Outcomes (PLO) for the Master of Arts in Teaching program. In addition to mastery of the PLO's, students are required to complete an internship in a school classroom that provides sustained opportunities to synthesize and apply the knowledge and skills identified in the PLO's. The InTASC Standards which serve as the program's PLO's are listed below:

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.

SCHEDULE

MASTER OF ARTS IN TEACHING - SECONDARY EDUCATION

Year 1

Required orientation: Oct. 7, 2023, 9:00 am at the School of Education

Term 1: Oct. 21 - Dec. 09, 2023

Course	Course Title	Credits	Term Offered
ED605	FOUNDATIONS OF EDUCATION	3	FALL ONLY/ ALL YEARS
ED683	CLASSROOM MANAGEMENT	3	FALL ONLY/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

Note: ED-699 may be on a weeknight.

Term 2: Jan. 20 - March 09, 2024

Course	Course Title	Credits	Term Offered
ED607	LEARNING THEORIES	3	SPRING ONLY/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

Note: ED-699 may be on a weeknight.

One of the following:

Course	Course Title	Credits	Term Offered
ED616A	SECONDARY TEACHING METHODS - LANGUAGE ARTS	3	SPRING/ SUMMER/ ALL YEARS
ED616B	SECONDARY TEACHING METHODS - SOCIAL SCIENCE	3	SPRING/ SUMMER/ ALL YEARS
ED616C	SECONDARY TEACHING METHODS- MATHEMATICS	3	SPRING/ SUMMER/ ALL YEARS
ED616D	SECONDARY TEACHING METHODS - SCIENCE	3	SPRING/ SUMMER/ ALL YEARS
ED616E	SECONDARY TEACHING METHODS - BUSINESS	3	SPRING/ SUMMER/ ALL YEARS
ED616F	SECONDARY TEACHING METHODS - FINE ARTS	3	SPRING/ SUMMER/ ALL YEARS
ED616G	SECONDARY TEACHING METHODS - HOME ECONOMICS	3	SPRING/ SUMMER/ ALL YEARS
ED616H	SECONDARY TEACHING METHODS - HEALTH/PE	3	SPRING/ SUMMER/ ALL YEARS
ED616I	SECONDARY TEACHING METHODS - FOREIGN LANGUAGE	3	SPRING/ SUMMER/ ALL YEARS
ED616J	SECONDARY TEACHING METHODS -	3	SPRING/ SUMMER/ ALL YEARS

Course	Course Title	Credits	Term Offered
	INSTRUCTIONAL TECHNOLOGY		

Term 3: March 16 - May 11, 2024

Course	Course Title	Credits	Term Offered
ED655	PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION	3	AS REQUIRED
ED608	CLASSROOM ASSESSMENT	3	SPRING ONLY/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ ALL YEARS

Note: ED-699 may be on a weeknight.

Term 4: May 28 - June 28, 2024 (M-F)

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

Year 2

Term 5: Aug. 14 - Dec. 13, 2024

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

Term 6: Jan. 21 - May 16, 2025

Course	Course Title	Credits	Term Offered
ED617	ACTION RESEARCH IN SECONDARY SETTINGS	3	FALL ONLY/ ALL YEARS

Commencement: May 25, 2025

(Provided all requirements are met)

MASTER OF ARTS IN TEACHING - ELEMENTARY EDUCATION

Year 1

This program is on hold for this academic year but is establishing a list of interested and qualified candidates.

Year 2

This program is on hold for this academic year but is establishing a list of interested and qualified candidates.

Course schedules are subject to change based on program enrollment.

DEGREE REQUIREMENTS

MASTER'S DEGREE
REQUIREMENTS

COURSE REQUIREMENTS (36
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
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
ED639	INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES	3	AS REQUIRED
ED648	INTEGRATED METHODOLOGIES: HEALTH AND PHYSICAL EDUCATION	1	AS REQUIRED
ED659	INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE	3	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

Choose one of the following:

Course	Course Title	Credits	Term Offered
ED616A	SECONDARY TEACHING METHODS - LANGUAGE ARTS	3	SPRING/ SUMMER/ ALL YEARS
ED616B	SECONDARY TEACHING METHODS - SOCIAL SCIENCE	3	SPRING/ SUMMER/ ALL YEARS
ED616C	SECONDARY TEACHING METHODS- MATHEMATICS	3	SPRING/ SUMMER/ ALL YEARS
ED616D	SECONDARY TEACHING METHODS - SCIENCE	3	SPRING/ SUMMER/ ALL YEARS
ED616E	SECONDARY TEACHING METHODS - BUSINESS	3	SPRING/ SUMMER/ ALL YEARS
ED616F	SECONDARY TEACHING METHODS - FINE ARTS	3	SPRING/ SUMMER/ ALL YEARS
ED616G	SECONDARY TEACHING METHODS - HOME ECONOMICS	3	SPRING/ SUMMER/ ALL YEARS
ED616H	SECONDARY TEACHING METHODS - HEALTH/PE	3	SPRING/ SUMMER/ ALL YEARS
ED616I	SECONDARY TEACHING METHODS - FOREIGN LANGUAGE	3	SPRING/ SUMMER/ ALL YEARS

Course	Course Title	Credits	Term Offered
ED616J	SECONDARY TEACHING METHODS - INSTRUCTIONAL TECHNOLOGY	3	SPRING/ 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
ED699	SPECIAL TOPICS	1 - 3	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
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
ED639	INTEGRATED METHODOLOGIES: LITERACY AND SOCIAL STUDIES	3	AS REQUIRED
ED648	INTEGRATED METHODOLOGIES: HEALTH AND PHYSICAL EDUCATION	1	AS REQUIRED
ED659	INTEGRATED METHODOLOGIES FOR ELEMENTARY MATH AND SCIENCE	3	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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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, Innovations

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in Teaching and Learning, 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. **Innovations in Teaching and Learning (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.

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

The Master of Education Administration and Supervision follows the National Educational Leadership Preparation (NELP) Program Recognition Standards – Building Level, 2018. NELP standards 1-7 represent the critical content knowledge and educational leadership skills in seven common core areas required of beginning educational leaders in a school building environment. These seven NELP standards serve as the Program Learning Outcomes (PLO's) for the Master of Education Administration and Supervision. In addition to mastery of the PLO's, students are required to complete an internship in school settings that provide sustained opportunities to synthesize and apply the knowledge and skills identified in the PLO's. The NELP standards which serve as the program's PLOs are listed below:

1. **Mission, Vision, and Improvement.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
2. **Ethics and Professional Norms.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. **Equity, Inclusiveness, and Cultural Responsiveness.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture
4. **Learning and Instruction.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

- 5. Community and External Leadership.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- 6. Operations and Management.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
- 7. Building Professional Capacity.** Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

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:

Note: Two semesters of ED-695 must be completed for a total of six credits.

Course	Course Title	Credits	Term Offered
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

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

FACULTY

PROGRAM CHAIR

Geraldine S. James

Assistant Professor of Advanced Education & Research Services

MASTER OF EDUCATION: INNOVATIONS IN TEACHING & LEARNING

OVERVIEW

OBJECTIVES

This specialization is designed to inspire and guide veteran certified teachers to refine their teaching approaches to align with best practices and district and national objectives. This specialization also highlights practice and value of teachers as reflectors and researchers.

Goals of the program includes:

- 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.

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- 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

The Master of Education Innovation in Teaching and Learning follows the National Board for Professional Teaching Standards 5 Core Propositions (NBPTS updated 2016). The NBPTS 5 Core Propositions set forth the profession's vision for accomplished teaching. These 5 Core Proposition standards serve as the Program Learning Outcomes (PLO) for the Master of Education Innovations in Teaching and Learning. The NBPTS standards which serve as the program's PLO's are listed below:

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
ED671	ISSUES AND TRENDS IN EDUCATION	3	FALL ONLY/ ALL YEARS
ED699	SPECIAL TOPICS	1 - 3	FALL/SPRING/ 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.

Course	Course Title	Credits	Term Offered
ED689	ENRICHING THE LEARNING EXPERIENCE	3	SPRING ONLY/ ALL YEARS
ED632	COMPUTER APPLICATIONS, GRAPHICS AND DESKTOP PUBLICATION	3	AS REQUIRED
ED604	RESOURCES FOR TEACHING AND LEARNING THROUGH GRANT WRITING	3	SUMMER/ ALL YEARS
ED616J	SECONDARY TEACHING METHODS - INSTRUCTIONAL TECHNOLOGY	3	SPRING/ SUMMER/ ALL YEARS
ED669	CULTURE AND ITS INFLUENCE ON EDUCATION	3	AS REQUIRED

Or graduate-level course with approval from program chair.

Thesis or Graduate 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

MASTER OF EDUCATION: READING

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

FACULTY

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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

The Master of Education in Reading follows the International Literacy Association Standards representing the knowledge, skills, and dispositions necessary for literacy professionals (ILA, 2017). In addition, students are required to demonstrate their knowledge of contemporary research, evidence-based practices, curriculum and instruction, assessment and evaluation, diversity and equity, literacy environment, and leadership. The standards are listed below.

1. **Foundational Knowledge:** Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2. **Curriculum and Instruction:** Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3. **Assessment and Evaluation:** Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4. **Diversity and Equity:** Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. **Learners and the Literacy Environment:** Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. **Professional Learning and Leadership:** Candidates recognize the importance of, participate in, and

facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

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
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ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
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For students who wish to complete a thesis or special project, choose one:

Course	Course Title	Credits	Term Offered
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ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
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ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS
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Areas of Specialization (30 credit hours)

Course	Course Title	Credits	Term Offered
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ED484G	THE ART AND CRAFT OF TEACHING WRITING	3	Intersession/ ALL YEARS
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ED640	LANGUAGE AND LITERACY DEVELOPMENT	3	SUMMER/ ALL YEARS
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ED641	MIDDLE/ SECONDARY READING AND WRITING IN CONTENT AREAS	3	SUMMER/ ALL YEARS
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ED642	SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS	3	SUMMER/ ALL YEARS
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ED643	PRACTICUM: LITERACY ASSESSMENT	3	FALL ONLY/ ALL YEARS
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ED644	PRACTICUM: LITERACY INSTRUCTIONAL LAB	3	SPRING ONLY/ ALL YEARS
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ED645	ADVANCED METHODS IN PK-12 SCHOOL LITERACY	3	FALL ONLY/ ALL YEARS
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ED646	THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS	3	SPRING ONLY/ AS REQUIRED
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ED647	ISSUES & RESEARCH IN LITERACY EDUCATION	3	SUMMER/ ALL YEARS
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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

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

FACULTY

PROGRAM CHAIR

Matilda Naputi Rivera

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School of Education

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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 professionals in Special Education who serve the Guam community and the greater Pacific region.

PROGRAM LEARNING OUTCOMES

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 (Fanuchånan Semester 2-8 week sessions)
- Term 3 and 4 (Fañomnåkan Semester 2-8 week sessions)
- Term 5 and 6 (Finakpo' Sessions 2-4 week sessions)

Classes are generally held on weekends in the Fanuchånan and Fañomnåkan, 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

FACULTY

ACTING PROGRAM CHAIR

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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.

FACULTY

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