

# SCHOOLS AND COLLEGES

## COLLEGE OF LIBERAL AND SOCIAL SCIENCES

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### ABOUT

The University of Guam granted its first Bachelor of Arts degree in 1962 from what was then the School of Arts at the Territorial College of Guam. At that time, academic disciplines providing the core of General Education courses were grouped in departments. They were later combined into divisions when the Territorial College of Guam became a four-year institution. The school was renamed the College of Arts and Sciences in 1973 before becoming the College of Liberal Arts and Social Sciences (CLASS) in 2003.

The college includes those academic disciplines traditionally known as the liberal arts. The phrase “liberal arts” is a translation of the Latin *artes liberales* and pertains to “those arts appropriate to a free person.” This is the definition and the orientation of the liberal arts at the University of Guam.

The college provides more than half of the General Education courses required by all of the University’s baccalaureate programs. Through its four divisions, the college offers 10 major programs, 17 minor programs, three master’s programs, and courses that fulfill professional preparation requirements of other institutions of higher education.

The college has a long tradition of sponsoring or co-sponsoring major conferences on important academic, intellectual, educational, community, and public policy issues. Examples include the CLASS Annual Research Conference, the Regional Language Arts Conference, the CLASS Colloquium Series, the University of Guam Film Festival, and various programs and student events.

The CLASS buildings house modern classrooms and office spaces as well as instructional laboratories for English, indigenous, and international languages, broadcast and print journalism, anthropology, geography, and psychology. The Fine Arts Building has two- and three-

dimensional visual arts studios, music studios, a theater workshop, and a theater production facility.

### ACADEMIC MISSION

The major mission of the College of Liberal Arts and Social Sciences is instructional delivery in a variety of disciplines. The key aim of the college is to provide students with a broad and interconnected education in the arts, humanities, language, literature, and the social and behavioral sciences.

The college actively contributes to the development of skills, knowledge, and values necessary for the continuing educational, professional, and economic advancement of the individual student, Guam, and the Micronesian region. This includes advancement of regional knowledge; all aspects of social and economic development; the understanding of diverse regional cultural traditions; the resolution of the social, environmental, health, and physical problems that face the Western Pacific region; and contributing to the mastery of qualitative and scientific content knowledge and methodology. Achievement in these domains is known to enable students to be admitted to and to succeed in advanced educational opportunities and rewarding careers.

Faculty of the College of Liberal Arts and Social Sciences carry out the institutional missions of research and service to the University and the region in a variety of disciplines and programs. These activities lead to original discovery and creative work contributing to the world’s knowledge of Guam and the Micronesian region and permit the inclusion of relevant, cutting-edge, regional material in the college’s classroom instruction. In addition to contributing to the advancement of regional knowledge, this work allows students to be exposed to modern research methods, basic and applied, that contribute to critical thinking skills, and academic understanding and growth. For those students who wish to seek graduate degrees, undergraduate research training, and experience, the

college prepare them to compete effectively for graduate school admission and for success once accepted.

## DIVISIONS

- Division of Communication, Media, and Fine Arts
- Division of English and Applied Linguistics
- Division of Humanities
- Division of Social and Behavioral Sciences

Division offices are important centers of information for students in regard to their academic programs; contact with faculty members; registration; advisement; problem-solving; information on student clubs; opportunities for internships, scholarships, and special summer activities; and other student-related activities.

## DEGREES

### BACHELOR'S DEGREES

- Anthropology
- CHamoru Studies
  - CHamoru Studies
  - CHamoru Studies for Education
- Communication & Media
  - Communication Studies
  - Public Relations
  - Digital Cinema, Media, & Journalism
- English
  - Literature
  - Linguistics/ESL
  - English for Education
- Fine Arts
  - Art
  - Music
  - Theater
- History
  - History
  - History for Education
- Philosophy
- Political Science
  - Political Science
  - Government for Education

- Psychology
- Sociology
  - Gender & Family Studies
  - Social Problems Studies
  - Development Studies

### MINORS

- Anthropology
- CHamoru Studies
- Communication & Media
- English
  - General
  - Writing
- Fine Arts
  - Art
  - Music
  - Theater
- Geography
- History
- Japanese Language
- Philosophy
  - Philosophy
  - Ethics
- Political Science
- Psychology
- Sociology
- Women & Gender Studies

### CERTIFICATES

- CHamoru Studies
- Ethics
- International Relations
- Island Wisdom: Foundation in Micronesian Seafaring
- Politics of Asia-Pacific
- Women & Gender Studies

### MASTER'S DEGREES

- Master of Arts in English
- Master of Arts in Micronesian Studies
- Master of Science in Clinical Psychology

GRADUATE CERTIFICATE

- [Micronesian Studies](#)

ADMISSION

ADMISSION AND OTHER PROGRAM REQUIREMENTS

A student who plans to enroll in the College of Liberal Arts and Social Sciences should be familiar with the general requirements and procedures regarding admission to the University (see the [Academic Rules and Regulations](#)). Every student should obtain an academic advisor to assist in learning and complying with these requirements.

ADVISEMENT & DECLARATION

See the [Academic Advisement section](#).

STUDENT ORGANIZATIONS

Students have opportunities for involvement in a wide variety of organizations that are sponsored by the academic disciplines in the College of Liberal Arts and Social Sciences. Some divisions sponsor college- wide activities, such as band, choir, or the newspaper. Many of the major programs in the college, working with faculty advisors, have student organizations or honorary societies, such as those below. Many CLASS students are also active in the Student Government Association.

Student Organization	Faculty Advisor
Alpha Psi Omega: Sigma Upsilon National Theater Honor Society	Dr. Troy McVey
Anthro Tribe	Dr. David Atienza
The English Society (English majors)	Dr. Christopher Garcia
Society of Fine Arts (SOFA)	Dr. Troy McVey
Lambda Pi Eta: Alpha Beta Eta Communication Honor Society	Dr. Francis Dalisay

Student Organization	Faculty Advisor
Mañelon Marianas	Dr. Kisha Borja-Quichocho-Calvo  Kate Yusi
Pi Sigma Alpha - National Political Science Honor Society	Dr. Arun Swamy
Political Science Student Association	Natasha Suba Kate Yusi
Psi Chi - International Honor Society in Psychology	Dr. Yoshito Kawabata
Psychology Club	Camarin Meno
UOG Communication Society	Dr. Raymond Anderson
Sigma Tau Delta: Alpha Zeta Xi International English Honor Society	Dr. David Gugin
UOG Philosophy Club	Dr. Brett Fulkerson-Smith Dr. Jonathan Wurtz
Sociology Club	Dr. Angeline Ames Dr. Debra Cabrera
UOG Chapter of the United Nations Association of the United States of America	Dr. Arun Swamy  Kate Yusi

# COLLEGE OF NATURAL & APPLIED SCIENCES

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## ABOUT

The College of Natural & Applied Sciences (CNAS) was created in 2003 by combining the former College of Agriculture & Life Sciences with the Mathematical Sciences, Natural Sciences, & Pre-Professional Programs from the former College of Arts & Sciences and the Military Science Program from the former College of Business & Public Administration. In addition to math and science courses, CNAS also administers courses in military science and agriculture as part of the federal land-grant mandate.

## ACADEMIC MISSION

The mission of the College of Natural & Applied Sciences is to discover and share science-based knowledge that improves quality of life and learning in Guam and the Western Pacific. The college carries out the University's land-grant mission via instruction, research, outreach/extension, and service. All four endeavors identify and respond to the needs of the multicultural communities of our islands and beyond. Under this mission, the college strives to:

- deliver quality science programs that are relevant to local community, nationally competitive, and recognized globally;
- graduate students skilled in problem-solving, critical thinking, communications, and lifelong learning for successful careers;
- provide a nurturing multicultural environment for student and faculty success;
- foster a culture of partnership with communities in recognizing and responding to local and regional concerns; and
- promote responsible and practical application of knowledge to our island community and Pacific region.

## VISION

As the home of the U.S. Department of Agriculture land-grant programs, the College of Natural & Applied Sciences fosters creativity in research, innovation in teaching, and leadership in community engagement to address community needs. CNAS strives to be the college of first choice for science-based education, research, and community outreach.

## DEGREES

## DEGREE PROGRAMS

### BACHELOR'S DEGREES

- **Agriculture & Life Sciences**
  - Agriculture & Natural Resource Science
  - Tropical Agriculture Production
  - Human Nutrition & Food Sciences
  - Child & Family Life Sciences
- **Biology**
  - Integrative Biology
  - Bio-Medical
  - Applied Biology
- **Chemistry**
  - Chemistry
  - Pre-Pharmacy
  - Chemistry-Biology Dual Degree
  - Chemistry Forensic Track
- **Computer Science**
- **Mathematics**

MINORS

- Agriculture
  - Crop & Environmental Protection Science
  - Farm & Natural Resources Management
  - Food Science
  - Nutrition
  - Tropical Horticulture
- Biology
- Chemistry
- Computer Science
- Mathematics
- Military Science (Reserve Officers' Training Corps)

MASTER'S DEGREES

- Master of Science in Biology
- Master of Science in Environmental Science
- Master of Science in Sustainable Agriculture, Food, and Natural Resources

SECONDARY EDUCATION OPTION  
SPECIALIZATIONS

- General Science
- Mathematics

PRE-PROFESSIONAL PREPARATION

- Pre-Medical
- Pre-Optometry
- Pre-Dental
- Pre-Veterinary
- Pre-Pharmacy

ADMISSION

ADMISSION AND OTHER PROGRAM  
REQUIREMENTS

A student planning to enroll in the College of Natural & Applied Sciences should be familiar with the general requirements and procedures for admission to the University (see [Academic Rules & Regulations](#)). Every student should obtain an academic advisor to assist

them in learning and complying with these requirements. Refer to individual program description for specific requirements.

DEVELOPMENTAL COURSES

The Fundamentals of Mathematics (MA-085A/B or MA-089) course is designed to provide the background necessary for advancement in mathematics and success in all disciplines. Placement into this course is determined by the Mathematics Placement Test. For information and questions, please contact: [uogaccuplacer.mpt@gmail.com](mailto:uogaccuplacer.mpt@gmail.com).

*Note: Placement in Developmental Mathematics is determined by scores on the Mathematics Placement Test. All students must take the test before enrolling in their first mathematics class at UOG. Students placed into MA085a-b or MA-089 or MA-110/MA-151 should seek appropriate advisement when choosing other courses.*

ADVISEMENT & DECLARATION

See the [Academic Advisement](#) section.

STUDENT ORGANIZATIONS

Students have opportunities for involvement in a wide variety of organizations sponsored by the academic disciplines within the College of Natural & Applied Sciences. Clubs associated with the College include:

Student Organization	Faculty Advisors
UOG Agriculture & Life Sciences Club	Dr. Mari Marutani Dr. Tanisha Aflague
UOG Biological Sciences Club	Dr. Daniel Lindstrom Dr. Katharine Lofdahl
UOG Chemistry Club	Dr. Tedros Bezabeh Dr. Maika Vuki
Engineering, Mathematics, Computer Science Club (EMC <sup>2</sup> )	Dr. Jaeyong Choi Dr. Raymond Paulino Ms. Maria Minas Ms. Katrina Quinata

Student Organization	Faculty Advisors
UOG Pre dental Student Association	Dr. Michael Orr
UOG Premedical Chapter: American Medical Student Association (AMSA)	Dr. Laura Biggs Dr. Tedros Bezabeh
Society for Advancement for Chicanos and Native Americans in Science (SACNAS)	Dr. Austin Shelton Dr. Cheryl Sanguenza
Student Tritons Alliance of ROTC (STAR)	Thomas Vu
Marine Opportunities/Nature Association (MO'NA)	Dr. Daniel Lindstrom Dr. Michael Orr
UOG Green Army	Dr. Austin Shelton

# SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

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## ABOUT

The School of Business & Public Administration plays an important role in providing needed services to the community and University through small-business development, conferences, seminars, and professional consulting to business and government.

The school is a repository of knowledge for economic and business issues, where scholarship and service support and enhance its educational programs. The school encourages faculty and students to undertake applied research and provide community and University services for the benefit of businesses and public agencies on Guam and in the region.

## MISSION

The mission of the School of Business & Public Administration is:

We are the regional center for education, development, service and research in business and government. Our core values promote and foster sustainable, ethical, and socially responsible leadership.

The SBPA mission is aligned with the University of Guam's Statement of Greatness. As a land-grant institution, the University provides programs and outreach opportunities that integrate SBPA and its students into the fabric of the community and the development of regional economies. The liberal arts setting and General Education requirements of the University are integral to SBPA professional degree programs and curricula.

In its mission commitment to teaching, service, and research, SBPA is dedicated to the success of its students by providing quality bachelor's and master's degree programs in business administration, criminal justice, and public administration.

The school espouses the following core values that relate to its mission, its students, and its vision of the future:

- Academic quality: Critical thinking supported by strong fundamental skills

- Cultural diversity
- Social responsibility
- Lifelong learning and growth
- Strong work ethic: Teamwork, hard work, dedication, and continuous improvement
- Social and economic development of Guam and the Western Pacific region
- Graduates who can compete globally, think strategically, and respond to change.

## ADVISORY COUNCIL

The mission of the School of Business & Public Administration Advisory Council is to provide external perspective and review as well as advocacy and support for SBPA. Members represent a broad spectrum of business leaders from the island and region. Since its founding, the Council has helped shape the School's curriculum and provided counsel to the dean on strategic, operational, and financial directions.

## SOCIAL MEDIA

- Twitter: @uog\_sbpa
- Instagram: @sbpa\_uog
- Facebook: @uogsbpa

## DEGREES

## DEGREE PROGRAMS

### BACHELOR'S DEGREES

- Accounting
- Business Administration\*
- Criminal Justice
- Public Administration

\* The BBA program replaced the BBA with Concentration program effective catalog year 2018-2019.

## MASTER'S DEGREES

- Master of Accountancy
- Master of Public Administration
- Professional Master of Business Administration (on ground and online)

## MINORS

- Public Administration
- Cybersecurity Management
- Health Services Administration

## CERTIFICATES AND SPECIAL INSTRUCTION PROGRAMS

- Health Services Administration
- Cybersecurity Management

## ADMISSION

## ADMISSION AND OTHER PROGRAM REQUIREMENTS

Prior to acceptance into any SBPA program, students must comply with the following:

- Must have at least a cumulative 2.0 GPA;
- Must have completed EN-111 and MA-110 or MA115, MA-161a/b, or MA-165 with a grade of "C" or better in both classes before enrolling in upper-division courses;

In addition to the above admission requirements, students must also comply with the following program requirements:

- Declared BBA majors are required to maintain at least a 2.7 GPA to take upper-division coursework in the General Business pathway; at least a 3.3 GPA to take upper-division coursework in the Business Professional pathway; and at least a 3.7 GPA to take upper-division coursework in the Business Honors pathway;
- Declared BBAA majors are required to pass the Accounting Competency Exam as part of the prerequisites for BA-300 to continue with the program. Additionally, students must maintain at least

a 3.0 GPA in the accounting major requirements and overall GPA; and

- For BBA, BSCJ, and BSPA degree programs, must earn a grade of "C" or better in major required coursework to include Foundation requirements.

## ACADEMIC ADVISEMENT & ASSESSMENT COORDINATORS

### Jaran Aguon

Academic Advisement and Assessment Coordinator  
School of Business & Public Administration  
(671) 735-2525  
[aguonj7261@triton.uog.edu](mailto:aguonj7261@triton.uog.edu)

### Iris P. Lapid

Academic Advisement & Assessment Coordinator  
School of Business & Public Administration  
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Please also visit the [SBPA webpage](#) here.

## STUDENT ORGANIZATIONS

Students have an opportunity to expand their special interests and social goals in the following student organizations. For information, contact the University of Guam Student Life Office at (671) 735-2271.

- American Marketing Association – UOG Collegiate Chapter
- Blue Key Honors Society
- Entrepreneur Society (E-Society)
- Golden Key Honors Society
- Junior Accountants Society
- Lambda Psi Chapter of Alpha Phi Sigma
- Omicron Delta Epsilon
- Public Administration and Legal Studies Club
- Society for Human Resource Management – UOG Student Chapter
- Soroptimist Sigma Society
- Student Center for the Public Trust – UOG Student Chapter
- Tourism Awareness Group
- Triton Investments





# SCHOOL OF EDUCATION

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## ABOUT

The School of Education provides initial preparation and continuing education opportunities to aspiring teachers and other professional personnel engaged in educational activities on Guam, the Western Pacific region, and the U.S. mainland. These purposes are accomplished primarily through classroom instruction and related practicum activities monitored and coordinated by the teaching faculty.

The School of Education requirements presently meet teacher certification requirements for Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Marshall Islands, Palau, and many U.S. states. Students are responsible for becoming familiar with certification requirements of the geographic areas in which they plan to seek employment. Students need to be aware that certification requirements change and that it is the student's responsibility to be aware of changing standards for certification.

Programs to prepare candidates for teacher certification in elementary and secondary education provided by the School of Education are accepted by the Guam Commission on Educator Certification (GCEC).

## ACADEMIC MISSION

The mission for the School of Education is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific. The emerging challenges brought about by social, economic, and political changes within the region have created a need to expand the school's ability to deliver appropriate instruction and related educational services. Thus, an integral part of the school's mission is becoming the academic, research, and service resource center for Guam and the greater Micronesian area.

The School of Education believes that an effective educator must possess the knowledge, skills, and disposition necessary to carry out the roles of facilitator, collaborator, motivator, manager, mentor, evaluator, and

change agent. The development of knowledge, skills, and disposition draws from the various activities in each program intended to assist candidates in becoming knowledgeable scholars, effective communicators, and reflective decision-makers.

## DIVISIONS

The School of Education is organized into two academic divisions:

- **Academic Education & Research Services**

This division encompasses graduate programs that center on advancing learning opportunities in educational theories and research-based best practices to advance graduate students in their area of specialization.

- **Professional Teacher Preparation**

This division, which includes the undergraduate education programs, and the Master of Arts in Teaching, focuses on the pedagogical component of educator preparation with an emphasis on diversity in an effort to meet the needs of the island's public school system. Upon completion of our educator preparation programs, candidates meet the certification requirements for Guam.

## ACADEMIC AFFAIRS COMMITTEE

The academic quality of program offerings within the School of Education is monitored by the Academic Affairs Committee. SOE programs/units are designed to meet the needs of public education and focus on teaching, practice, in-service, and research programs to prepare educators in both the pre-service and in-service areas at both the undergraduate and graduate levels.

The Academic Affairs Committee works with the SOE Advisory Council, which is typically composed of the educational leadership from the public and private schools as well as related service agencies, such as Mental Health and Public Health.

STUDENT ORGANIZATIONS

Student Organization	Advisor
Gearing Education for Maximum Service	Dr. Jackysha Green

DEGREES

DEGREE PROGRAMS

BACHELOR'S DEGREES

- Elementary Education
  - Optional specializations:
    - Early Childhood Education
    - English as a Second Language
    - Special Education
- Secondary Education
  - Option A: Content Major
  - Option B: Emphasis
    - Math
    - General Science
    - Physical Education/School Health
    - Fine Arts
    - Modern Language - Japanese
    - Career and Technical Education
  - Additional specializations:
    - English as a Second Language
    - Special Education

MASTER'S DEGREES

- Master of Arts in Counseling
- Master of Arts in Teaching

- Master of Education
  - Specializations:
    - Administration & Supervision
    - Innovations in Teaching and Learning
    - Reading (online)
    - Special Education
    - Teaching English to Speakers of Other Languages (TESOL)

ADMISSION

Applying for Admission

Students must submit an application for admission to the School of Education that includes a LiveText portfolio with the following, demonstrating that he/she has the knowledge, skills, and disposition necessary for success as a teacher candidate:

- Praxis Core Reading, Writing, and Math scores that meet the Guam Commission for Educator Certification requirement;
- Completion of a minimum of 48 semester hours, including the following major course requirements: ED-110, ED-201, and ED-271 (required for Elementary majors only);
- Two School of Education Disposition Rubrics to be completed by one School of Education faculty and one content area faculty;
- An electronic portfolio demonstrating competence in the InTASC standards. Evidence of competence (artifacts) can come from graded work in SOE courses, General Education courses, content major courses, and University; or community service. At least six artifacts must be submitted.

The Admissions Committee will review all documents and make a recommendation to the dean to approve or deny admission. The action will be binding unless successfully appealed. Within four weeks of submission, the dean will inform each applicant and their program of the decision. In case of denied admission, the applicant must re-apply by submitting a new application for admission the following semester.

Admission Deadlines:

- Fañomnåkan (Jan.–May) admissions: Oct. 15

- Fanuchånan (Aug.–Dec.) admissions: March 15

## Individual Degree Plan (IDP)

An official IDP is defined as an Individual Degree Plan appropriately signed by the School of Education designee and the registrar in the Office of Admissions & Records. Holders of an official IDP will be granted admission to the School of Education if they can fulfill the following requirements:

- Have a GPA of 2.7 or more for all earned credits;
- Have at least 40 semester hours of credit acceptable to the University of Guam; and
- Have the consent of the program coordinator and the approval of the dean of the School of Education.

## CERTIFICATION

Those with a bachelor's degree or higher seeking certification only must seek admission into the School of Education.

## PROGRESSION

## GRADE REQUIREMENTS

Students seeking degrees in the School of Education should familiarize themselves with the [General Education Requirements](#). All students working toward a Bachelor of Arts in Education degree must complete the General Education requirements of the University with a cumulative GPA of 2.7 or higher.

Additionally, a grade of "C" or better must be earned by SOE undergraduate majors in all SOE courses. Secondary major students must maintain a grade of "C" or better in all relevant content areas.

The letter grade system is used in all courses.

## ADVISEMENT

Students who have declared Education as their major are required to seek academic advisement through the School of Education. All students should read this catalog carefully as it is the authority on degree requirements.

See the [Academic Advisement section](#) to view the School of Education advisors.

## STUDENT STATUS

The courses of instruction offered by the School of Education are organized into undergraduate and graduate levels in a developmental sequence that promotes the acquisition of knowledge and competencies at increasingly complex levels and in important areas of specialization.

There are two categories of student status at the undergraduate level: Pre-Education and Teacher Candidate.

### Pre-Education Status

During the freshman and sophomore years, students who are interested in investigating and understanding teaching as a career can explore their interest as a Pre-Education major. Through interactions with School of Education advisors, students plan an initial course of study and participate in entry-level experiences with these goals in mind. The School of Education encourages interested students to explore the teaching profession through actual involvement in school classrooms beginning in the freshman year. These experiences help students to become familiar with pupils' attitudes, values, and abilities. Additionally, they provide an increasingly important opportunity to acquaint interested students with pupils from diverse cultural environments and schools at a variety of levels. These early experiences assist interested students in making an informed decision about their further participation in the program as a teacher candidate.

### Teacher Candidate Status

Admission to teacher candidacy typically comes at the beginning of the junior year. A formal application is required during the sophomore year. During the junior and senior years, students gain detailed experiences and training in their specific program area.

## STUDENT TEACHING

The student teaching assignment (ED-492) in the senior year is the culminating experience of the teacher

education program. The student is placed with a classroom supervisor at the appropriate level where he/she is guided through an induction period of observation, a period of participation and observation, and a final period of increasing responsibility for teaching full-time during his/her hours at school. Faculty members of the School of Education provide supervision and assistance to the student teacher.

Prior to student teaching/internship, all teacher candidates must take the following Praxis tests and pass with a score as set by the Guam Commission for Educator Certification:

- Praxis Subject Assessment
- One of the following:
  - Praxis Principles of Learning and Teaching: K–6
  - Praxis Principles of Learning and Teaching: 7–12

Scores from the student's two Praxis tests must be presented prior to acceptance for student teaching or internship. Because of the importance of the student teaching experience, there are specific requirements for admission. Candidates for student teaching must contact the Office of the Field Experience Coordinator in the semester preceding student teaching to be apprised of the various requirements and to submit materials and information required prior to acceptance into the student teaching experience.

Students are cautioned about the need to concentrate their full resources during the student teaching semester on student teaching. Students are not allowed to carry an overload as student teaching is a full-time job. Students are urged to review the contents of the Student Teaching Handbook, available from the Office of the Field Experience Coordinator prior to enrollment.

## **Residency Requirement for Student Teaching:**

Individuals who have earned a bachelor's degree or higher in education (i.e. elementary or early childhood) from any regionally accredited college or university and have not completed the certification requirements as set forth by the Guam Commission for Educator Certification must meet the following University requirements:

1. Enroll in the University as a non-degree seeking student;

2. Take a minimum of 12 education credits, approved by the program and dean, from the University of Guam prior to student teaching/internship;
3. Take Praxis PLT and Praxis Subject Assessment and pass with scores as set by the Guam Commission for Educator Certification;
4. Prepare an InTASC portfolio on LiveText; and
5. Comply with the field experience requirements prior to placement.

## **LEARNING OUTCOMES**

The common attributes of each major include the following:

1. Students receive training that is particularly relevant to Guam and Micronesia.
2. Students are encouraged to be involved in practicum during each year of preparation to be culminated by the student teaching experience.
3. Students may be assigned independent study projects.
4. Students are provided a foundation for later graduate work.

Students successfully completing their degree program and becoming certified educators should be well-educated individuals who possess:

1. General education knowledge and subject-matter content knowledge provided by liberal education;
2. Content and professional knowledge provided by the foundations core;
3. Pedagogical content knowledge provided by curriculum studies and field experience that can be integrated to create learning opportunities to meet the needs of all students. Equipped with a strong knowledge base, educators will be able to provide learning environments that:
  - a. Respect diversity, collaboration, and shared responsibility; and
  - b. Promote high levels of achievement
4. A professional disposition as identified in the Educator Disposition Assessment (EDA). Teacher candidates should be aware that the dispositions identified in this EDA apply to the university setting, courses, early practicum experiences, and the final student teaching or internship. The candidate is aware his/her

professional dispositions will be assessed throughout the teacher education program and will have bearing on decisions made regarding eligibility to complete in a successful manner.

Our program learning outcomes are based on the 10 standards of the Interstate Teacher Assessment and Support Consortium (InTASC). The following standards guide the School of Education toward outcomes in its teacher preparation programs:

### **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 or her practice, particularly the effects of his or 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.

# SCHOOL OF ENGINEERING

## ABOUT

The School of Engineering had its beginning in the University of Guam Pre-Engineering Program, which was established in 1989 to help fill the chronic need for local engineers for Guam and the other islands in the Western Pacific. The Pre-Engineering Program produced students prepared for admission as juniors into any four-year engineering school accredited by ABET. On Oct. 29, 2009, the president of UOG expressed his vision for establishing a four-year accredited engineering degree program to help meet the current and growing demand for engineering expertise in Guam and the region's private and public sectors. In September 2016, the UOG Board of Regents formally established the new School of Engineering, and in February 2019, the board approved a four-year Bachelor of Science in Civil Engineering for the School of Engineering. The School of Engineering is preparing to seek accreditation for its Civil Engineering degree program through the Engineering Accreditation Commission of ABET

A new building will house the new program that will provide state-of-the-art classrooms and laboratories as well as office space for faculty and administrators.

## ACADEMIC MISSION

The mission of the School of Engineering is to develop highly competent professionals prepared for entry-level positions in civil engineering, to further study in graduate school, and for life-long learning and societal leadership.

## VISION

The School of Engineering strives to graduate highly qualified engineers, maintain nationally recognized research, and provide quality professional and community

service to Guam, Micronesia, and the neighboring regions in the Pacific and Asia.

## DEGREES

## DEGREE PROGRAMS

### BACHELOR'S DEGREES

- [Civil Engineering](#)

## ADMISSION

## ADMISSION REQUIREMENTS

Students who are planning to enroll in the program should be familiar with UOG's [admissions policies and procedures](#).

### Required High School Units

First-time college student applicants to the undergraduate program in Engineering will be required to have the following units of study completed in high school:

Course	Units
English	4 units (3 with substantial composition)
Mathematics	4 units (Algebra 1 level and above)
Natural Science	3 units (2 with lab)
Social Science	3 units
Foreign Language	2 units (of the same language)
Academic Electives	2 units
Total	18 units

First-time college student applicants who do not meet the above criteria but do meet UOG general admission requirements will have their applications reviewed by a faculty committee for admission.

Students must also have an ACT mathematics score of at least 25 and an ACT composite score of at least 24 as well as a minimum 1210 SAT combined score or minimum 24 ACT combined score or class ranking in the top 25% of their high school class.

Students without the prerequisite preparation must take the needed coursework before enrolling in courses required for the bachelor’s degree.

Re-admission and Transfer Applicants

Students seeking re-admission must have been in good academic standing when last enrolled. Otherwise, re-admission requires a formal review by the Undergraduate Program Committee. Transfer applicants must have an overall GPA of at least 2.0 in all coursework, which includes repeated coursework attempted at previous institutions. Transfer applicants without a 2.0 or higher college GPA must submit a petition for admission.

Mathematics Preparation

Students who are interested in enrolling in the Engineering Program must have solid preparation in mathematics. All UOG students enrolling in mathematics courses must take the mathematics placement test before enrolling in their first mathematics course. Arrangements may be made for the placement examination by contacting the Mathematics Science Office at 735-2825.

ADVISEMENT

Students who have declared civil engineering as their major are required to seek academic advisement through School of Engineering.

STUDENT ORGANIZATIONS

Engineering students have opportunities for joining various professional organizations. For more information on the organizations below, contact the School of Engineering.

Student Organization	Faculty Advisor
Society of American Military Engineers (SAME)	Dr. Ernesto Guades
Engineering, Mathematics & Computer Science Club (EMC <sup>2</sup> )	Dr. Jaeyong Choi
	Dr. Raymond Paulino
	Ms. Maria Minas
	Ms. Katrina Quinata

STUDENT ASSISTANTSHIPS AND OPPORTUNITIES

Engineering students have opportunities to work as research assistants or interns at organizations such as the School of Engineering, UOG’s Water & Environmental Research Institute of the Western Pacific, Guam Waterworks Authority, Guam Power Authority, and government of Guam agencies, such as the Department of Public Works and Guam Environmental Protection Agency. There are also opportunities for internships and part-time work with private consulting firms.



# MARGARET PEREZ HATTORI-UCHIMA SCHOOL OF HEALTH

## ABOUT

The Margaret Perez Hattori-Uchima School of Health began in 1966 as the Department of Nursing in the Division of Human Ecology, offering an associate degree nursing program. In 1989, the department became the School of Nursing and Allied Health within the College of Arts and Sciences. In 1994, the nursing program became autonomous, and the name was changed to the College of Nursing and Health Sciences. In 1998, the unit of Health, Physical Education, Recreation and Dance joined the CNHS. The Social Work unit was integrated in May 1999.

Through the years, there have been organizational and name changes. Now known as the Margaret Perez Hattori-Uchima School of Health, the school houses the Health Sciences, Nursing, and Social Work programs. The School of Health is proud to prepare our graduates for their professions and to meet the mission of our school through close collaboration with our community and health care partners.

## ACADEMIC MISSION

The Margaret Perez Hattori-Uchima School of Health is committed to improving the health, fitness, personal, and social well-being of the people of Guam and the Western Pacific. To realize this mission, the School of Health:

1. Delivers programs designed to prepare graduates for their professions: nursing, social work, exercise science and health promotion, public health, and pre-physical therapy. The school provides ongoing educational development for members of the respective professions. The School fosters collaboration among the disciplines and facilitates inter-professional education.
2. Engages in collaborative research and creative endeavors focused on the needs of the people of Guam and the Western Pacific.

3. Promotes the advancement of social and economic justice and the empowerment of the community. Promotes community service of students and faculty.

## DEGREES

## DEGREE PROGRAMS

### BACHELOR'S DEGREES

- [Health Science](#)
  - Pre-Physical Therapy
  - Exercise Science and Health Promotion
  - Public Health
- [Nursing](#)
  - Generic
  - Second-Step
- [Social Work](#)

## ADMISSION

## ADVISEMENT & DECLARATION

See the [Academic Advisement section](#).

## STUDENT ORGANIZATIONS

Student Organization	Faculty Advisor
Health Science Student Organization	Casierra Cruz
Social Work Student Alliance	Dr. Tressa Diaz
Student Nurses Association of Guam	Dr. Antoinette Kleiner