

UNIVERSITY OF GUAM



UNIBETSEDÁT GUAHAN



UNIVERSITY OF
GUAM
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Graduate Bulletin
2016-2017

UNIVERSITY OF GUAM
POLICY FOR EQUAL EMPLOYMENT OPPORTUNITY
AND NON-DISCRIMINATION/NON-HARASSMENT
(Adopted on July 17, 2007, as Board of Regents Resolution No. 03-24)

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

In case of questions or concerns regarding this policy, please contact:

David S. Okada, Interim Institutional Compliance Officer
Equal Employment Opportunity (EEO)/
Americans with Disabilities Act of 1990 (ADA) and Title IX Office
UOG Station
Mangilao, GU 96923
Telephone no.: (671) 735-2244
Telephone Device for the Deaf (TDD) no.: (671) 735-2243
Email: eeo-ada@uguam.uog.edu

Accreditation

The University of Guam is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). Accreditation means that the Commission has determined that an institution has clearly defined educational objectives appropriate to post-secondary education and is implementing them in a manner consistent with Commission standards. The Office of Graduate Studies is authorized to accept graduate credits transferred from graduate schools of other colleges and universities accredited by any of the American Regional Accrediting Agencies.

The University of Guam is accredited by:

The Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 1-510-748-9001

Fax: 1-510-748-9797

E-mail: wascsr@wascsenior.org

Internet: www.wascweb.org

**UNIVERSITY OF GUAM POLICY AND PROCEDURE FOR
STUDENTS AND APPLICANTS WITH A DISABILITY**
(Adopted on October 28, 2004 as Board of Regents Resolution No. 04-32)

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

The University offers reasonable accommodation for students in accordance with the UOG Policy and Procedure for students and applicants with a disability. The ADA Office can be contacted at telephone number (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2243. Students who seek academic accommodations are expected to contact the coordinator well in advance of the commencement of courses, and to provide the requested supporting information to the Coordinator at least four weeks before classes begin. The ADA policy can be found on the University's website: <http://www.uog.edu/administration/office-of-the-president/eooadatitle-ix-office>

EQUAL OPPORTUNITY STATEMENT

The University is an equal opportunity employer and is firmly committed to non-discrimination in its hiring, termination, compensation, promotion decisions and in all other employment decisions and practices and in the application of its personnel policies and collective bargaining agreements. Harassment based on race, sexual orientation, gender, national origin, color, religion, religious creed, age, disability, citizenship status, military service status, or any other status protected by law, is also prohibited by University policy. Prohibited harassment, in any form, is a violation of University policy and will not be tolerated.

Administrators, directors, managers and supervisors must inform employees of the policies prohibiting discrimination and harassment, emphasize the policy of zero tolerance, and deal promptly with any problem situations. Each of us is expected to maintain high standards of honesty, integrity and conduct. Ultimately it is not laws, regulations, or policies that create a quality equal opportunity environment, it is people respecting and encouraging other people.

TITLE IX COMPLIANCE STATEMENT

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University's Title IX Coordinator, located at the EEO/ADA Office, Dorm II, Iya Hami Hall, Room 104, Tel. No. 735-2244, TTY: 735-2243; or to the Office of Civil Rights (OCR).

NOTE TO THE READER

The University reserves the right to withdraw or modify courses of instruction at any time. Review of academic, financial, and other considerations leads to changes in the policies, rules, and regulations applicable to students, and the University therefore reserves the right to make changes at any time. These changes may affect such matters as tuition and all other fees, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students. While every effort has been made to ensure that this catalog is accurate and up-to-date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in new editions. Please check with the Registrar's Office for up-to-date information at (671) 735-2207 Phone, (671) 735-2203 -Fax or www.uog.edu.

DISCLAIMER

This document provides general information about the University of Guam, its programs and services, and summarizes those major policies and procedures as they relate to students. For further information about general and specific details and requirements of programs and services, students should consult with the appropriate discipline, division, college or other service unit. The University attempts to provide accurate updated information and advisement, but the student is ultimately responsible for planning and carrying out a program of study leading to a graduate degree. The University reserves the right to change or delete, supplement or otherwise amend at any time the information, requirements, and policies contained herein and related hereto.

UNIVERSITY OF GUAM

Mission

Ina, Diskubre, Setbe - To Enlighten, to Discover, To Serve

The University of Guam is a U.S. accredited, regional Land Grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom and truth.

The University exists to serve its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia.

The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach.

At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to discover and acquire indigenous and global knowledge

Institutional Graduate Learning Outcomes

Upon completion of their degree program, graduate students will:

- 1.) Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study;
- 2.) Plan, conduct, and complete a significant research or creative project;
- 3.) Exercise oral and written communication skills sufficient to publish and present work in their field;
- 4.) Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and
- 5.) Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.

Assessment of Student Learning Outcomes – Student Work as Artifacts

The University of Guam is committed to continuous assessment of its programs to measure the effectiveness of student learning. Copies of student's work may be included as aggregate assessment or artifact and will only be displayed outside the academic arena with student's permission. The artifacts may be displayed for viewing as evidence of student learning in printed, electronic, or web format. Submitting an artifact of student work will in no way affect a student's final grade on the assignment. This notice does not replace, supersede or relieve the University's faculty and researchers from complying with the University's Committee on Human Research Subjects (CHRS) policies and procedures that may require informed written consent from human research subjects. Students or faculty with any questions about assessment should contact the Office of Academic Assessment and Institutional Research at 735-2585 or www.uog.edu.

FOREWORD



Hafa A dai and Welcome to your University of Guam!

The University is a place of learning and requires active and respectful engagement and relationships. At the University, you are offered a wide-range of degree programs, learning experiences and an opportunity to expand your horizons as well as fulfill your dreams. This place of opportunity was made possible by a long history of dedicated individuals who saw their purpose in life as extending the life opportunities of the next generation.

The University of Guam is a unique institution of higher learning. It is the only U.S.-accredited baccalaureate institution on this of the international dateline. We serve island communities in ways that other institutions do not. We help grow the next generation of professionals and leaders for island communities in Guam and Micronesia. This core essence of the University of Guam and its commitment to *Ina, Deskubre, Setbe* set a secure and innovative foundation for future island communities to build upon.

You are part of this extraordinary tradition. You are part of the next generation of leaders, innovators, thinkers and creators for Guam and Micronesia. As part of a learning community dedicated to the search for truth, we are all required to treat each other with the dignity and respect that is required in every learning community. In these pages, you will read about degree programs and requirements. You will also be given a list of expected behaviors as well as rights and responsibilities. At the cornerstone of these statements, you will read about a Code of Honor.

We expect each member of our University community to uphold the highest standards of integrity and to remain open to ideas in the search for truth. Our UOG honor code sets forth these standards and our policies outline your responsibilities as well as your rights. You are a Triton and this is a special place. You have a right to a safe location for learning and you have a responsibility to make it safe for others.

Thank you for selecting the University of Guam. Uphold its traditions, question in a respectful manner, debate in a challenging way, expand your horizons and always be a good UOG citizen and encourage others to do the same.

Biba UOG!

Robert A. Underwood
President

Executive Offices
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FOREWORD



Welcome, and congratulations on your decision to pursue graduate studies at the University of Guam! As a U.S. Land Grant institution of higher learning, UOG prides itself on being a relevant and premier regionally-accredited university strategically situated in Micronesia and the crossroads of Asia and the Pacific. UOG's centers for excellence have a nexus with corresponding graduate programs to propel UOG's strategic intent as an "intellectual conduit for the people and institutions of our region, East Asia, and the world." Our knowledge and research experts provide an array of programs to pursue, ranging from Environmental Science to Public Administration, from Education to Biology to Business Administration, and including the only Micronesian Studies master's program in the world.

The University of Guam is proud to present its quality faculty members and outstanding programs to the community that addresses the changing local, regional and global environments we face. The *UOG Graduate Bulletin 2016-2017* serves as your roadmap that explains the various graduate degree programs of the University of Guam, augmented by information on academic rules and procedures, with supplementary information services and resources available to graduate students. I urge prospective students to make direct contact with the faculty Chairs and Advisors of the graduate programs in which they have an interest. The identities and contact information of these program leaders are provided at the beginning of each program description. In addition, the University of Guam website is a useful resource for students.

The value of each graduate degree will be realized through one's achievement of the following graduate learning outcomes within a respective degree program: 1) Demonstrated mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable graduate students to address fundamental questions in their primary area of study; 2) Plan, conduct, and complete a significant research or creative project; 3) Exercise oral and written communication skills sufficient to publish and present work in their field; 4) Adhere to the ethical principles of academia and their respective discipline in coursework, fieldwork, and other appropriate situations; and 5) Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.

The University is committed to our mission statement: *Ina, Diskubre, Setbe – To Enlighten, To Discover, To Serve*. As we work towards building research capacity of students through our graduate programs, we hope you will realize the full benefits this will yield in your professional future.

Biba UOG!

Anita Borja Enriquez, D.B.A.
Senior Vice President, Academic and Student Affairs

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FOREWORD



Hafa Adai!

Welcome to graduate education at the University of Guam! Graduate Studies provides professional and academic stepping-stones for our future on Guam and in the region as well as for further study or careers offshore. Graduate Studies provides a linkage between the exciting research being done by faculty and advanced students and graduate degrees. The Marine Laboratory, WERI, MARC, the Western Pacific Tropical Research Center, the Center for Island Sustainability, the Cancer Research Center and the EPSCoR program provide the hubs for research at UOG, and Graduate Studies provides the academic nexus that links these faculty and research with students who can contribute real-world knowledge and services through their engagement. Research in coral reef environments, climate change, native plants and renewable energy joins with opportunities in public administration and education to offer critical studies that will guide and direct the future of the region. Graduate Studies at UOG is an apprenticeship for your own advancement in your life goals as well as toward a sustainable future for Guam and the region. Join us and help us navigate a course ahead that links the local with the global and connects your future within a world-wide community of scholars and researchers.

Biba UOG!

John A. Peterson, Ph.D.
Assistant Vice President,
Graduate Studies, Research and Sponsored Programs

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HONOR CODE STATEMENT/ special message to UOG

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

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

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

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

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

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**ACADEMIC CALENDAR
2016-2017**

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

FALL 2016

- August 3 ~ 5 & **FALL 2016 - Open Registration**
August 12 ~ 16 Admissions and Records Office, Web Advisor, or any Satellite location (8:00 a.m. - 5:00 p.m., Monday - Friday). Payment due August 27, 4pm.
- August 09 ~ 12 **New Student Registration for FALL 2016**
Senior Citizens notify Records Office of intent to participate in tuition waiver program.
- August 17 **FALL 2016 Weekday Classes Begin**
- August 17-23 **FALL 2016 Schedule Adjustment (Drop & Add Courses)** - Make schedule adjustment at the Records office, or any Satellite location (8:00 a.m. - 5:00 p.m., Monday - Friday) Cancellation Fees applies.
- August 20 **FALL 2016 Saturday Classes Begin**
- August 23 **Last day to register for Course by Conference for FALL 2016.** Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
Deadline to Withdraw Without Transcript Records Entry for FALL 2016.
- August 24 **Senior Citizen Tuition Program Registration for Eligible residents (55+).** Contact# 734-2210/11
- August 25 **Payment Deadline for Fall Registration:** Final payment for Fall 2016 Registration must be received by 4:00pm, August 25, 2016; otherwise, your registration will be cancelled. If you are a financial aid recipient or are interested in financial aid, please contact the Financial Aid Office to ensure that all necessary documents are complete before the payment deadlines.
- September 5 **Holiday - Labor Day***
- October 5 **Last Day for Voluntary Withdrawal from FALL 2016 Classes with a Grade of "W"**
- October 12 **Deadline for Special Project and Credit by Exam for FALL 2016.** Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
- November 2 **Holiday-All Soul's Day***
- November 11 **Holiday - Veteran's Day***
- November 24 **Holiday - Thanksgiving Day**
- November 24-26 **Thanksgiving Break***
- December 8 **Holiday - Our Lady of Camarin Day***
- December 09 **Deadline To Submit Petition To Withdraw From FALL 2016 Classes** - Pick-up and submit form at the Admissions and Records Office by 5pm. (One form per class; each form requires individual instructors and advisor signature and approval).
Last day of instructions for FALL 2016.
- December 12 **Final Exams-FALL 2016 Saturday classes**
- December 12~14 **Final Exams - FALL 2016 weekday classes**
- December 05-20 **Faculty – Online Grade Posting**
- December 16 **FALL 2016 Semester Ends**
Grades Due for Prospective Graduating Students By 5PM.
- December 18 **FALL 2016 Commencement Ceremony**
- December 19 **Grades for All Students due By 5 P.M.**

FALL INTERSESSION 2016

- December 05–16 **Fall 2016 Intersession Registration**
- December 19 **Fall 2016 Intersession Schedule Adjustment and Late Registration**
- December 20 **Payment Deadline for Fall Intersession:** Final payment for Fall Intersession 2016 Registration must be received by 4:00pm, December 20, 2016. **Students who don't make payment by the 4:00 pm on Tuesday, December 20, 2016 will be administratively withdrawn from all courses and will be required to pay a \$50.00 administrative fee.**
- December 19 **FALL INTERSESSION 2016 BEGINS**
- December 26 **Holiday - Christmas Day *(Observed)**
- January 2 **Holiday – New Year's Day *(Observed)**
- January 3 **Voluntary Withdrawal deadline for Fall Intersession 2016**
- January 11-14 **Faculty Evaluations**
- January 14 **FALL INTERSESSION 2016 ENDS**

SPRING 2017

- September 1 **Deadline To Submit International (Foreign I-20) Application for Admission for SPRING 2017**
- September 30 **Deadline to Submit Application for Degree Completion** - Students anticipating SPRING 2017 graduation must pick-up and submit an application to the Records Office.
- October 24 **Deadline to Submit Former Student Reentry Application** to participate in SPRING 2017 Early Registration by class level. Students who submit Re-Entry Applications after deadline will participate in SPRING 2017 Open Registration.
- November 18 **Deadline To Submit Resident/Non-Resident Application (except International students) For Admission** to avoid SPRING 2017 Late Registration.
- November 3 – December 2
SPRING 2017 Early Registration by Class Level Total credits completed = Class Level. Register at the Admissions Records Office, Web Advisor, or any Satellite location. Make payment on January 26 by 4:00 pm.
- Dec. 05 – 16 **Web Advisor ONLY** – Spring 2017 Early Registration.

2017

- January 2 **Holiday - New Year's Day* Observed**
- January 5 & 6 & 13 & 17 **SPRING 2017 - Open Registration**
Register at the Admissions and Records office, Web Advisor, or any Satellite location (8:00 a.m. - 5:00 p.m., Monday - Friday).
- January 10 -13 **SPRING 2017 New Student & Registration**
Senior Citizens notify Records Office of intent to participate in tuition waiver program.
- January 16 **HOLIDAY! Martin Luther King Jr.**
- January 18 **SPRING 2017 Weekday Classes Begin**
- January 18-24 **SPRING 2017 Schedule Adjustment** - Make schedule adjustment at the Admissions and Records office, or any Satellite location (8:00 a.m. - 5:00 p.m., Monday - Friday). Cancellation Fee applies.
- January 21 **SPRING 2017 Saturday Classes Begin**
- January 24 **Last day to register for Course by Conference for SPRING 2017.** Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
Last Day to Drop from SPRING 2017 Classes without Transcript Record Entry.
- January 25 **Senior Citizen Tuition Waiver Program Registration for Eligible residents (55+).**

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| January 26 | Deadline to make payment by 4:00 pm. |
| February 17 | Faculty Development Day! |
| March 06 | Guam History & Chamorro Heritage Day! |
| March 08 | Last Day for Voluntary Withdrawal from SPRING 2017 Classes with a Grade of "W" |
| March 14 | Charter Day* |
| March 15 | Deadline for Special Project and Credit by Exam SPRING 2017. Forms available at the Professional and International Programs (PIP) office located in the 2 nd floor of the Computer Center building. |
| March 20 – 25 | Spring Break - SPRING 2017* |
| May 12 | Deadline To Submit Petitions to Withdraw From SPRING 2017 Classes - Pick-up and submit form at the Admissions and Records Office by 5PM. One form per class; each form requires individual instructor's and advisor's signature/approval.) Last day of instruction for Spring 2017. |
| May 15 | Final Exams - SPRING 2017 Saturday classes |
| May 15-17 | Final Exams - SPRING 2017 Monday to Friday classes |
| May 08-23 | Faculty – Online Grade Posting |
| May 19 | SPRING 2017 Semester ends Grades for Prospective Graduating Students due By 5 P.M. |
| May 21 | Commencement - SPRING 2017 |
| May 22 | Grades for All Remaining Students Due By 5 P.M. |
| May 29 | HOLIDAY! Memorial Day |

SUMMER 2017

| | |
|--------------------|--|
| February 06 | Deadline To Submit SUMMER 2017 International (Foreign I-20) Application For Admission. |
| February 28 | Deadline to Submit Application for Degree Completion Students anticipating SUMMER 2017 or FALL 2017 graduation must submit an application to the Admissions and Records Office. |
| March 1 – March 31 | SUMMER 2017 Early Registration by Class Level Total credits completed = Class Level. Register at the Admissions and Records Office, Web Advisor, or any Satellite location. <u>Payment must be completed no later than the second day for each Summer Session.</u> |
| April 3-May 5 | Web Advisor ONLY – Summer 2017 Early Registration. |
| April 14 | Deadline To Submit Resident/Non-Resident Application for Admission to participate in SUMMER 2017 New Student Orientation/Registration. |
| May 23-24 | Summer Session Open Registration Register at the Admissions and Records office, or any Satellite location (8:00 a.m. - 5:00 p.m., Monday - Friday). |
| May 25-26 | New Student Summer Session 2017 Registration |
| May 29 | Holiday - Memorial Day* |
| May 30 | First Day of Classes, Late Registration & Schedule Adjustment - SUMMER 2017 Session "A" Last day to register for Course by Conference for SUMMER 'A'. Forms available at the Professional and International Programs (PIP) office located in the 2 nd floor of the Computer Center building. |
| June 5 | First Day of Classes, Late Registration & Schedule Adjustment - SUMMER 2017 Session "B" Last day to register for Course by Conference SUMMER 'B'. Forms available at the Professional and International Programs (PIP) office located in the 2 nd floor of the Computer Center building. |

- June 7 **Last Day for Voluntary Withdrawal from SUMMER 2017 Session “A” Classes with a Grade of “W”**
- June 12 **Deadline for Special Project and Credit by Exam for SUMMER ‘A’.** Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
- June 19 **Deadline for Special Project and Credit by Exam for SUMMER ‘B’.** Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
- June 21 **Last Day for Voluntary Withdrawal for SUMMER 2017 Session “B” Classes with a Grade of “W”**
- June 30 **Last Day of Classes for SUMMER 2017 Session “A”**
Deadline to Submit Petition to Withdraw from SUMMER 2017 Session “A” Classes - Pick up and Submit Form at the Admissions and Records Office By 5:00 P.M. (One Form per class; Each Form Requires Individual Instructor’s Signature/Approval.
- July 3 **First Day of Classes, Late Registration & Schedule Adjustment - SUMMER 2017 Session C**
Last day to register for Course by Conference for SUMMER ‘C’. Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
- July 4 **Holiday - Independence Day**
- July 6 **Grades For SUMMER 2017 Session “A” Due before 5:00 Pm.**
- July 12 **Last Day for Voluntary Withdrawal from SUMMER 2017 Session “C” Classes with a Grade of “W”**
- July 19 **Deadline for Special Project and Credit by Exam for SUMMER ‘C’.** Forms available at the Professional and International Programs (PIP) office located in the 2nd floor of the Computer Center building.
- July 20 **Deadline to Submit Petition to Withdraw from SUMMER 2017 Session “B” Classes -** Pick up and submit form at the Admissions and Records Office. (One form per class; each form requires individual instructor’s signature and approval.
Last Day of Classes - SUMMER 2017 Session “B”
- July 21 **Holiday - Liberation Day**
- July 22 **Last Day of Saturday Classes - SUMMER 2017 Session “B”**
- July 26 **Grades For SUMMER 2017 Session “B” Due by 5:00 P.M.**
- August 4 **Deadline To Submit Petition To Withdraw From SUMMER 2017 Session “C” Classes -** Pick up and submit form at the Admissions and Records Office by 5:00 p.m. (One form per class; each form requires individual instructors signature and approval
Last Day of Classes - SUMMER 2017 Session “C”.
- August 5 **Last Day of Saturday Classes - SUMMER 2017 Session “C”.**
- August 09 **Grades For SUMMER 2017 Session “C” Due by 5:00 P.M.**

GENERAL ADMISSION

GRADUATE DEGREE PROGRAMS

The University of Guam offers programs of graduate work leading to the following degrees:

- **Master of Arts**
 - Counseling – School of Education
 - English – College of Liberal Arts and Social Sciences
 - Micronesian Studies – College of Liberal Arts and Social Sciences
 - Teaching – School of Education
- **Master of Education**
 - Administration and Supervision – School of Education
 - Reading – School of Education
 - Secondary Education – School of Education
 - Special Education – School of Education
 - TESOL (Teaching English to Speakers of Other Languages) – School of Education
- **Master of Public Administration** – School of Business and Public Administration
- **Master of Science**
 - Biology – College of Natural and Applied Sciences
 - Clinical Psychology – College of Liberal Arts and Social Sciences
 - Environmental Science – College of Natural and Applied Sciences
- **Professional Master of Business Administration** – School of Business and Public Administration

Please read the specific degree program requirements for the programs above as they generally exceed graduate school minima.

GRADUATE CERTIFICATES

- Certificate in Micronesian Studies – College of Liberal Arts and Social Sciences
- Certificate in Teaching – School of Education

PROGRAM DISCONTINUATION AND TEACH-OUT POLICY (Adopted on April 23, 2015 as Board of Regents Resolution No. 15-15)

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

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

During the phase-out period, special arrangements will be made when there are students needing to take a discontinued course when it is no longer viable to run the course with a very small number of students. When special arrangements are required, the student follows existing University procedures (i.e., course substitutions or change in program contract).

Students seeking to resolve a dispute or question arising under this policy must do so in accordance with the Student Discipline and Appeals Committee and related procedure.

I. ACADEMIC REQUIREMENTS

A. GRADUATE ADMISSION STANDARDS

Students must be admitted to Graduate status to take graduate courses for credit, except in the case of qualifying undergraduates as stated in the Academic Regulations of this bulletin.

B. ADMISSION REQUIREMENTS FOR GRADUATE STATUS

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

1. Apply online at <https://www.applyweb.com/apply/guam/> with the Office of Graduate Studies, University of Guam, UOG Station, Mangilao, Guam 96923. A non-refundable application fee of \$49.00.
2. The University must receive a copy of official certified transcript from all other colleges and universities you have attended. A copy of official certified transcripts must show credits hours earned and degree granted from all other colleges and universities attended, sent directly to the Office of Graduate Studies. Nonofficial copies may be provisionally accepted for the first semester of enrollment. Failure to provide official transcripts from all institutions attended may result in loss of graduate standing and forfeiture of credits.
3. Pass the Graduate English Proficiency Examination (GEPE) administered by the Graduate Studies and the Division of English and Applied Linguistics. If you earned your Baccalaureate Degree from a U.S. accredited institution, you are not required to take the GEPE exam for admission. Official scores of 550-paper-based, or 213-computer-based, or 79-Internet-based on the TOEFL (Test of English as a Foreign Language) or 400 on the Verbal Section of the GRE (Graduate Record Examination) general test or a total score of 400 on the GMAT may serve as a substitute. This requirement may be waived by the Assistant Vice President of Graduate Studies, Research, & Sponsored Programs on the basis of other tests of written English or for applicants who have earned post baccalaureate degrees from institutions of higher education accredited in the U.S.
4. Provide written documentation of a Tuberculin Test (PPD) taken within the previous six months (and results of an X-ray if PPD is positive), plus, for students born in 1957 or later, evidence of vaccination against mumps, measles and rubella (MMR).
5. For determining the applicable residency classification for tuition purposes, see Residency Rules. **Nonimmigrant aliens, e.g. B, F, H, E, L visa holders, are classified as non-residents and are not qualified for resident tuition rates or exemptions.**
6. For International (I-20) Admission, applicant must submit the following additional requirements on or before the published deadlines (p. 4-6 of this Bulletin) to the Office of Graduate Studies:
 - a. Affidavit of Financial support. This is a certified, sworn document verifying the financial ability of the student to undertake the expenses of education and living on Guam. A financial document attesting to this must be provided. A sample template is provided in the graduate application
 - b. Proof of a guaranteed minimum amount of \$1,000.00 (U.S dollars) for initial entry to Guam.
 - c. Copies of your current passport and any U.S. Immigration and Customs Enforcement (ICE) documents (i.e.: visa, I-20, I-94, etc.) that may have been issued to you.
 - d. Proof of valid health or medical insurance.

The Office of Graduate Studies must receive all the required documents BEFORE an Immigration Form I-20, Certificate of Eligibility will be issued. Students should take this document to the U.S. Embassy in their home country where they will receive an F-1 Visa. Students should have the F-1 visa in their possession prior to entry into Guam.

For enrollment in graduate courses, students must meet the appropriate department requirements, including prerequisite courses or consent of instructor. Students must meet all the requirements established for admission to a degree program, and have an approved Form A (available at the Graduate Studies Office) submitted to the Graduate Office.

C. PRE-CANDIDATE STATUS

Pre-candidate graduate students are those who wish to pursue a specific degree, but who have not yet been admitted to full candidacy for that degree. To be admitted by the Graduate Studies to Pre-candidate Status, a student must fulfill all the requirements outlined above for admission to graduate status, plus the following additional requirements:

1. Declare intention in writing to the Program Chair asking to pursue a specific degree program and seeking advisement from the faculty of the program selected.
2. Meet the requirements established for the chosen degree program, be accepted as a potential candidate by the Program Chair and faculty of that program, and file a Form A with the Office of Graduate Studies, signed by the student, the Program Chair and Program Committee Members if any.
3. Submit to the Graduate Studies Office a written statement of accomplishments, interests, and goals and reasons for wishing to pursue a masters degree.
4. Have at least two letters of reference submitted on his/her behalf from persons familiar with the applicant's academic or professional performance.

D. DEGREE CANDIDATE STATUS

Pre-candidate Students or new applicants may apply for admission to Candidacy for a Degree. Degree Candidates are admitted in full standing with Candidacy in a specific program.

Degree Candidates must meet the requirements outlined above for Pre-candidate Students and meet the admission requirements for graduate status, as well as the following additional requirements:

1. Meet all admission requirements of the program in which candidacy is sought.
2. Ensure that a fully completed program contract (Form A) signed by student, the Program Chair, the School/College Dean and the Assistant Vice President of Graduate Studies, Research & Sponsored Programs is filed with the Office of Graduate Studies.

The Graduate Bulletin presents minimum degree requirements expected of all students. At the discretion of the Advisory Committee, individual students found to have academic deficiencies may be expected to meet additional requirements as a condition to a graduate program and degree candidacy.

Note: Specific degree programs of the University may exceed Graduate School minima.

E. GENERAL REQUIREMENTS

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

F. ACCEPTANCE INTO A GRADUATE PROGRAM AND DEGREE CANDIDACY; FORM A

Students seeking degrees must file Form A, containing various sections described below, with the Office of Graduate Studies. A maximum of 12 graduate credits, earned at the University of Guam prior to the student's admittance into a graduate program, may be applied toward fulfilling the master's degree requirements. The 12 credits shall not include any prerequisites for a student's admittance into a graduate program. Credits in excess of this may not subsequently be applied to a degree program.

For acceptance into a graduate program and degree candidacy, a student must meet the minimum requirements, as described in the section on Academic Regulations.

Form A has the following sections:

Section I: General Information:

This section of the Form A is to be filled in by the student.

Section II: Pre-candidate Advisement and Review:

The student and Program Chair sign this section when the intent for a degree in the specialization field has been established and the student is accepted into a program at the pre-candidate level. It is the responsibility of the student to be informed of requirements for the degree sought.

Section III: Program Committee

At the time of application to a graduate program (submission of Form A), the student should select an advisory Committee Chair approved by the Graduate Program Chair, the Dean of the applicable academic school/college, and the Assistant Vice President of Graduate Studies, Research & Sponsored Programs. At least one semester prior to completion of the degree, a committee shall be formed consisting of a chairperson and at least two additional members, one of whom shall be from outside the faculty of the area of the student's major.

Section IV: Transfer of Credits

Graduate students must file transcripts of their graduate work at other colleges or universities with the Admissions and Records Office. Only grades of "A" and "B" are transferable, and no more than nine (9) semester hours of graduate work can be transferred to the University of Guam. Evaluation of transfer credits is initiated with the student's advisor, who approves or disapproves any equivalence of transfer courses to those offered at the University of Guam. The transfer portion of Form A (Section IV) is filled out when the form is submitted to the Office of Graduate Studies, which will transmit it to the Registrar for Certification.

Graduate credit earned through distance education programs may be acceptable toward an advanced degree, if approved by the Program Chair and Assistant Vice President of Graduate Studies, Research & Sponsored Programs. Such credit may also serve as a contractual undergraduate prerequisite with the written approval of the student's advisor and the approval of the appropriate department.

Graduate credit normally cannot be through broadcast (as opposed to closed circuit) radio and television courses. Exceptions require approval of the Assistant Vice President, Graduate Studies, Research & Sponsored Programs. Prior to course completion, students may petition the Office of Graduate Studies, giving the appropriate facts and evidence about the broadcast course, bearing the advisor's signature. No credit will be awarded for "life experience."

Section V: Program Contract

No course completed more than seven years before the date of graduation will be accepted toward the degree.

Qualifying Examination. Before a student is admitted to candidacy in a particular program and the contract is signed, a student may be required to pass an examination in the major field of study. It is designed to reveal the quality of the student's preparation for advanced work in the field and his/her ability to pursue graduate work at the master's level.

A student who fails the qualifying or comprehensive examination may repeat it after three months upon recommendation of the graduate faculty of the major field of study and approval of the Assistant Vice President of Graduate Studies, Research & Sponsored Programs. The student will not be considered further for candidacy in that field should he/she fail the examination twice.

Section VI: Candidacy for the Degree

This section is signed by the Program Chair and the school/college Dean when all requirements and documents for the degree program have been submitted to the Office of Graduate Studies by the student.

G. NOTICE OF COMPLETION OF MASTER'S DEGREE; FORM B

All students must submit a Form B "Notice of Completion of Master's Degree" application available from the Graduate Studies Office. This form will be completed and signed by the Program Chair, members of the student's advisory Committee, the School/College dean, and submitted for approval by the Assistant Vice President

of Graduate Studies, Research & Sponsored Programs after all requirements for the degree have been met. All grades of "I" must be cleared before the form is submitted.

Application for degree (request for graduation): An application for degree must be filed early in the semester prior to the semester in which the student plans to complete. Should the student fail to file this request for graduation at the Records Office, the necessary steps preparatory to official awarding of the degree will not be taken, and the actual awarding of the degree may be delayed. If a student fails to complete degree requirements, after having filed the application, she or he must then submit a new application and pay the graduation re-application fee.

H. FINAL EXAMINATION

All students must pass a final evaluation generally an examination, oral or written or both. The oral examination or thesis defense will be given before the end of the term in which the degree is to be conferred, with all the members of the candidate's committee present, and should meet the deadline specified in the Academic Calendar. Should the student's performance be judged unsatisfactory in either the written or oral final examination, he/she may be permitted to repeat the examination but only if this is recommended by the committee and approved by the Academic Dean. At least three months must elapse before re-examination.

Graduate Review Committee members are ex-officio members of all graduate committees. All members of the Committee must be notified of the oral examination at least one week before the examination. All oral examinations will be open to the University community.

Some programs require a comprehensive written examination. This will be arranged by the advisor. A copy of the final written examination must be filed with the Graduate Studies Office. For examination deadlines, please refer to the Calendar.

I. CAPSTONE ACTIVITY: THESIS OR SPECIAL PROJECT

A. THESIS

Requirements for Thesis. A thesis alternative is provided in most major programs. The Master's Thesis offers evidence of substantial research and an adequate treatment of a well-defined subject. No mere essay or compilation of facts will be accepted. The thesis must be written on a subject related to the major and approved by the student's Graduate Program Committee. Joint authorship is not permitted.

The responsibility for a well-organized presentation of research rests upon the candidate. He/she should keep all members of the committee informed of the scope, plan, and progress of both the research and the thesis. The committee chairperson is primarily responsible for directing a coherent program of courses and for guiding the candidate's research and writing activities, but other committee members share this responsibility.

Before beginning the writing of the thesis, the student should consult with his/her advisor, obtain the approval of his/her committee, and familiarize him/herself with the thesis booklet *"Requirements for the Preparation of Thesis at the University of Guam"* which can be obtained from the Graduate Studies Office.

Proposed final copies of the thesis must be submitted to committee members and the Graduate Office at least one week before the oral examination. When approved by the committee the original and first copy of the thesis must be submitted to the Assistant Vice President of Graduate Studies, Research & Sponsored Programs for approval before the end of the term or semester in which graduation is expected and must meet the deadline specified in the Calendar. These copies are final and should need no correction. The department may require one copy of the thesis, and the student should provide this as needed. When approved, the report will be deposited in the R.F.K. Memorial Library.

Thesis Oral Examination. This examination will cover the thesis and related areas. It should be held before the end of the term in which the degree is conferred, and must meet the deadline specified in the Calendar. It is conducted by the student's committee and is open to the University community. Should the student fail the examination, he or she may repeat it upon recommendation of the faculty concerned and approval of the Assistant Vice President of Graduate Studies, Research & Sponsored Programs. In addition, the committee chairman may ask the candidate to present the results of his or her research at a departmental graduate seminar, but all members of the thesis committee must be present.

Thesis Registration. A student formally begins his or her thesis any time after acceptance to candidacy by registering for Thesis 695. The advisor will submit a grade of "I" if the thesis is incomplete at the end of the semester in which the student is enrolled. For thesis deadlines, please refer to the Calendar.

B. SPECIAL PROJECT

A special project alternative in lieu of thesis is provided in some majors. The special project should offer evidence of subject research and must be presented in the writing style applicable to the subject area. Joint authorship is not permitted. The original and first copy of the special project must be submitted to the Assistant Vice President of Graduate Studies, Research & Sponsored Programs for approval before the end of the term or semester in which graduation is expected, and must meet the deadline specified in the Calendar. This copy is final and should need no correction. When approved, the report will be deposited in the R.F.K. Memorial Library.

Before beginning the writing of the special project, the student should consult with his or her advisor, obtain the approval of his or her committee, and familiarize himself or herself with the booklet "*Requirements for the Preparation of Thesis at the University of Guam*" which can be obtained from the Graduate Studies Office.

The 690 course is to be available only to students who have been admitted to candidacy for an advanced degree or those already holding an advanced degree.

C. GRADUATE THESIS/SPECIAL PROJECT CREDIT

The standard thesis/special project credit requirement is six credit-hours. These may be completed in one semester or more, however, students will register for at least one thesis credit hour in each semester after all other degree requirements have been completed and before submission of the thesis, as well as in the final semester when graduating.

Graduate Thesis and Special Project hours will be graded Credit/No Credit at the end of each term for which they are registered and are not contingent on completion of the thesis or project before awarding credit.

J. CLEARANCE FOR GRADUATION

Students should submit an application for graduation to the Admissions and Records Office by the date specified in the Academic Calendar. Forms are available at the Admissions and Records Office or download from www.uog.edu. Should the student fail to file a request for graduation, the necessary steps preparatory to official awarding of the degree will not be taken and the actual awarding of the degree will be delayed.

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

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

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

Outstanding balance. If a student's financial obligations have not been met, the Admissions and Records Office will not release transcripts, diploma or other official records of the student, and the student will not be permitted to register for further courses.

II. RULES AND REGULATIONS

A. ADVISEMENT AND REGISTRATION

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

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

B. UNDERGRADUATES IN GRADUATE COURSES

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

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

C. GRADUATE STUDENTS RETURNING TO UNDERGRADUATE STATUS

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

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

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

D. PROGRAM REQUIREMENTS (CATALOG IN FORCE) FOR GRADUATION

Students will be allowed seven (7) calendar years of continuous enrollment, from their first enrollment at the University of Guam to the date of certification of completion of degree requirements for the major, to fulfill degree requirements of the catalog in force at the time of entrance. The student must meet all the requirements of the catalog in force, and the seven-year time-line will be dated from the time when either of the following two situations occurs:

1. A student returns after not attending the University of Guam for two consecutive regular semesters. (Summer sessions are not regular semesters.)
A student who returns after not attending UOG for two consecutive semesters or more MUST follow the new catalog in force for the term of re-entry
2. A student changes majors by filing a Change of Major form or by indicating a different major on an Application for Re-Entry form, a Request for Evaluation form, or any other form filed with the Admissions & Records Office.

E. COURSE LOAD

Graduate Students who meet any of the conditions below shall be considered Full-time Graduate Students, provided that the student advisory committee chair attests to satisfactory progress in the thesis or program.

1. Graduate Students who are enrolled for nine (9) semester hours of credit; or
2. Graduate Students who are (a) accepted to a Graduate Program and (b) enrolled for at least two (2) semester hours of Thesis credit; or
3. Graduate Students who are (a) accepted to a Graduate Program, and (b) working as full-time (defined as 20 hours per week) research assistants or teaching assistants AND (c) enrolled for at least three (3) semester hours of regular course credit or one (1) semester hour of thesis credit.

F. MAXIMUM COURSE LOAD

The recommended maximum course load for a graduate student who is employed for more than twenty hours a week will be nine (9) credit hours during a regular semester and six (6) credit hours during the summer session. The maximum course load per semester is no more than fifteen (15) credit hours.

G. COURSE NUMBERING SYSTEM

The numbering system for graduate courses and student's eligibility for graduate credit has been determined as follows:

I. General Class-Level Designations

- 400G-499G Courses in this category may also be found in the Undergraduate Catalog. Graduate students may include up to 10 semester hours of these courses, designated by the letter "G" after the course number, toward a graduate degree. Additional work beyond that required of undergraduates will be expected. No retroactive graduate credit will be given for a course in which the student registered for undergraduate credit. Under no circumstances can a course taken for credit as an undergraduate be repeated for graduate credit.
- 500-699 Courses in this category are primarily for graduate students. Qualified seniors may be allowed to enroll in graduate courses by special permission.

II. Special Course Designations

- A. -90 Series: Special Project. Courses for individual students including special problems, special studies, and individual research (690 is for special project in lieu of thesis only).
- B. -91 Series: Seminar Courses. Courses in which the burden or research and preparation are on the students, and class activity is discussion-oriented.
- C. -92 Series: Practicum Courses. Guided work experience supervised by a qualified professor or project director to whom the student reports at regular intervals.
- D. -93 Series: Workshops. Courses administered by a group of specialists and dealing with various applied aspects of a discipline.
- E. -94 Series or on a trial basis: Special Studies. Special-category courses usually designed to be offered only once (e.g., a course by a visiting expert, a course designed for a specific group of students).
- F. -95 Series: Thesis. Independent research culminating in a major research paper or project (e.g., Master's Thesis).
- G. -96 Series: Creative Thesis (Art Program only). Independent creative work culminating in an original exhibition.
- H. -98 Series: Internship. A training, residency or intern program in which the student works in a technical or professional area under the supervision of an expert in the field.
- I. -99 Series: Independent Reading. A course of directed reading in a designated field or topic.
- J. 800 Series: The 800 series of courses are post baccalaureate, professional development courses for teachers. Admission requirements are (1) proof of a bachelor's degree and (2) proof of present employment as a teacher. No undergraduate may take an 800 course. Credit for an 800 course is not applicable to any master's degree. These courses may not be cross-listed with any other course. They shall appear on a separate transcript labeled "FOR PROFESSIONAL DEVELOPMENT."

H. SPECIAL PROJECT COURSES

Students enrolling for 590 or 690 course credits must complete Special Project course forms available from the Professional and International Program (PIP) Office. Students must take the form to the faculty member offering the course. The faculty member will assist in completing the form and sign the form. After obtaining the other required signatures, the formal registration and payment of required fees for these courses shall take place. If the course is to be used for graduation requirements, grades must be submitted by the instructor on the required deadline. In addition, the required contact hours must also be met between the student and the instructor for academic credit. No more than nine credit hours of 590 and 690 course work can be accumulated toward graduate degree requirements. All other rules and regulations apply.

Students who have been accepted to Graduate Status may register for Special Project and Internship Courses through the ninth week of a regular semester or the third week of a Summer Term. Graduate students must register for all other courses during regularly scheduled registration periods or DROP/ADD periods.

I. CONFERENCE COURSES

Conference courses are courses described in this Bulletin, but not listed on the official semester or term class schedule. A Graduate student may enroll and study privately with the professor if the advisor, instructor, graduate program chair, appropriate academic Dean or Director, and Assistant Vice President of Graduate Studies, Research & Sponsored Programs approve the justification for such enrollment. A conference course will not be approved if the course already appears on the regular schedule of classes.

Application forms for a conference course can be obtained from the Professional and International Program (PIP) Office. Students must first have the forms approved by the instructor. After obtaining the required signatures, the formal registration and payment of required fees for these courses shall take place. If the course is to be used for graduation requirements, grades must be submitted by the instructor on the required deadline. In addition, the required contact hours must also be met between the student and the instructor for academic credit. All other rules and regulations apply.

J. GRADING SYSTEM

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

| | | |
|----|--------|---|
| A+ | [4.00] | Outstanding* |
| A | [4.00] | Excellent |
| A- | [3.70] | Very Good |
| B+ | [3.30] | High Average |
| B | [3.00] | Average |
| B- | [2.70] | Low Average |
| C+ | [2.00] | Below Average |
| C | [2.00] | Marginal |
| F | [0.00] | Failure |
| UW | [0.00] | Unofficial Withdrawal (see section on Withdrawal Policies and Procedures) |

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

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

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

K. POLICIES AND PROCEDURES FOR “INCOMPLETE GRADES”

Incomplete - An "I" may be given to a student who has failed to complete a small, but important part of the course if the reasons for the incomplete are justified in writing by the student and instructor and approved by the Dean of the college/school. To receive credit for a course marked "I", the student must satisfactorily complete the unfinished work by the end of one calendar year (or sooner as agreed by student and instructor) from the last day of the semester in which the student received the "I", with the exception of -690, -695 and -696 courses. Should the student fail to complete the specified work to the satisfaction of the instructor, no credit will be recorded and the symbol "I" will be changed to an "F" on the transcript. No request for time extension will be approved. The conversion to "F" does not apply to Special Project (-690 course) or to Thesis (-695 or AR696 courses). In these cases, the grade of "I" will remain on the permanent record until a grade of "P" or "T" is received or seven years has passed whichever comes sooner.

In exception to the above policy, all grades of "I" must be resolved prior to graduation. For those courses carrying an "I" for which a Change of Grade Form has not been submitted according to the policy for submission of grade for graduating students, or at the time of certification that degree requirements have been met, the "I" will change to an "F" and be used for the final calculation of the GPA.

The conversion to "F" does not apply to Special Project (-690 courses) or to Thesis (-695 or AR696 courses). In these cases, the grade of "I" will remain on the permanent record until a grade of "P" or "T" is received.

L. WITHDRAWAL POLICIES AND PROCEDURES

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

1. Admissions Office-Initiated Drop: The Registrar may administratively drop a student from any class for which he or she does not have the prerequisite courses, or exemption from the prerequisites, whether the student enrolls in such a class during the regular registration period or the drop/add period.
2. Administrative Drop: Students are responsible for registering only for those courses for which they have met the stated prerequisites. Students who register for classes without the proper prerequisite courses or without written exemption from the prerequisites and are administratively dropped after the refund period are not eligible for a refund of tuition or fees.
3. Student-Initiated Schedule Adjustment/Add/Drop: Students may drop from a class or classes during the first week of instruction of a regular semester and the first day of a summer session without anything being recorded on their transcripts. See *Cancellation Fee* section for applicable charges.
4. Student-Initiated Official Withdrawal
From the second through the eighth week of instruction of a regular semester and from the second day of classes for each summer session through the third week of each summer session, students may withdraw by filing a withdrawal form in the Records Office. This form must be signed by the student's advisor. A "W" (indicating an official withdrawal) will be recorded.

After the eighth week of instruction of a regular semester and after the third week of a summer session, students may NOT withdraw from individual courses without submitting to the Records Office a Petition to Withdraw form that has been approved by the class instructor and the student's advisor. Students requesting a complete withdrawal from the University must file a withdrawal form available at the Records Office and obtain the required signatures. See *Cancellation Fee* section for applicable charges.

M. ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

1. After completion of 12 credits of graduate courses, a graduate student who fails to maintain a cumulative GPA of 3.00 or better in all courses granted graduate credit at the end of a session, i.e., Fall, Spring or Summer, will be placed on ACADEMIC PROBATION for the following one full calendar year. Extension of the probationary year will not be granted due to an Incomplete (grade of "I").

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

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

N. RELEASE OF INFORMATION

FERPA - Annual Notice to Students:

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (F.E.R.P.A.)

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the Registrar, the college dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable 'information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The following is considered "Directory Information" at the University and will be made available to the general public unless the student notifies the Office of the Registrar in person or in writing before the last day to add classes:

Student's name, telephone number, e-mail address, mailing address, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of enrollment, honors, awards, degrees completed, dates of degrees conferred, institutions attended prior to admission to UOG, gender, class level, and full-time/part-time status.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Guam to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: *Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.* Website: www.ed.gov/policy/gen/guid/fpco/ferpa

III. TUITION AND FEES

The Board of Regents establishes tuition and other fees at the University of Guam. University of Guam accepts MasterCard, VISA, and American Express credit cards. A non-refundable Application Fee must accompany all applications for admission. No application will be considered if the fee has not been paid, and the applicant will not be permitted to register for any course.

NOTE: *The charges listed in this bulletin are those in effect at the time of publication and are subject to change by the Board of Regents of the University of Guam.*

A. TUITION RATES

Cost Per Credit Hour

| | |
|----------------------|----------|
| Resident Tuition | \$285.00 |
| Non-Resident Tuition | \$650.00 |

B. RESIDENCY RULES

Resident and Non-Resident Students. An applicant is initially classified as a resident or non-resident for tuition purposes at the time of application with the Admissions and Records Office. The classification, which is certified by the Registrar, is based upon information furnished by the student and from other relevant sources. In compliance with the Residency Policy passed by the Board of Regents on February 1996 and amended on May 1997 and June 17, 2004, students in Non-Resident status are required to pay non-resident tuition.

The considerations used in determining Residency status are as follows:

- a. Establishment of a domicile on Guam or in one of the Freely Associated States (the Commonwealth of the Northern Marianas Islands, the Federated States of Micronesia, the Marshal Islands, or the Republic of Palau) as mandated by 17GC16125. (a) for a period of twelve months prior to the beginning of the term for which residency is claimed, or
- b. Evidence of residency for a period of twelve months or more prior to the beginning of the term for which residency is claimed. Evidence of residency will be shown by a student providing documentation from one of the following¹:
 - Permanent employment on Guam (verification of employment)
 - Payment of income taxes of Guam (by student, or by parent/guardian if the student is a dependent).
 - Ownership or rental of living quarters on Guam.
 - Continue to use a Guam permanent address on ALL RECORDS (educational, employment, military, financial).
 - Retain your Guam voter's registration.
 - Maintain a Guam driver's license or vehicle registration. If it is necessary to change your license or registration while temporarily residing in another location, the license MUST be changed back to Guam within 10 days of the date of return to Guam, and the vehicle registration must be changed within 20 days of the date of return.
 - Village Mayor's certification of residency.
- c. Adjustment to Permanent Resident Status. Students who have filed for an Adjustment to Permanent Resident Status will be eligible for resident rate **only** if they have resided on Guam for twelve consecutive months prior to applying to the university and have submitted the following supporting documents:
 - A Notice of Action for the Adjustment to Permanent Resident Status from the USCIS.
 - Proof of residency (documents to prove living on Guam for the last twelve months prior to applying to the university).

*A Notice of Action denying the student's application for an Adjustment to Permanent Resident Status will render the student ineligible for resident tuition rate.

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

Exemptions to the twelve-month requirement where resident classification may apply¹:

Graduate of a Guam High School You may be entitled to an exemption from nonresident tuition if you attended high school in Guam for three (3) or more years AND graduated from a Guam high school. You are not eligible for this exemption if you are a nonimmigrant alien.

Attended Elementary and Middle School on Guam You may be entitled to an exemption from nonresident tuition if you attended both elementary AND middle school on Guam. You are not eligible for this exemption if you are a nonimmigrant alien.

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

Legal Place of Residency You may be entitled to an exemption from nonresident tuition if you are able to demonstrate to the Registrar that Guam is your legal place of residency and you intend to make Guam your permanent place of residency.

You may be entitled to an exemption from nonresident tuition if you are able to demonstrate that you permanently reside in Guam, but have been absent for only educational, training, or military reasons.

¹**Non immigrant aliens, e.g. B,F,H,E Visa holders, are classified as non-residents and are not qualified for resident tuition rates or exemptions.**

If you are classified as a non-resident and wish to be considered for resident reclassification, complete the “Petition for Residency Student Classification” before the semester or term you wish to enroll. Approved changes of status will become effective for the term or semester following the approval; they are not retroactive, and no refunds will be given.

C. SENIOR CITIZENS

Persons 55 years or older are entitled to free tuition at the University of Guam, provided that he/she has been a resident of Guam for no less than five (5) years preceding enrollment (Public Law no. 24-151), and provided that they have been admitted to the University. Admission into a course shall be on a space available basis or, if course(s) is full, by permission of the instructor(s). A senior citizen may apply for admission as a regular student or as a non-degree seeking student. Registration is *scheduled* after the scheduled adjustment period (add/drop) of any regular semester. However, a Senior Citizen may opt not to participate in this program and instead enroll during any registration period provided that he/she registers on the assigned registration for her/his class level and provided he/she pays the required tuition and fees. NOTE: Because all summer classes and out-of-normal semester classes are offered on a self-sustaining basis, there will be no senior citizen tuition waiver for these classes. The tuition waiver is only available for regular fall and spring semester courses. All other rules apply. For assistance, contact the assigned coordinator at the Records Office. All admissions and enrollment requirements apply.

D. VETERANS

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

E. ACTIVE DUTY MILITARY PERSONNEL

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

F. MILITARY ACTIVATION DURING WARTIME OR FOR MANDATORY TRAINING

Recognizing the need to accommodate students who are asked to serve their country during wartime or for mandatory military training, the University of Guam will allow students called to active military duty for deployment during wartime or for mandatory military training while enrolled in a given semester to be provided a refund of tuition and fees and official withdrawal from their classes. As an alternative to refunds, students may opt for credit against future enrollment, or request an incomplete grade (“I”) from their respective instructors (subject to instructor approval). Students will be required to provide to the Registrar’s Office and the Business Office written notice and evidence of active military status and indicate whether a refund or credit is preferred.

G. OTHER SPECIAL TUITION RATES

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

H. FEES

Regular Semester (at time of registration)

| | |
|---------------------------|---------|
| Registration | \$12.00 |
| Library Services | \$24.00 |
| Athletics | \$24.00 |
| Health Services..... | \$12.00 |
| Student Activities | \$24.00 |
| Student Services | \$44.00 |
| Computer Fee | \$24.00 |
| Internet | \$68.00 |
| Fieldhouse | \$17.00 |
| Online Learning Fee | \$20.00 |

Summer Session (at time of registration)

| | |
|---------------------------|---------|
| Registration | \$12.00 |
| Library Services | \$24.00 |
| Athletics | \$12.00 |
| Health Services..... | \$12.00 |
| Student Activities | \$24.00 |
| Student Services | \$24.00 |
| Computer Fee | \$24.00 |
| Internet | \$58.00 |
| Fieldhouse | \$8.50 |
| Online Learning Fee | \$10.00 |

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

| | |
|---|---|
| Application Fee (non-refundable)..... | \$49.00 |
| International Students (non-refundable)..... | \$74.00 |
| Late Fee for applications submitted after the posted deadline for the semester..... | \$25.00 |
| Cancellation Fees | (see Refund Regulations in this bulletin) |
| Change of Schedule Fee..... | (see Drop/Add fee below) |
| Check Service | |
| For each check that fails to clear | \$25.00 |
| Graduation Fee | \$44.00 |
| Graduation Reapplication Fee | \$24.00 |
| Laboratory Fees on a per course basis | See Schedule |
| Library Fines/Lost or Damage Fee..... | Charges Vary |
| Thesis Binding Fee | \$50.00 |

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

Payment Deadline: Payment deadlines are advertised each semester and during the summer terms in the Course Schedule advertisement. Please refer to current course schedule for payment deadlines.

Transcript Fee: The University will only release transcripts to students who have met all their financial obligations. The first copy is provided free. Additional copies may be obtained at \$5.00 per copy. Students may obtain copies of their transcripts in one hour when necessary by paying a special service charge of \$20.00 in addition to transcript fees. (**Note:** The service charge is assessed per request, not per transcript. Example: if a student needs three transcripts and requests one-hour service, the total charges will be \$35.00; \$15.00 for three transcripts plus \$20.00 service charge.)

If a student's financial obligations have not been met, transcripts and other official records of the student will not be released by the Admissions and Records Office, and the student will not be permitted to register for further courses.

Further, the student will not be allowed to fully withdraw from the University until he/she completes payment. The University will charge interest of 8.5% per annum on all debts including returned checks. Matters relating to the student's financial obligations to the University should be referred to the Comptroller. The University reserves the right to send delinquent accounts to a collection agency that will require the student to pay additional fees and interest. The University also reserves the right to give information on delinquent accounts to credit bureaus and credit reporting agencies.

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

I. BOOKS AND SUPPLIES

Books and supplies are available at the University Bookstore located in the Student Center and must be paid for at the time of purchase. The Bookstore will not accept charge accounts. The Bookstore accepts MasterCard, VISA, and American Express credit cards.

J. REFUND REGULATIONS

The University of Guam Board of Regents approved the Refund schedule below on April 18, 1996. Refund of tuition, when warranted, may be made in accordance with the refund schedule below. Tuition refunds will be honored only when the official withdrawal form has been submitted to the Business Office. No refunds will be given after the withdrawal periods listed below. Full tuition refund (100%) will be granted for courses canceled by the University.

K. WITHDRAWAL PERIOD AND OTHER FEES

Cancellation Fees: If you register for a class and later decide to drop or withdraw from class(es), you will be charged a cancellation fee as follows:

Regular Semester

| | |
|--|------|
| <i>Tuition</i> before the first day of class | 0% |
| <i>Fees</i> before the first day of class | 0% |
| <i>Tuition</i> during the first week of class | 5% |
| <i>Fees</i> during the first week of class | 100% |
| <i>Tuition</i> after the seventh day of the semester | 100% |
| <i>Fees</i> after the seventh day of the semester | 100% |

Note: There is a different schedule for Saturday classes. See the Business Office for details.

Summer Session

| | |
|---|------|
| <i>Tuition</i> before the first day of class | 0% |
| <i>Fees</i> before the first day of class | 0% |
| <i>Tuition</i> the first day of class | 5% |
| <i>Fees</i> the first day of class | 100% |
| <i>Tuition</i> after the first day of the session | 100% |
| <i>Fees</i> after the first day of the session | 100% |

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

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

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

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

IV. STUDENT RESOURCES

A. COUNSELING SERVICES

ISA Psychological Services Center

HSS 202 (Humanities & Social Sciences Bldg) Tel. 735-2883 Fax 734-5255

ISA Psychological Services Center offers a variety of professional services to students, faculty, and staff of the University of Guam. The Center provides a safe place to talk with a clinical psychologist or student counselor about personal issues or concerns. All services are designed to promote individual growth and personal enrichment, and are provided free of charge.

Enrollment Management and Student Success/Counseling Services

Student Center. Tel.: 735-2233-34 Fax: 734-3451.

The staff of EMSS Counseling Services provides academic counseling services to all students. These services are aimed at helping students understand and address emotional and academic concerns that may prevent them from gaining the most from their university experience. Students are encouraged to visit the Counseling Services Office. Efforts will be made to help them find effective solutions.

Students may take vocational interest inventories in order to gain a better understanding of their career potentials. The latest file on microfiche regarding university and college catalogs is available, as well as numerous educational and vocational resource materials. Also, applications are available for the GMAT, GRE, and many other standardized examinations required for admission to professional programs.

B. EEO/ADA & TITLE IX OFFICE

EEO/ADA & TITLE IX OFFICE

IYA-HAMI HALL

DORM 2, ROOM 106 (right wing entrance)

Tel.: (671) 735-2244 or TDD: (671) 735-2243

Email address: eeo-ada@uguam.uog.edu

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

Our Office provides for the needs of students with disabilities to assure they can access all institutional programs and services, foster independence and facilitate self-advocacy. Request for academic accommodations should be done at least 4 weeks before classes begin. ***All students with disabilities must submit appropriate educational, medical and psychological documentation to substantiate their need for services. Confidentiality is maintained.***

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

- Library Assistance
- Note Takers
- Readers
- Academic Support Center/Tutors
(Undergraduate students may use existing tutorial labs and services which are available through the TRIO Program in the areas of English and Mathematics)
- Sign Language Interpreters
- Special Equipment *(voice/tape recorders)*
- Adapted Testing
(required when students with disabilities need special equipment, readers, writers, proctors, additional time, etc... to take quizzes, exams, and placement tests.)

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

C. STUDENT HOUSING & RESIDENCE LIFE

Jonathan Triplett
Director of Residence Halls
University of Guam
UOG Station, Mangilao, Guam 96923
Tel.: (671) 735-2260 Fax: (671) 734-6811/Webpage: <http://www.uog.edu/gateway>

The University of Guam has a Residence Life program providing comfortable on-campus housing for students. The University has three traditional style residence halls providing accommodations for up to 196 students in double occupancy rooms. Though two students generally share residential rooms, single rooms may be obtained for a premium when space is available.

Our residence halls are staffed by trained resident assistants (RAs) who are selected for their maturity and leadership. The RAs enhance the community life of the residence halls and the well-being of residents by coordinating co-curricular and extracurricular activities, competitions, and events. Each hall is equipped with kitchen facilities for students to prepare their own meals, no meal plan is offered by the University.

D. FINANCIAL ASSISTANCE

Mark A. Duarte
Director, Financial Aid Office
UOG Field House 1st Floor
Tel.: (671) 735-2266/2288 Fax: (671) 734-2907 Email: finaid@uogam.uog.edu
Webpage: <http://www.uog.edu/financial-aid>

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

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

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

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

NOTE: To maintain eligibility for the federal student aid programs, a student must be in good academic standing and be making satisfactory progress toward his/her degree. Please contact the Financial Aid Office for the specific program requirements.

Applications for these programs are available upon request from the Financial Aid Office, University of Guam, UOG Station, Mangilao, Guam 96923, or students can apply online via the web www.fafsa.ed.gov. Application forms are generally available during February for the following academic year.

II. Government of Guam Student Financial Assistance Program

The student Financial Assistance Program consists of the Government of Guam Professional Technical Award. The Program is mandated by public law, implemented by the Board of Regents and administered by the Financial Aid Office, University of Guam. Deadline for application is May 29 for the Academic Year. Applications are available at the Financial Aid Office. There is a residency requirement. Contact the Financial Aid Office at 735-2288.

III. Individual Graduate Programs

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

E. VETERANS AFFAIRS

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

F. STUDENT HEALTH SERVICES (SHS)

Our mission is to provide a comprehensive program for students in efforts to maintain optimum physical and mental health. SHS is committed to providing high quality, low cost health care to all students officially enrolled at UOG. These health care services are confidential and are responsive to the needs of our diverse student population. SHS evaluates, maintains and promotes the general health status of our students so they may make informed, appropriate and healthy life choices to achieve their academic and career goals. Records are maintained to document services provided. Students who are not currently insured are encouraged to purchase a health insurance plan.

The Student Health Service is an institutional member of the American College Health Association (ACHA) and the Pacific Coast College Health Association (PCCCHA).

Health Requirements: All applicants must supply evidence of having been vaccinated against measles, mumps, and rubella (MMR#1 and #2) and the results of a tuberculin skin test taken no earlier than six (6) months of the date of application. Student Health Service offers this test at no charge provided your application fee is paid for and your application for re-entry is submitted. In addition, applicants must complete a Report of Medical History form and submit it to the Student Health Service. Required documents must be submitted to Student Health Service and be cleared before orientation and registration. Failure to submit documents to clear health requirements will delay your registration.

Wellness Program: The Student Health Service offers several prevention programs. This program is designed to assist our clients who have the desire to improve their health using natural approaches. Students are encouraged to begin with completing our Balancing Body Chemistry Health Assessment form to assess your overall medical needs and health risks, such as coronary heart disease and diabetes. We also provide you with exercise, nutrition counseling, smoking cessation classes, and stress management assessments -- all part of our preventative approach to medicine.

International Students: Most medical care services in the U.S. are extremely expensive. To protect our UOG International (I-20) Students from these high costs, the University requires all full-time International Students to have health insurance by providing proof of coverage that is valid on Guam. Please refer to the section on International Studies for additional information.

G. STUDENT LIFE

The University offers many activities for the students. Some activities are sponsored by the University, while others are sponsored by various clubs and organizations. Each student has the opportunity to participate in over 50 organizations. Students interested in joining these clubs or starting new clubs are encouraged to see the Student Life Officer who is responsible for supervising publications, activities, and orientation for new students each semester, as well as other programs.

H. COMPUTER FACILITIES

The Information Technology Resource Center/Computer Center provides computer services to the University community, particularly its administrative, instructional and research needs. The Center will provide computer services to the community as resources are available. A Computer Lab, with terminals and computers at the Center, is open to the University community, and can be arranged for faculty and staff to use 24-hours a day and 7-days a week. Communication lines and computers are also set up to access on/off campus networks and data bases.

The ITRC/Computer Center administers an Internet node, providing an Internet gateway for various agencies and serves as Internet domain administrator for the region.

The School of Business and Public Administration maintains 3 computer laboratories for teaching and student use. The School of Education, Curriculum Resource Center includes computers for teacher training, and the College of Natural and Applied Sciences maintains computer laboratories for mathematics and science courses. Other computer labs for student use are located around the campus. Please contact your dean or the ITRC/Computer Center for further information.

I. LEARNING RESOURCES (ROBERT F. KENNEDY MEMORIAL LIBRARY)

The Territorial College of Guam was founded in 1952; in June of the same year the Territorial College of Guam Library was established in a World War II military Quonset hut in Mongmong. Curriculum of the College was supported by the library's initial collection of 2000 volumes consisted mainly of donations from the military and public libraries on Guam. Since then, the University of Guam Robert F. Kennedy (RFK) Memorial Library, housed in the Tan Siu Lin Building, has evolved into the largest library and research facility in the Micronesia region. The library provides 54,201 square feet of work and study area, and is equipped with 400 reading seats, serving the University as well as the community of Guam.

Administered by the Learning Resources Director, the University of Guam RFK Memorial Library is an academic component and the central library faculty of the University. At present, it houses over 98,059 print titles and 124,977 print holdings; 26,902 microfilm reels and 899,748 microfiche units; 1527 print serial titles, 187,897 print serial issues; and 5289 multimedia items. In January 2009, a new Integrated Library System (ILS) was installed, and the new SYMPHONY went live in February 2009. The library's online catalog (OCEAN) allows 24/7 access to students, faculty, staff and other community and regional cardholders and enrollees to the library collection and electronic resources both on and off campus. Electronic database resources subscribed and licensed to the Library provide wide-ranged subjects of full-text, peer-reviewed articles. New acquisitions and databases are selected to enhance and support the academic quality of the university's classes, research and professional needs.

In September 2009, the Library received a three-year Federal National Leadership Grant from the Institute of Museum and Library Services (IMLS) for the "Information Literacy for Future Island Leaders" Project. In August 2010, the Graduate Research Center (GRC) opened for service on the 2nd floor of the UOG/RFK Memorial Library. Services currently available are: large screen computers with Internet and MS Office; research assistance for graduate class assignments; research assistance for Theses and Special Projects; and circulating copies of UOG theses and Special Projects.

The University Of Guam RFK Memorial Library has been a designated Selective Federal Depository in 1978 through the university's Land Grant status. As one of the two selective depository libraries in the region, RFK Memorial Library receives 46% U.S. Government Publications, many in electronic and Microform formats. The newly added **Documents Without Shelves** program provides 24/7 access to over 55,000 US Federal Government documents in PDF full-text via the Library's online catalog OCEAN.

Other special collections at the RFK Memorial Library include the Mobil East Asian Collection, the Thesis and Special Projects Collection, the Micronesian Resource File (MRF) Collection, and the Reference Information File consisting of local and ephemeral materials of current interest. The East Asian Collection offers books and periodicals on the cultures, history, language, and societies of Japan, Korea, and China including Taiwan and Hong Kong. Mobil Oil Guam established this collection with generous initial and continuous support.

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

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

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

The UOG/RFK Memorial Library is open six days a week during the regular semesters. Hours are posted on the front entrance, circulation Service Desk, Reference Service Desk, and other locations within the building. Hours vary during the interim and summer sessions. For additional information please visit library's homepage at www.uog.edu/library, or contact the Circulation Desk (671) 735-2311, the Reference Desk (671) 735-2341, or the Administration Office (671) 735-2331/2/3.

J. ADMISSIONS & RECORDS OFFICE

Office of the Registrar
1st Floor, Field House
Tel.: (671) 735-2207/03
E-mail: admitme@triton.uog.edu

The University of Guam, Admissions and Records Office mission is to provide efficient, timely and personable service to students, the campus community, and outside agencies; to consistently and fairly implement local, federal, and institutional credibility through the proper maintenance of the student academic transcript.

Graduate students may request the following services from this office: official transcripts, graduation application, change of name or address, certification of enrollment, grades, student ID & PIN, and the distribution of student schedules and course offerings.

V. RESEARCH INSTITUTES

The University of Guam has eight (8) formally constituted research and development institutes or laboratories:

CANCER RESEARCH CENTER – GUAM (CRCG)

Dr. Rachel Leon Guerrero, Principal Investigator
Tel.: (671) 735-3037 Fax: (671) 734-3636
UOG Dean's Circle House #7; CRCG website at www.uog.edu

The Cancer Research Center of Guam was established in September of 2003 as a research partnership between the University of Guam and the Cancer Research Center of Hawaii. The partnership is one of a handful of minority institute/cancer research center partnership funded by the National Institute of Health, National Cancer Center, U54 Partnership Grant.

The partnerships objective is:

- To increase the cancer research capabilities in a variety of different disciplines at the University of Guam.
- To increase the number of minority scientist of Pacific Islanders ancestry engaged in cancer research or other related activities by providing pertinent undergraduate, graduate, post-graduate training opportunities.
- To provide career development for cancer investigators at the University of Guam in order to develop and sustain independently funded cancer research program at the University of Guam.
- To further strengthen the focus of research, training and outreach activities at the Cancer Research Center of Hawaii on the disproportionate incidence, mortality, and morbidity in minority population by including the Territory of Guam into the region served by CRCH.
- To ultimately reduce the impact of cancer on the population in the Territory of Guam (and possibly other U.S. affiliated island in the Pacific Region) by enhancing the awareness of cancer prevention opportunities and improving the quality of care for cancer patients.

CENTER FOR ISLAND SUSTAINABILITY

Dr. John A. Peterson, Executive Director
Tel.: (671) 735-2153
E-mail: jpeterson@triton.uog.edu

The Center for Island Sustainability is the focal institute at the University of Guam for adapting and modeling sustainable technologies that meet the needs of island communities in the broader areas of the environment, economy, society, and education. As an entity, the CIS provides direct, local expertise on a diverse array of sustainability issues, including energy, solid waste, natural resources, and serves as an honest broker of

these systems for Guam and Micronesia. To this extent, the CIS is committed to the conservation and management of our limited resources and the implementation of alternative energy sources in ways that not only consider the fiscal bottom line, but also the broader impacts on our physical and societal environments.

The Center for Island Sustainability is located at Dean's Circle in House 32. For more information contact Dr. John A. Peterson at (671)735-2153 or email jpeterson@uguam.uog.edu

MARINE LABORATORY

Dr. Terry Donaldson, Director
Tel.: (671) 735-2187 FAX: 734-6767
E-mail: tdonaldson@triton.uog.edu

The University's Marine Laboratory, established in 1970, is a research, teaching and service facility located on the shore of Pago Bay below the main campus. The research focus of the Marine Laboratory is in the area of tropical reef studies. Basic research is conducted by individual faculty and staff members in their areas of specialization (i.e., ichthyology, behavioral ecology, taxonomy and systematics, phycology, population genetics of marine organisms, genomics, bioinformatics, coastal oceanography, marine biogeography, general invertebrate zoology, coral disease, molecular ecology, chemical ecology of reef organisms and natural products chemistry, evolutionary ecology, fisheries ecology, macro ecology, community ecology, and population ecology). Services to the community include environmental impact surveys, studies relating to coastal zone management, and marine community assessment and monitoring. The Marine Laboratory students have donated their time and have given lectures and tours for many diverse interest groups and thousands of school children.

Research projects are concentrated on Guam but often reach out into the Commonwealth of the Northern Mariana Islands, the Republic of Belau, the Federated States of Micronesia, Republic of the Marshall Islands, and other regions of the world. Professional publications presently number more than 500.

The Laboratory serves as the principal research unit for the Guam-EPSCoR project "The Guam Ecosystems Collaboratorium", funded by the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR). This project is conducting cutting edge research on coral reef responses to climate change effects; is establishing a Biorepository for the storage, curation and analysis of the region's biodiversity that provides global access to the scientific community via high speed Internet2 connectivity; is providing STEM opportunities to graduate and undergraduate students, and members of the community; is increasing the cyberinfrastructure capacity of the University's research units; and is creating a global collaboratorium of researchers with interests in marine, aquatic and terrestrial biodiversity.

The Laboratory consists of three buildings. Research laboratories and office space are located in the 19,000 square-foot, two-floor research wing. External wet laboratories in the wing feature a flowing seawater system with a direct input of ocean water. The southern portion of the Marine Laboratory Annex Building provides space for four additional offices, a molecular genetics laboratory (including an Illumina Next Generation Sequencer), and the Reef Ecology Laboratory. The 3,264 ft² technical wing provides workshop facilities and maintenance and storage space for routine research instrumentation, four boats and diving gear. A broad range of laboratory and field equipment is available. Housing facilities for visiting scientists are available, as well.

RICHARD F. TAITANO MICRONESIAN AREA RESEARCH CENTER (RFT MARC)

Dr. Monique C. Storie, Director
Tel.: (671) 735-2153 Fax: (671) 734-7403

The three-fold mission of the Richard F. Taitano Micronesia Area Research Center (RFT MARC) includes resource collection development, research, and service. Since its establishment in 1967, RFT MARC has developed a major collection of Micronesian and Pacific area materials. The RFT MARC Collection is located in the RFT MARC/ITRC/Computer Center Building, and includes books, manuscripts, periodicals and serials, government documents, personal papers and archives, reprints, and maps. The Collection includes especially strong holdings of Spanish materials in both full-size and microform reproductions, reflecting the lengthy presence of Spain in Micronesia. In addition to the written materials, there are important holdings of audiovisual materials, including slides, photographs, cinema film, video cassettes, and musical scores relating to the cultural and historical

heritage of the area. The Collection is a non-circulating reference collection, open to the public.

The research program at RFT MARC is closely integrated with the Collection. RFT MARC research faculty produces transcriptions, translations, and analytic bibliographic listings of important Spanish, German, French, Japanese, and other foreign language documents in the Collection. In addition to archival and historical research in the Collection, RFT MARC faculty have conducted research in the fields of anthropology, archaeology, history, education, political science, sociology, economics, and primatology. The service role of RFT MARC is performed through its program of publishing, teaching, public lectures, and coordinating campus events related to Guam and the Pacific. RFT MARC has published more than 120 titles of scholarly importance during the three decades of its existence. RFT MARC faculty and staff also provide community services through consultation and cooperation with government agencies and community organizations.

MICRONESIAN LANGUAGE INSTITUTE (MLI)

Rosa Palomo, Principal Investigator
Ph: (671) 735-2193; FAX: 734-0165
E-mail: rpalomo@u Guam.uog.edu

The Micronesian Language Institute (MLI) was established at UOG in May 1990 and began full operations in December 1991. The purpose of MLI is to conduct research, service, and teaching activities that enlarge our understanding of the indigenous languages of Micronesia, and promote appreciation, documentation, instruction, the creation of new materials, and further development of Micronesian language resources. MLI is administered by the MARC Director.

MLI's work is guided by an eight person Regional Advisory Council, consisting of members representing Guam, the Republic of the Marshall Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Republic of Palau, and the Commonwealth of the Northern Mariana Islands. Each Council member is an indigenous Micronesian language expert. A diverse selection of language research and service activities are underway, developed either in response to specific needs identified by governments and agencies within the Micronesian region, or because they are specialty areas of MLI professionals. MLI is administered by the RFT-MARC.

WATER AND ENVIRONMENTAL RESEARCH INSTITUTE OF THE WESTERN PACIFIC (WERI)

Dr. John Jenson, Director
Tel.: (671) 735-2169 Fax: 734-8890
E-mail: jjenson@triton.uog.edu

The Water and Environmental Research Institute of the Western Pacific was established as a research unit of the University of Guam in May 1975. It is one of 54 similar institute established by the U.S. Congressional Delegation at each Land Grant university in the United States and in several territories. The role of the Institute is to provide (WERI) water and environmental resources information by conducting basic and applied research in an interdisciplinary environment, by teaching, and by disseminating research results. Currently, WERI is ranked among the top six institutes nationwide, based on its professional performance.

Consistent with regional role of the University, the Institute devotes part of its program effort to Western Pacific islands other than Guam. It is the only research center of its type in this geographic area and endeavors to respond to the unique conditions that exist here. The Institute works closely with an Advisory Council composed of environmental and water resources professionals from the Western Pacific region.

Water resources research is inherently multidisciplinary and includes all the water and environmental related areas of engineering as well as other areas such as biology, chemistry, economics, law, geology, anthropology, climatology, and meteorology. In order to undertake research of this nature, the Institute draws from the varied expertise of its research faculty members, other University of Guam faculty, research affiliates from other universities, and local professionals.

WESTERN PACIFIC TROPICAL RESEARCH CENTER

Tel.: (671) 735-2000 FAX: 734-6842

The Western Pacific Tropical Research Center of the College of Natural and Applied Sciences is the agricultural research center of the University of Guam. There are three field research facilities located in areas representing the different soil types of Guam: Yigo, Inarajan, and Ija.

The Western Pacific Tropical Research Center concentrates on applied research that directly impacts agriculture and natural resources in Guam, as well as in other tropical areas. Current areas of specialization are soils, horticulture, entomology, plant pathology, animal nutrition, turf grass, human nutrition, agricultural engineering, agricultural economics, marketing, aquaculture and forestry. Research laboratories are located at the University main campus and in Yigo.

Financial support for the Western Pacific Tropical Research Center comes primarily from the Cooperative State Research Education and Extension Service (CSREES) of the USDA and the Government of Guam. Additional funding is also received from the Tropical and Subtropical Agricultural Program of the Special Grants Section of the CSREES, the Agricultural Development in the American Pacific (ADAP) programs of the USDA, and other funding agencies.

The Western Pacific Tropical Research Center also has collaborative research programs with several land-grant Universities in the western United States, the College of Micronesia, the College of the Northern Marianas, the American Samoa Community College, and several international research centers. Most of the research projects are designed to have direct application to Guam, Micronesia, and other areas of the Western Pacific, and the tropics in general.

In addition to concentrating on research, the Western Pacific Tropical Research Center faculty teach undergraduate courses in agriculture, graduate courses in environmental science, conduct workshops for teachers and collaborate with the University of Guam Cooperative Extension Service.

**GUAM CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION,
RESEARCH AND SERVICE (GUAM CEDDERS)**

Dr. Heidi San Nicolas, Director

Tel.: (671) 735-2481 Fax: 734-5709

TTY: 734-6531 www.guamcedders.org

Email: heidi.sannicolas@guamcedders.org

The University of Guam CEDDERS is one of 67 federally funded university centers for excellence in developmental disabilities education, research and services found in every U.S. state and territory. Its mission is “to create pathways that enhance, improve, and support the quality of life of individuals with developmental disabilities and their families.”

CEDDERS has served as a training and technical assistance provider for Guam and the Western Pacific region for the past fourteen years. From its inception in 1993, CEDDERS has evolved into a dynamic organization that aims to provide assistance in the movement to improve the quality of life for individuals with developmental disabilities and their families. Past and on-going collaborative efforts include facilitating a wide variety of interdisciplinary training activities at the pre-service, in-service, and community based-levels that enable consumers, families, and service providers to access opportunities to expand their knowledge, skills, and abilities.

Community service, technical assistance, training and research and dissemination activities are carried out through three major initiative areas: Consumer Leadership and Systems Change; Health, Wellness, and Prevention; and Inclusive Communities. CEDDERS offices, which include the Guam System for Assistive Technology (GSAT) Training Center, are located on Dean Circle, with the central office at House 29.

Student research and teaching assistantships, and career-building research opportunities are available through the research institutes and in association with individual faculty research programs.

VI. PUBLICATIONS

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

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

Storyboard: A Journal of Pacific Imagery is a multilingual journal with a focus on Pacific writing. It publishes quality poetry, fiction, and non-fiction written in English or any other Pacific Region language with translations into English, as well as appropriate art. Micronesian writers and artists are particularly encouraged to submit material. It is normally published once per year by the Division of English and Applied Linguistics, College of Liberal Arts and Social Sciences. For more information send inquiries to EnglishDivision@uguam.uog.edu

Coral Reef Newsletter, an international bulletin sponsored by the Pacific Science Association, is also issued twice a year.

Pacific Asia Inquiry: Multidisciplinary Perspectives

The purpose of this peer-reviewed, on-line, occasional paper series is to serve the interests and concerns of both the specialist and the general reader, to encourage scholarship in the region, to provide a publication forum for the many disciplines now represented in Pacific Asian research. Send inquires to PAI Editor pacificasiainquiry@yahoo.com

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

**MASTER OF ARTS IN
ART**

**Richard R. Castro, Program Chair
Fine Arts Bldg., Room FA-202A
Telephone: 735-2743**

OBJECTIVES

The College of Liberal Arts and Social Sciences, with faculty from the Fine Arts Program, offers courses for the degree of Master of Arts in Art with the option of concentrating on Painting, Graphics, or Ceramics, including pottery and sculpture, or combined media. Intellectual advancement of the graduate student, development of initiative, research technique, advanced skill and proficiency, and designing enthusiasm are the goals of the program.

MEMBERS

CASTRO, Richard R., Professor, Art
RIFKOWITZ, Lewis S., Professor, Art

PROGRAM CLOSURE

The MA in Art is scheduled to be discontinued in three years. Students who currently have declared their major in the MA Art program must graduate by May 2019. No new students will be admitted to the program. The courses will be offered according to the course schedule. See your program adviser.

**MASTER OF ARTS IN
COUNSELING**

Dr. Stephen Kane, Program Chair

SOE Bldg., Room 102D, Telephone: 735-2505 Email: skane@triton.uog.edu

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 counselor education. This statement will be submitted to the program Faculty who will then conduct an admissions interview. Entry into the program is contingent on passing this interview. The Counseling Program trains students to work with children and adults in both public and private settings. Because they deal with very sensitive personal issues, it is crucial that those who are admitted and graduated from this program have integrity, competency and uphold the ethical codes of the American Counseling Association and the American Psychological 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 Masters 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.

COURSE REQUIREMENTS:

Core Course: (3 credits)

| Course | Course Title | Credits |
|---------------|----------------------------------|----------------|
| ED601 | Introduction to Research Methods | 3 |

Area of Specialization: (33 credits minimum)

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED619 | Introduction to Counseling | 3 |
| ED620 | The Counseling Process: Theory | 3 |
| ED621 | Counseling Process: Individual Practice | 3 |
| ED622 | Group Counseling | 3 |
| ED623 | Dynamics of Individual Behavior | 3 |
| ED624 | Individual and Group Assessment | 3 |
| ED625 | Multicultural Counseling | 3 |
| ED677 | Ethical and Legal Issues in Counseling | 3 |
| ED692 | Practicum in Counseling | 3 |
| ED698 | Internship in Counseling | 3* |

*NOTE: ED698 can be taken twice over one semester for 6 credits or over two semesters.

Comprehensive Written Examination or Praxis II (with the exception of thesis) Annual Performance Review.

Electives: (3 credits)

Any 1 elective selected from the catalog list

Traditional Option: Special Project or Thesis (6 credits)

| Course | Course Title | Credits |
|--------|-----------------------------------|---------|
| ED690 | Special Projects in Counseling or | 3-6 or |
| ED695 | Thesis | 3-6 |

OR

Professional Option in School or Community Counseling: (6 credits)

| School Counseling Concentration | | | OR | Community Counseling Concentration | | |
|---------------------------------|---|---------|----|------------------------------------|--------------------------------------|---------|
| Course | Course Title | Credits | | Course | Course Title | Credits |
| ED678 | Organization and Administration of School Counseling Programs | 3 | | ED679 | Introduction to Community Counseling | 3 |
| ED627 | Career Counseling | 3 | | ED688 | Personality and Mental Health | 3 |

ELECTIVES:

I. PRACTICE:

| Course | Course Title | Credits |
|--------|---------------------------------------|---------|
| ED626 | Prevention and Outreach | 3 |
| ED627 | Career Counseling | 3 |
| ED628 | Family Counseling | 3 |
| ED629 | Psychological Testing | 3 |
| ED674 | Lifespan Transition Counseling | 3 |
| ED675 | Group Counseling Practicum | 3 |
| ED699 | Special Topics in Counselor Education | 3 |

II. RESEARCH:

| Course | Course Title | Credits |
|--------|---------------------------------------|---------|
| ED602 | Qualitative Inquiry in Education | 3 |
| ED603 | Quantitative Analysis | 3 |
| ED699 | Special Topics in Counselor Education | 3 |

or

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

TOTAL

45 CREDIT HOURS

**MASTER OF ARTS IN
ENGLISH**

Dr. Clarisa Quan, Program Chair
English and Communication Bldg., Room 213F
Telephone: 735-2730 Email: risaquan@yahoo.com

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 specialization as well as grounding in current critical theory and practice.

MEMBERS

FLORES, Evelyn, Associate Professor, English
GUGIN, David, Associate Professor, English
HAHM, Hyun-Jong, Assistant Professor, English
SANT, Andrea, Associate Professor, English
QUAN, Clarisa, Associate Professor, English
SANTOS-BAMBA, Sharleen, Associate Professor, English
SCHREINER, Christopher, Professor, English
VEST, Jason, Associate Professor, English

PROGRAM LEARNING OUTCOMES

Students in the MA Program in English will successfully demonstrate the ability to:

- Produce scholarship and interpretation of literatures written in English;
- Exhibit professional competence in research methods and critical theories;
- Investigate diverse literary and media genres, cultural expressions and rhetorical forms;
- Construct, evaluate, and explain creative and/or scholarly literary works;
- 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 and follow the standard application procedures for admission to graduate status and pre-candidate status 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 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. All students will, during the course of their studies, develop a portfolio of their seminar work. This portfolio will be evaluated in order to assess their overall accomplishment.

Candidacy: After the completion of nine credits you may apply for candidacy. With your application to degree candidacy, you will also formulate your prospective thesis committee. Students will be blocked from registering for classes if they have not successfully applied for degree candidacy before enrolling in their fifth class (beyond 12 credit hours).

Candidacy Application: You will need to submit the following documents to the Master's of English Program:

1. Short letter stating your wish to be accepted as a degree candidate in the MA English program.
2. Form A (this is housed at the Graduate Office). Update Form A at the Graduate Office and bring a copy to us.
3. Statement of accomplishments, interest, goals and reasons for wishing to pursue a Master's degree or a CV.
4. A Portfolio of seminar papers (and conference presentation & publications, if any).

Thesis Options: Traditional or Creative

There are two possible thesis options for the M.A. English student. 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. The student will, in consultation with his/her advisor and the Program Chair, decide on a thesis option and an appropriate plan of study, during the first semester of enrollment.

Traditional Thesis

The first option is the traditional M.A. *thesis* of between 45 and 60 pages, representing the culminating effort of the degree program and (6) EN695 credit hours. 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, or linguistic research and criticism and the topic must be approved by the student's thesis committee.

Creative Thesis

The second option is a creative thesis project, which is 6 credits and should be at least 45 to 60 pages in length, representing the culminating effort of the degree program and six (6) EN695 credit hours. 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 topic must be approved by the student's thesis committee.

Flexible Class Schedule

The new 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. Summer seminars will be an integral component of the M.A. curriculum, meeting the needs of teachers on break who are seeking professional development.

Full or Part-Time; Degree and Non-Degree Students

Students may select full-time enrollment status, or part-time, according to their needs, financial situation, and work schedule. See the Graduate Office "Instructions to Applicant" for admission details.

Graduate Writing Seminar

In the M.A. Program in English at the University of Guam, writers 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 University of Guam's Master of Arts Program in English wishes to mentor qualified graduate students by training them to teach composition courses for the Division of English & Applied Linguistics.

Before applying for a GSI position, the interested student must complete 9-12 graduate course hours in DEAL and achieve the status of degree candidate. GSI applicants must also successfully complete "EN611: Seminar in Rhetoric and Composition" and "EN650: Teaching College Composition with Practicum" before applying to teach DEAL composition courses. This 6-credit-hour course sequence may be part of the 9- to 12-credit-hour requirement for candidacy. GSI positions offer English Graduate students valuable university teacher training and experience that will benefit them in all their future career goals.

DEGREE 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 will, during the course of their studies, compile a portfolio of their seminar work to assess their overall accomplishment. All students are required to complete EN 501, 680, and six credits of EN695: Thesis. Students may enroll in their thesis hours concurrently with their final course(s); or, student may enroll in all six (6) credit hours of EN695 during one semester after receiving the approval of their thesis committee.

Students preparing to teach must complete EN611. Students wishing to teach as DEAL Graduate Student Instructors must complete EN611 and EN650. 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.

Required Courses: (6 credit hours)

| Course | Course Title | Credits |
|--------|---|---------|
| EN 501 | Graduate Research and Documentation | 3 |
| EN 680 | Seminar in Contemporary Critical Theory | 3* |

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

| Course | Course Title | Credits |
|--------|---|---------|
| EN 550 | Environmental Literature | 3 |
| EN 560 | Literatures in English | 3* |
| EN 561 | Pacific Women Writers | 3 |
| EN 570 | Literatures in Translation | 3* |
| EN 573 | Modern Japanese Novel in Translation | 3 |
| EN 580 | Literary Theory | 3 |
| EN 611 | Seminar in Composition and Rhetoric | 3 |
| EN 620 | Graduate Writing Seminar | 3* |
| EN 630 | Seminar in English Literature | 3* |
| EN 640 | Seminar in American Literature | 3* |
| EN 650 | Teaching College Composition with Practicum | 3 |
| EN 660 | Seminar in Literatures in English | 3* |
| EN 670 | Seminar in World Literatures in Translation | 3* |
| EN 675 | Seminar in Postcolonial Literatures | 3 |
| EN 691 | Graduate Seminar | 3* |
| EN 699 | Independent Reading | 3 |

Thesis: (6 credit hours)

| | | |
|--------|--------|-----|
| EN 695 | Thesis | 1-6 |
|--------|--------|-----|

TOTAL 30 CREDIT HOURS

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

**MASTER OF ARTS IN
MICRONESIAN STUDIES**
Dr. Todd T. Ames, Program Chair
HSS Bldg., Division Office, 2nd Floor
Telephone: 735-2884 Email: tames@triton.uog.edu

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.

PROGRAM 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.

MEMBERS

AMES, Angeline L.C., Associate Professor, Sociology & Micronesian Studies
AMES, Todd T., Associate Professor, Sociology & Micronesian Studies
ATIENZA, David, Associate Professor, Anthropology
CLEMENT, Michael, Assistant Professor, Micronesian Studies
FARRER, Douglas, Associate Professor, Anthropology
GOETZFRIDT, Nicholas J., Professor, Library Science and Micronesian Studies
HATTORI, Anne Perez, Professor, History and Micronesian Studies
PETERSON, John A., Assistant Vice President, Graduate Studies, Research and Sponsored Programs; Associate Professor, Anthropology
RUBINSTEIN, Donald H., Professor, Anthropology/Public Health and Micronesian Studies
SELLMANN, James D., Dean, College of Liberal Arts and Social Sciences; Professor, Philosophy and Micronesian Studies
STOIL, Michael J., Associate Professor, Political Science
TWADDLE, Iain K.B., Professor, Psychology and Micronesian Studies

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 submit a personal statement in English of up to 1000 words addressing the following:

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

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

- Pro-seminar courses (MI501, MI502, MI503): 9 credits
- Elective courses: 15 credits
- One course in research methodology appropriate to the student's area of research: 3 credits
- Comprehensive written and oral examinations
- Micronesian or appropriate language proficiency examination
- Thesis: 6 credits

LANGUAGE REQUIREMENTS

The language requirement for the M.A. in Micronesian studies is a demonstrated competency in speaking at least one Micronesian language. There are two possible modifications of this rule.

First, students who are native speakers of a Micronesian language, but whose language competency and research interest do not coincide, may be required to demonstrate appropriate competency in the language of the locale of their research interest.

Second, students who intend to conduct research on an exogenous aspect of the colonial experience may substitute a demonstrated research skill in Spanish, German, or Japanese as appropriate.

The student in consultation with the student's advisor and the Program Chair will make decisions concerning the choice of an appropriate language.

COURSE REQUIREMENTS - (33 CREDIT HOURS MINIMUM)

Required Pro-seminar Courses: (9 credit hours)

| Course | Course Title | Credits |
|--------|------------------------------------|---------|
| MI501 | Peoples and Cultures of Micronesia | 3 |
| MI502 | History of Micronesia | 3 |
| MI503 | Contemporary Issues and Problems | 3 |

Required Research Methodology Course: (3 credit hours)

(One course appropriate to student's area of research)

| Course | Course Title | Credits |
|--------|---|---------|
| BI412G | Biometrics | 4 |
| PY413G | Research Methodology in the Behavioral Sciences | 3 |
| MI513 | Research Methodology in Social Sciences | 3 |

Electives: (15 credit hours)

(At least 15 hours selected with the approval of advisor)

| Course | Course Title | Credits |
|---------------|---|----------------|
| AN/SO405G | Community Development | 3** |
| PY413G | Research Methodology in the Behavioral Sciences | 3* |
| PY455G | Psychology of Women | 3* |
| PY502 | Micronesia and Mental Health | 3 |
| BA710 | Advanced Topics in International Business | 3 |
| HI444G | Modern Pacific History from 1850 to Present | 3* |
| HI450G | Topics in Pacific History | 3* |
| MI/EV506 | Physical Geography of Micronesia | 3 |
| MI/PI508 | Micronesian Philosophy | 3 |
| MI510 | Governance of Island Polities | 3 |
| MI512 | Guam/Chamorro Studies | 3 |
| MI514 | Health and Human Adaptation in Micronesia | 3 |
| MI/EV517 | Cultural Ecology | 3 |
| MI518 | Religion, Magic, and Myth in Micronesia | 3 |
| MI520 | Economic Development and Change in Micronesia | 3 |
| MI599a,b,c,d | Readings in Micronesian Studies | 3*** |
| MI691a,b,c,d | Seminar in Micronesian Studies | 3*** |

* = A student shall not take more than 9 credit hours of "G" courses.

** = Either AN405G or SO405G may be taken, but not both.

*** = 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 |
|---------------|---------------------|----------------|
| MI695 | Thesis | 6 |

TOTAL **33 CREDIT HOURS**

GRADUATE CERTIFICATE IN MICRONESIAN STUDIES

OBJECTIVES

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.

REQUIREMENTS:

Required: (9 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| MI501 | Peoples and Cultures of Micronesia | 3 |
| MI502 | History of Micronesia | 3 |
| MI503 | Contemporary Problems and Issues in Micronesia | 3 |

Electives: (6 credit hours)

| Course | Course Title | Credits |
|---------------|---|----------------|
| AN/SO405 | Community Development | 3 |
| BA710 | Advanced Topics in International Business | 3 |
| BI412/G | Biometrics | 3 |
| HI444/G | Modern Pacific History from 1850 to Present | 3 |
| MI/EV506 | Physical Geography of Micronesia | 3 |
| MI/PI508 | Micronesian Philosophy | 3 |
| MI510 | Governance of Island Polities | 3 |
| MI512 | Guam/Chamorro Studies | 3 |
| MI513 | Research Methods in Micronesian Studies | 3 |
| MI514 | Health and Human Adaptation in Micronesia | 3 |
| MI518 | Religion, Magic, and Myth in Micronesia | 3 |
| MI520 | Economic Development and Change in Micronesia | 3 |
| MI599a,b,c,d | Readings in Micronesian Studies | 3*** |
| MI699 | Seminar in Micronesian Studies | 3 |
| PY413G | Research Methodology in the Behavioral Sciences | 3 |
| PY455G | Psychology of Women | 3 |
| PY475G | Micronesia and Mental Health | 3 |

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

TOTAL

15 CREDIT HOURS

**MASTER OF ARTS IN
TEACHING**

Dr. Michelle Santos, Program Chair
School of Education Bldg., Room 208E
Telephone: 735-2412 Email: msantos@triton.uog.edu

OBJECTIVES

The School of Education offers a Masters of Arts in Teaching (MAT) Program designed to prepare graduate students as certified 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 September 01.

PROGRAM LEARNING OUTCOMES

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Prerequisite:

1. Meet all University requirements stated under Academic Regulations.
2. A degree in a field outside of 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. REQUIRED TRANSCRIPT ANALYSIS FORM COMPLETION AND EVALUATION.

3. Praxis I scores of 176 Reading, 173 Writing and 170 Math AND Praxis II Content scores which 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.
1. A written statement of accomplishments, interests, and goals relating to teaching.
2. Admission interview. Entry into the program is contingent on passing this interview with the MAT chair. The MAT Program trains students to work in 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.
2. Maintain an electronic teaching portfolio aligned with the SOE Conceptual Framework, INTASC, NBPTS 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 II scores which meet Guam Teacher Certification requirements in Learning and Teaching (PLT) after the completion of 27 credits and at least one semester before graduation. This is the Comprehensive examination for the degree. REQUIRED BEFORE INTERNSHIP.

COURSE REQUIREMENTS:

Specialization Courses: (27 credit hours)

Foundations/Professional Knowledge

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED605 | Foundations of Secondary Education | 3 |
| ED606 | Child & Adolescent Development | 3 |
| ED607 | Learning Theories | 3 |
| ED655 | Principles and Practices in Special Education | 3 |

Methods/Pedagogical Knowledge

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED641 | Middle/Secondary Reading and Writing in Content Areas | 3 |
| ED683 | Classroom Management | 3 |
| ED608 | Classroom Assessment | 3 |
| ED609 | Instructional Technology in the Secondary classroom | 3 |
| ED616 (a – j) | Secondary Teaching Methods | 3 |

Field Experience: (6 credit hours)

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| ED698 | Teaching Internship | 6 |

Students choose either a Research preparation and a Practitioner preparation

Project Track: (9 credit hours)

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| ED617 | Action Research | 3 |
| ED690 | Special Project | 6 |

or

Practitioner Track: (9 credit hours)

| Course | Course Title | Credits |
|---------------|------------------------|----------------|
| ED692 | Practicum | 1/1/1 |
| ED615 | Diversity in Education | 3 |
| ED617 | Action Research | 3 |

TOTAL

42 CREDIT HOURS

Schedule Format

Courses are taught in terms with the length of each term. The first year of the program (Certification courses) mixes theory and practice with both philosophical foundations and field experiences in secondary classrooms. Coursework begins with three eight-week terms (October – May) and two four-week terms during the summer (June – August). Students must complete a ten-hour field experience requirement each term that is aligned with the courses each term. In addition, all courses are a blend of face-to-face and online interaction. The second year of the program follows the traditional UOG calendar for Fall and Spring semesters which focuses on the final Teaching Internship with the MAT student employed as teacher with a University faculty supervising the classroom instruction periodically throughout the term. Sound and ethical research practices are also introduced this term.

AY 2016-2017 COURSE SCHEDULE

YEAR 1

Required Orientation: Oct 08, 2016, 9:00am SOE

Term 1 Oct 15 – Dec 10, 2016

| Course | Course Title | Credits |
|---------------|------------------------------------|----------------|
| ED605 | Foundations of Secondary Education | 3 |
| ED683 | Classroom Management | 3 |

Term 2 Jan 14 – March 4, 2017

| Course | Course Title | Credits |
|---------------|----------------------------|----------------|
| ED607 | Learning Theories | 3 |
| ED616 | Secondary Teaching Methods | 3 |

Term 3 March 18 – May 13, 2017

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED655 | Principles and Practices in Special Education | 3 |
| ED608 | Classroom Assessment | 3 |

Term 4 May 30 – June 30, 2017

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED606 | Child & Adolescent Development | 3 |
| ED609 | Instructional Technology in the Secondary classroom | 3 |

YEAR 2

Term 5 Aug 19 – Dec 07, 2017

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| ED698 | Teaching Internship | 6 |
| ED617 | Action Research | 3 |

Term 6 Jan 20 – May 11, 2018

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| ED690 | Special Project | 6 |

Commencement: May 20, 2018

GRADUATE CERTIFICATE IN TEACHING

OBJECTIVES

The School of Education offers a Certificate in Teaching designed to prepare graduate students as certified 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 UOG Masters in Teaching (MAT) program in accordance with UOG Graduate School rules and regulations.

Prerequisite:

1. Meet all University requirements stated under Academic Regulations.
2. A degree in a field outside of 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. **REQUIRED TRANSCRIPT ANALYSIS FORM COMPLETION AND EVALUATION.**
3. Praxis I scores of 176 Reading, 173 Writing and 170 Math or Praxis Core Reading 156, Writing 162, and Math 150. Additionally required: Praxis Subject Assessment scores which 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 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.
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 21 credits and at least one semester before graduation. This is the Comprehensive examination for the degree. REQUIRED BEFORE INTERNSHIP.

COURSE REQUIREMENTS:

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED605 | Foundations of Secondary Education | 3 |
| ED606 | Child and Adolescent Development | 3 |
| ED607 | Learning Theories | 3 |
| ED608 | Classroom Assessment | 3 |
| ED616 | Secondary Teaching Methods (A-J accepted) | 3 |
| ED655 | Principles and Practices in Special Education | 3 |
| ED683 | Classroom Management | 3 |
| ED698 | Teaching Internship | 6 |

TOTAL

27 CREDIT HOURS

Schedule Format

Courses are taught in terms with the length of each term varying. The first year of the program (Certification courses) mixes theory and practice with both philosophical foundations and field experiences in secondary classrooms. Coursework begins with three eight-week terms (October – May) and one four-week term during the summer. Students must complete a ten-hour field experience requirement each term that is aligned with the courses each term. In addition, all courses are a blend of face-to-face and online interaction.

Term five focuses on the final Teaching Internship with the student employed as teacher with a University faculty supervising the classroom instruction periodically throughout the term.

AY 2016-2017 COURSE SCHEDULE

YEAR 1

Required Orientation: Oct 08, 2016, 9:00am SOE

Term 1 Oct 15 – Dec 10, 2016

| Course | Course Title | Credits |
|---------------|------------------------------------|----------------|
| ED605 | Foundations of Secondary Education | 3 |
| ED683 | Classroom Management | 3 |

Term 2 Jan 14 – March 4, 2017

| Course | Course Title | Credits |
|---------------|----------------------------|----------------|
| ED607 | Learning Theories | 3 |
| ED616 | Secondary Teaching Methods | 3 |

Term 3 March 18 – May 13, 2017

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED655 | Principles and Practices in Special Education | 3 |
| ED608 | Classroom Assessment | 3 |

Term 4 May 30 – June 30, 2017

| Course | Course Title | Credits |
|---------------|--------------------------------|----------------|
| ED606 | Child & Adolescent Development | 3 |

YEAR 2

Term 5 Aug 19 – Dec 07, 2017

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| ED698 | Teaching Internship | 6 |

MASTER OF EDUCATION
School of Education Bldg., Room 210
Telephone: 735-2400

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

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

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

OBJECTIVES

The School of Education offers a Master of Education program with five (5) areas of specialization, all of which are designed to prepare students for advanced roles in the field of Education:

- A. Administration and Supervision (33 credits)
- B. Reading (36 credits or 45 credits thesis/special project option)
- C. Secondary Education (33 credits)
- D. Special Education (33 credits)
- E. Teaching English to Speakers of Other Languages (TESOL): (33 credits)

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

**PREREQUISITE FOR ADMISSION AND CONTINUING REQUIREMENTS
FOR SCHOOL OF EDUCATION:**

Applicants must meet all University requirements stated in the Academic regulations of this catalog, 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 Electronic Portfolio on LiveText to the Admission Committee to include the following:
 - a. an essay, between 300-500 words, of accomplishments, interests, and goals relating to education.
 - b. three School of Education dispositions rubrics to be completed by two School of Education faculty and one current/former employer or school site administrator or master teacher.
3. A completed Form-A

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 such as admission to candidacy, midpoint, and exit. All candidates must pass the PRAXIS II in their content area 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 <http://www.gcec.guam.gov>.

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.

**MEd Specialization in:
ADMINISTRATION AND SUPERVISION**
Dr. Geraldine S. James, Program Chair
School of Education Bldg., Room 208G
Telephone: 735-2403 Email: gjames@triton.uog.edu

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, US mainland, and international P-12 school settings.

PROGRAM LEARNING OUTCOMES

Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard 4: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal **consequences of decision making** in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

SPECIFIC PREREQUISITE:

Students who wish to be admitted to this specialization must have an undergraduate degree in Professional Education, or its equivalent as approved by the School of Education

REQUIREMENTS:

Core Courses: (9 credit hours)

| Course | Course Title | Credits |
|--------|--------------------------------------|---------|
| ED601 | Introduction to Research Methods | 3 |
| ED602 | Qualitative Inquiry in Education, or | 3 |
| ED603 | Quantitative Analysis | 3 |

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 |
|--------|--------------------------------------|---------|
| ED610 | School Leadership and Administration | 3 |
| ED611 | School Personnel Management | 3 |
| ED612 | School Law | 3 |
| ED613 | School Financial Management | 3 |
| ED698 | Internship | 3 |

Thesis or Graduate Special Project: (6 credit hours)

| Course | Course Title | Credits |
|--------|------------------------------------|---------|
| ED695 | Thesis | 3 / 3 |
| or | | |
| ED690 | Graduate Special Project | 3 |
| ED699 | Graduate Special Project: Elective | 3 |

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 <http://www.gcec.guam.gov> (Required for all students)

TOTAL

33 CREDIT HOURS

MEd Specialization in:
READING
ONLINE PROGRAM
Dr. Catherine E. Stoicovy, Program Chair
Telephone: 735-2400 Email: cstoicovy@triton.uog.edu

OBJECTIVES:

The School of Education offers a Master Degree with 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. Our 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.

MEMBERS:

Catherine Stoicovy, Professor of Reading
Yukiko Inoue-Smith, Professor of Foundations and Educational Research
Lourdes Ferrer, Professor of Teacher Education and Public Service
Jacquelyn Cyrus, Assistant Professor of Instructional Technology

PROGRAM LEARNING OUTCOMES

Upon completion of the program, graduates will be able to:

- Articulate the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Facilitate professional learning and leadership as a career-long effort and responsibility.

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. For additional information about the Reading Program, visit our website at:
http://www.uog.edu/dynamicdata/SOE_MA_Ed_Reading.aspx?siteid=1&P=1112#reading_online

REQUIREMENTS:

Core Courses: (*3 or 6 credit hours)

| Course | Course Title | Credits |
|--------|----------------------------------|---------|
| ED601 | Introduction to Research Methods | 3 |
| ED602 | Qualitative Inquiry in Education | 3, |
| or | | |
| ED603 | Quantitative Analysis | 3 |

*(ED602 or ED603 required only for students who wish to complete a thesis or special project)

Area of Specialization: (30 credit hours)

| Course | Course Title | Credits |
|--------|---|---------|
| ED484G | The Art and Craft of Teaching Writing | 3 |
| ED640 | Language and Literacy Development | 3 |
| ED641 | Middle/Secondary Reading and Writing in the Content Areas | 3 |
| ED642 | Seminar in Literature for Children and Young Adults | 3 |
| ED643 | Practicum: Literacy Assessment | 3 |
| ED644 | Practicum: Literacy Instructional Lab | 3 |
| ED645 | Advanced Methods in PK-12 School Literacy | 3 |
| ED646 | Organization and Supervision of Reading Programs | 3 |
| ED647 | Issues and Research in Literacy Education | 3 |
| ED649 | Capstone Seminar in Language and Literacy | 3 |

Technology and Literacy: (3 credit hours)

| Course | Course Title | Credits |
|--------|----------------------------|---------|
| ED638 | Teaching with the Internet | 3 |

Thesis or Special Project: (6 credit hours)

| Course | Course Title | Credits |
|--------|---------------------|---------|
| ED690 | Special Project, Or | 6, |
| ED695 | Thesis | 6 |

*(ED690 or ED695 required only for those students who wish to complete a thesis or special project)

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*.

TOTAL **36 CREDIT HOURS**
 (For students who do not choose to complete a thesis/special project)

TOTAL **45 CREDIT HOURS**
 (For students who choose to complete a thesis or special project)

**MEd Specialization in:
SECONDARY EDUCATION**
Dr. Cheryl Sanguenza, Program Chair
School of Education Bldg., Room 2081
Telephone: 735-0241 Email: csanguenza@triton.uog.edu

OBJECTIVES:

The School of Education offers a Master's Degree specialization in Secondary Education. This specialization is designed for teachers in the secondary schools on Guam or in a multicultural environment.

PROGRAM LEARNING OUTCOMES

Five Core Propositions underscored the accomplished teacher's commitment to advancing student achievement. Together, the propositions form the basis of all [National Board Standards](#) and the Learning Outcomes for this program.

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.

REQUIREMENTS:

Core Courses: (6 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| ED601 | Introduction to Research Methods | 3 |
| Or | | |
| ED617 | Action Research (pending advisor's approval) | 3 |
| AND | | |
| ED602 | Qualitative Inquiry in Education | 3 |
| Or | | |
| ED603 | Quantitative Analysis | 3 |

Elective Courses in Education: (6 credit hours)

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED612 | School Law | 3 |
| ED641 | Middle/Secondary Reading and Writing in Content Areas | 3 |
| ED670 | Effective Middle Schools | 3 |
| ED671 | Critical Issues in Secondary Schools | 3 |
| ED672 | Philosophy of Education | 3 |

Graduate Level course from any college with the approval of program faculty.

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 <http://www.gcec.guam.gov> (Required for all students) and Oral Examination.

Thesis or Special Project: (6 credit hours)

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| ED691 | Overview Seminar | 3 |
| AND | | |
| ED690 | Special Project | 3 |
| Or | | |
| ED695 | Thesis | 3 |

TOTAL

33 CREDIT HOURS

**MEd Specialization in:
SPECIAL EDUCATION
(Professional Track *or* Research Track)
Dr. Suzanne Bells-McManus, Program Chair
School of Education Bldg., Room 210F
Telephone: 735-2430 Email: suzannebm@triton.uog.edu**

OBJECTIVES

The School of Education offers a Master’s Degree in Education (M.Ed) with a specialization in the field of Special Education. The program is designed to develop highly qualified, advance level professionals in Special Education who serve the Guam community and the greater Pacific region.

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 9 hours of undergraduate coursework prior to enrolling in the program. The Program Coordinator must approve the program of study (Form A) prior to the start of the program for all students.

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 6 Terms each year – Term 1&2 (Fall Semester 2-8 week sessions), Terms 3&4 (Spring Semester 2-8 week sessions) and Term 5&6 (Summer Sessions 2-4 week sessions). Classes are generally held on weekends in the Fall and Spring, and on weekdays during the Summer. 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,

REQUIREMENTS:

Core Course: (9 credit hours)

| Course | Course Title | Credits |
|---------------|----------------------------------|----------------|
| ED601 | Introduction to Research Methods | 3 |
| ED654 | Multicultural Special Education | 3 |
| ED602 | Qualitative Inquiry in Education | 3 |
| or | | |
| ED603 | Quantitative Analysis | 3 |

Area of Specialization: (15 credit hours)

Students will develop their area of specialization as they develop their Form-A with the Approval of Program Coordinator

Electives: (3 credit hours)

Student selects 1 graduate course with the Approval of Program Coordinator. Options

Research Track

Thesis or Special Project: (6 credit hours)

| Course | Course Title | Credits |
|----------------------|---|----------------|
| ED691 | Overview Seminar | 3 |
| ED690 or ED695 | Special Project (Capstone Course) Thesis (Capstone Course) | 3 3 |

Non Thesis Track: (6 credit hours)

| Course | Course Title | Credits |
|---------------|------------------------------------|----------------|
| ED691 | Overview Seminar (Capstone Course) | 3 |
| ED698 | Internship in Special Education | 3 |

TOTAL **33 CREDIT HOURS**

**MEd Specialization in:
TESOL**
(Teaching English to Speakers of Other Languages)
Dr. Evelyn Doman, Program Chair
School of Education Bldg., Room 208J
Telephone: 735-2406 Email: domane@triton.uog.edu

OBJECTIVES:

The School of Education offers a Master's Degree 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 classroom as professionals,
2. To provide a theoretical base which would enrich the formation of 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 trainers.

PROGRAM LEARNING OUTCOMES

Domain 1 – Language.

Standard 1.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.

Standard 1.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.

Domain 2 – Culture.

Standard 2. 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.

Domain 3 – Instruction.

Standard 3.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.

Standard 3.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.

Standard 3.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.

Domain 4 – Assessment.

Standard 4.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.

Standard 4.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.

Standard 4.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.

Domain 5 – Professionalism.

Standard 5.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.

Standard 5.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.

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. Coursework:
LN300 Introduction to Linguistics (or equivalent)
LN385 Structure of the English Language (or equivalent)
4. A teaching certificate for those wishing to teach at the elementary or secondary levels.

OPTION A: THESIS / SPECIAL PROJECT

REQUIREMENTS:

Core Course: (6 credit hours)

| Course | Course Title | Credits |
|---------------|----------------------------------|----------------|
| ED601 | Introduction to Research Methods | 3 |
| ED602 | Qualitative Inquiry in Education | 3 |
| or | | |
| ED603 | Quantitative Analysis | 3 |

Electives: (3 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| ED634 | Instructional Interactive Multimedia | 3 |
| ED636 | Utilizing Media Resources in Instruction | 3 |
| ED637 | Integrating Technology in the Curriculum | 3 |
| ED638 | Teaching with the Internet | 3 |

Area of Specialization: (18 credit hours)

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED481G | Second Language Teaching Methodology | 3 |
| LN400G/ED660 | Applied Linguistics | 3 |
| ED661 | Second Language Curriculum Theory & Development | 3 |
| LN/ED662 | Second Language Testing and Evaluation | 3 |
| ED692 | Practicum: TESOL | 3 |
| ED673 | Inclusion of Linguistically Diverse Students | 3 |

Thesis or Special Project: (6 credit hours)

| Course | Course Title | Credits |
|---------------|------------------------|----------------|
| ED690 | Special Project: TESOL | 6 |
| or | | |
| ED695 | Thesis: TESOL | 6 |

Capstone Portfolio and PRAXIS II English to Speakers of Other Languages 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 <http://www.geec.guam.gov> (Required for all students)

TOTAL

33 CREDIT HOURS

OPTION B: NON-THESIS

REQUIREMENTS:

Core Course: (6 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| ED669 | Culture and Its Influence on Education | 3 |
| ED601 | Introduction to Research Methods | 3 |

Electives: (9 credit hours)

3 credits from:

| Course | Course Title | Credits |
|---------------|--|----------------|
| ED634 | Instructional Interactive Multimedia | 3 |
| ED636 | Utilizing Media Resources in Instruction | 3 |
| ED637 | Integrating Technology in the Curriculum | 3 |
| ED638 | Teaching with the Internet | 3 |

6 credits from TESOL courses or other UOG graduate programs with approval of the Program Chair. Students are encouraged to consider coursework in language and literacy as an area particularly relevant to second language instruction and development

Area of Specialization: (21 credit hours)

| Course | Course Title | Credits |
|---------------|---|----------------|
| ED481G | Second Language Teaching Methodology | 3 |
| LN400G/ED660 | Applied Linguistics | 3 |
| ED661 | Second Language Curriculum Theory and Development | 3 |
| LN/ED662 | Second Language Testing and Evaluation | 3 |
| ED667 | Reading and Writing for the Second Language Student | 3 |
| ED673 | Inclusion of Linguistically Diverse Students | 3 |
| ED692 | Practicum: TESOL | 3 |

Capstone Portfolio and PRAXIS II English to Speakers of Other Languages 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 <http://www.geec.guam.gov> (Required for all students)

TOTAL

33 CREDIT HOURS

**MASTER OF
PUBLIC ADMINISTRATION**
Dr. John J. Rivera, Program Chair
Telephone: 735-2501/2520 Email: jrivera@triton.uog.edu

OBJECTIVES

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

MEMBERS

AGUON, Ronald B., Assistant Professor, Legal Studies
COLFAX, RICHARD S., Professor, Human Resource Management and Management
CRISOSTOMO, Doreen T., Associate Professor, Accounting
HO, Kevin K.W., Associate Professor, Management Information Systems
JONES, Roseann M., Professor, Economics
LAW, Wai Kim., Professor, Management
McNINCH-SU, Ronald L., Associate Professor, Public Administration
RIVERA, John J., Assistant Professor, Public Administration
RUANE, Maria Claret, Professor, Economics
TRAHIN-PEREZ, Karri, Associate Professor, Global Resources Management
WALTER, Ansito, Associate Professor, Public Administration

PROGRAM 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).

NON-DEGREE STATUS

Students on non-degree status may take any graduate level public administration course; however, no more than twelve credits may apply towards the degree program. Students with a non-degree status may not enroll for PA692, Practicum or PA695, Thesis.

PROGRAM LEARNING OUTCOMES

General knowledge:

- PLO 1: Demonstrate an advanced understanding of the various roles of professional managers in the public and non-profit sectors.
- PLO 2: Demonstrate applied leadership and teamwork skills.
- PLO 3: Demonstrate critical thinking, analytical and research skills in solving real world problems in public administration.
- PLO 4: Demonstrate an applied real world understanding of public policy process.
- PLO 5: Demonstrate advanced proficiency in information technology, and communication skills.
- PLO 6: Demonstrate an advanced understanding of local, regional and global environments and their relevance to public administration.
- PLO 7: Demonstrate an understanding of ethical, professional, and socially responsible behavior.

DEGREE REQUIREMENTS

The Master of Public Administration program has three sequential stages: 1) Core Courses, 2) Elective Courses, and 3) Capstone experience. The capstone course shall only be taken in the student's graduating semester. All pre-service students must take PA598 as an elective.

Core Courses: (24 credit hours)

| Course | Course Title | Credits |
|--------|--|---------|
| PA501 | Applied Research Methodology | 3 |
| PA510 | Administrative Thought | 3 |
| PA525 | Public Budgeting | 3 |
| PA530 | Public Management | 3 |
| PA535 | Intergovernmental Relations | 3 |
| PA540 | Administrative Law | 3 |
| PA560 | Leadership and Social Responsibility of Organizations | 3 |
| PA570 | Special Topics in Public Personnel Administration | 3 |
| (a-e) | a) Policy; b) Sanctions; c) Employment Law; d) Organizations; e) Systems | |

Elective Courses: (6-9 credit hours)

| Course | Course Title | Credits |
|---------|---|---------|
| PA526 | Private Enterprise and Public Policy | 3 |
| PA545 | Organizational Behavior and Theory | 3 |
| PA550 | Comparative Public Administration | 3 |
| PA561 | Public Planning | 3 |
| PA565 | Public Contracting and Procurement Policies and Practices | 3 |
| PA598* | Internship | 3 |
| PA690** | Special Project | 3 |

*Required of all pre-service students.

**May be taken multiple times only with the expressed written consent of the MPA Program Coordinator

Capstone Experience: (3-6 credit hours)

| Course | Course Title | Credits |
|--------|---------------|---------|
| PA692 | Practicum, or | 3 or |
| PA695 | Thesis | 6 |

**Either PA692 Practicum or PA695 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.

TOTAL

36 CREDIT HOURS

**MASTER OF SCIENCE IN
BIOLOGY
Marine Laboratory
Telephone: 735-2175/6**

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:

- Demonstrate ability to analyze data and design experiments using standard statistical procedures.
- Demonstrate ability to write technical scientific reports and articles.
- Demonstrate knowledge of basic organismal and ecological principles.
- Demonstrate knowledge of basic cellular and molecular-level principles.
- Demonstrate knowledge of the latest advances in a variety of fields in biology.
- Demonstrate ability to conceive, conduct and report original research.
- Demonstrate the ability to disseminate scientific concepts and research findings in a variety of formats (e.g., written and oral).

MEMBERS

BIGGS, Jason, Associate Professor, Molecular Ecology
CAMACHO, Frank, Associate Professor, Freshwater Biology
DENTON, Gary, Professor, Environmental Toxicology
DONALDSON, Terry, Associate Professor, Ichthyology
FIEDLER, Curtis, Assistant Professor, Biology
GHOSH, Subir, Associate Professor, Biology
HOUK, Peter, Assistant Professor, Marine Biology
KERR, Alexander, Associate Professor, Marine Biology
LINDSTROM, Dan, Assistant Professor, Freshwater Biology
LOBBAN, Christopher, Professor Emeritus, Biology
MARLER, Thomas, Professor, Pomology
MILLER, Ross, Professor, Entomology
MOOTS, Kate A., Associate Professor, Biology
RAYMUNDO, Laurie, Associate Professor, Marine Biology
RIGHETTI, Tim, Associate Professor, Biology
SCHILS, Tom, Associate Professor, Marine Biology
YANG, Jian, Associate Professor, Food Science

ADMISSION REQUIREMENTS

Students accepted as pre-candidates by the University Graduate School may apply for admission to the Biology Program. This can be done concurrently when submitting the initial application. Specifically one must do the following in order to achieve candidacy:

- A. Completed all the pre-requisites for the program; (1) term (semester or quarter) of Calculus, two (2) terms of Physics or Geology, four (4) terms of Chemistry and four (4) terms of Biology, of which at least two (2) are upper division. 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.
- B. Submit three letters of reference to the Graduate Biology Program Chair from academics or professionals who are familiar with the student's qualifications.
- C. Establish a thesis committee that 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.

Applicants must then complete and submit Form A (steps on how to do this are given on the Program website) which is then signed by the Graduate Biology Program Chair and Assistant Vice President for Graduate Studies, Research and Sponsored Programs. It is advised that Form A is submitted before completion of 12 credit hours of graduate courses so that these courses count towards graduation.

DEGREE REQUIREMENTS

Students enrolled in the Graduate Biology Program are required to complete all coursework and the degree requirements within seven (7) 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 7-year rule (a definition of this rule is in the General Admission Requirements section).

Course requirements

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 (6) hours of Thesis Research (BI695). A maximum of six credit hours may be accepted in related graduate-level courses. Graduate students must maintain a B average (3.0) and make no more than one grade of C (2.0) or lower to be admitted to the degree program. Once admitted, students must meet the same criteria in order to continue in the Program. A student whose cumulative grade-point average (GPA) falls 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 Admissions and Records Office.

Required Courses: (20 credit hours)

| Course | Course Title | Credits |
|----------|--|---------|
| BI/EV507 | Advanced Statistical Methods | 4 |
| BI503 | Biological Literature and Scientific Writing | 2 |
| BI505 | Advances in Tropical Ecology | 3 |
| BI520 | Current Topics in Cellular Biology | 3 |
| BI691 | Seminar (1) at least twice | 2 |
| BI695 | Thesis | 6 |

Electives: (at least 10 credit hours)

TOTAL

30 CREDIT HOURS

Thesis

The first step is the preparation and defense of a thesis proposal, which must be done within 12 months of entering the Program. The proposal consists of a written document outlining the proposed thesis work. This document is edited and approved by the student's thesis committee and should comprise an Introduction, Methods, and Literature Cited sections. Guidelines for the thesis proposal are available on the Program website. Oral defense of the approved proposal is via a public seminar open to the University community.

The student must write and successfully defend (via an oral exam) original research in the form of a thesis approved by the thesis committee. The thesis committee, especially the thesis committee chairperson, guides the student throughout the development of the research problem, data acquisition and analysis, and writing the thesis.

On completion of the thesis students are then required to pass the oral exam. Should the student fail this exam they can take it a second time. Two failures on this examination will result in the student being dismissed from the Program.

**MASTER OF SCIENCE IN
CLINICAL PSYCHOLOGY**
Dr. Iain K. B. Twaddle, Program Chair
HSS Bldg., Room 219E
Telephone: 735-2882 Email: isa@ug Guam.uog.edu

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:

- 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.
- 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.
- 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.
- Competence in conducting clinical research examining mental health issues in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

MEMBERS

EHLERT, Michael B., Associate Professor, Psychology
FLEMING, Paul F. J., Associate Professor, Clinical Psychology
KAWABATA, Yoshito, Associate Professor, Psychology
SMITH, Kyle D., Professor, Psychology
TWADDLE, Iain K. B., Professor, Clinical Psychology and Micronesian Studies

ADMISSION REQUIREMENTS

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):
 - MA385 Applied Statistics
 - PY370 Introduction to Clinical Psychology
 - PY420 Abnormal Psychology
 - PY413 Research Methodology in the Behavioral Sciences
 - PY492a Psychology Practicum: Individual Counseling Skills
 - PY492b Psychology Practicum: Child, Family, and Group Counseling Skills
3. A personal statement of no more than 1000 words addressing the following:
 - a. An autobiographical sketch outlining the applicant's personal, professional, and academic experiences that have prepared him/her to pursue graduate training in clinical psychology.
 - b. A discussion of why the applicant is applying specifically to UOG's Master of Science in Clinical Psychology, highlighting aspects of the program that most attracts him/her.
 - c. A description of the research topic the applicant would like to explore in his/her master's thesis and the academic and/or professional experiences that have prepared him/her to study that topic.
4. Special consideration will be given to applicants with experience in psychological research (e.g., senior honors thesis, research assistantships, research publications, and/or conference presentations) and clinical psychology practice (e.g., undergraduate psychology practica, professional employment, volunteer work).
5. Because the program focuses on training individuals to provide psychological services in Guam and the Micronesian region, special consideration will be given to applicants with a basic knowledge of Guam and/or Micronesia gained through undergraduate or graduate coursework, research, or professional work experience. Special consideration will also be given to applicants who demonstrate interest in conducting research and clinical service in the region.
6. Top candidates will be invited for an interview with at least two of the program faculty.
7. Non-degree students will be admitted into program courses only by permission of the course instructor and the Clinical Psychology Master's Program Chair.

DEGREE REQUIREMENTS

1. Students must complete a total of 52 credit hours, including 46 credits of required courses and 6 credits of thesis.
2. Students must complete each required course with a grade of B or higher. Students who receive a grade of C or lower in a required course must petition to be permitted to repeat the course. Students must maintain a minimum GPA of 3.0 for all graduate coursework.
3. Students must pass comprehensive written and oral examinations after completion of all required coursework (with the exception of thesis and internship).

4. Students must maintain the ethical principles of psychologists as outlined by the American Psychological Association in the most recent version of the *Ethical Principles of Psychologists and Code of Conduct*.
5. Students must complete a minimum of 20 hours of personal therapy prior to graduation.

COURSE REQUIREMENTS – (52 CREDIT HOURS MINIMUM)

Clinical Psychology Core Course Series: (12 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| PY501 | Ethical, Legal, and Professional Issues in the Practice of Clinical Psychology | 3 |
| PY502 | Micronesia and Mental Health | 3 |
| PY503 | Psychopathology and Psychodiagnosis | 3 |
| PY504 | Topics in Clinical Psychology | 3 |

Research Methods: (6 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| PY511 | Research Methods in Clinical Psychology I: Research Design | 3 |
| PY512 | Research Methods in Clinical Psychology II: Statistics | 3 |

Clinical Assessment: (6 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| PY521 | Clinical Assessment I: Adult | 3 |
| PY522 | Clinical Assessment II: Child and Adolescent | 3 |

Clinical Interventions: (12 credit hours)

| Course | Course Title | Credits |
|---------------|--|----------------|
| PY641 | Clinical Intervention I: Cognitive-Behavioral Therapy | 3 |
| PY642 | Clinical Intervention II: Child and Adolescent Therapy | 3 |
| PY643 | Clinical Intervention III: Family Systems Therapy | 3 |
| PY644 | Clinical Intervention IV: Existential-Humanistic Therapy | 3 |

Graduate Practicum: (4 credit hours)

| Course | Course Title | Credits |
|---------------|---|----------------|
| PY692a | Graduate Practicum in Clinical Psychology I | 1 |
| PY692b | Graduate Practicum in Clinical Psychology II | 1 |
| PY692c | Graduate Practicum in Clinical Psychology III | 1 |
| PY692d | Graduate Practicum in Clinical Psychology IV | 1 |

Internship: (6 credit hours)

| Course | Course Title | Credits |
|---------------|--------------------------------------|----------------|
| PY698a | Internship in Clinical Psychology I | 3 |
| PY698b | Internship in Clinical Psychology II | 3 |

Thesis: (6 credit hours)

| Course | Course Title | Credits |
|---------------|---------------------|----------------|
| PY695a | Thesis I | 3 |
| PY695b | Thesis II | 3 |

TOTAL

52 CREDIT HOURS

**MASTER OF SCIENCE DEGREE IN
ENVIRONMENTAL SCIENCE PROGRAM**

(Research or Professional Course)

Dr. Joseph D. Rouse, Program Chair

WERI Bldg., Room 112

Telephone: 735-2691 Email: rousej@triton.uog.edu

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 College of Natural and Applied Sciences, the Water and Environmental Research Institute of the Western Pacific, the Marine Laboratory, and the College of Liberal Arts and Social Sciences. Specific objectives of the program include seeking answers to environmental questions, especially those arising in the developing island nations of the Pacific; promoting needed educational and service projects in Western Pacific island communities; and equipping graduates with the knowledge and skills needed for sound scientific inquiry and professional practice, and a solid understanding and commitment to professional ethics.

PROGRAM LEARNING OUTCOMES

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

- Demonstrate ability to analyze data and design experiments using standard statistical procedures.
- Demonstrate ability to write technical scientific reports and articles.
- Demonstrate knowledge of basic biological and ecological principles.
- Demonstrate knowledge of basic geosciences and engineering principles.
- Demonstrate knowledge of management and management and environmental resources.
- Demonstrate knowledge of environmental impact assessment.
- Demonstrate knowledge of current topics and research activities related to environmental science in the literature and in Guam.
- Demonstrate ability to conceive, conduct and report original research.

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.

MEMBERS

DENTON, Gary R.W., Professor, Environmental Toxicology
GOLABI, Mohammad H., Professor, Soil Science
GONG, Hui, Associate Professor, Aquaculture
HABANA, Nathan C., Asst. Professor, Groundwater Hydrology
HOUK, Peter, Assistant Professor, Marine Biology
JENSON, John W., Professor, Environmental Geology
JONES, Roseanne M., Professor, Economics
KERR, Alexander, Associate Professor, Marine Biology
KHOSROWPANA, Shahram, Professor, Engineering
LANDER, Mark A., Assistant Professor, Meteorology
McCONNELL, James, Professor, Ornamental Horticulture
MILLER, Ross H., Professor, Entomology
MOORE, Aubrey, Associate Professor, Entomology

PETERSON, John A., Associate Professor, Anthropology
RAYMUNDO, Laurie, Associate Professor, Marine Biology
RIGHETTI, Timothy L., Associate Professor, Biology
ROUSE, Joseph D., Associate Professor, Environmental Engineering
WEN, Yuming, Associate Professor, Geographic Information Systems

ADMISSION REQUIREMENTS

General Admission Requirements:

Applicants must first meet the Graduate Admission Standards for pre-candidacy as described on page 10 of this *Graduate Bulletin*. Once admitted for pre-candidacy by the University Graduate Studies 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: three letters of recommendation, 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 or rejection of the application to the Program Chair. Upon approval by the Chair, the applicant is admitted to the program.

Background and Performance Guidelines.

The Environmental Science Program is built around three component disciplines: Biology-Ecology, Geoscience-Engineering, and Management. Applicants are expected to have backgrounds related to at least one of these three disciplines. Related backgrounds are broadly defined. For example, for Biology-Ecology, related disciplines 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, and the earth, oceanographic, and atmospheric sciences. Relevant disciplines also include engineering and applied sciences, particularly civil or mechanical engineering, applied mathematics, statistics, and computer science. Management-related backgrounds include economics, business, management, law, or 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 may therefore be waived by the Program Chair on the recommendation of the Recruiting and Admission Committee, based on its confidence that the applicant will nevertheless be able to successfully complete the core requirements (described in the section titled "Degree Requirements," below). Applicants who have taken the prerequisite courses listed below, however, should have no grade lower than a C in any of the courses listed for their discipline of interest. An applicant who does not meet these grade criteria may be admitted to the program on a provisional basis, however, 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 hours of environmental science courses approved in advance by the student's advisor, with grades of B or better in each of them, and has demonstrated to the satisfaction of the Recruiting and Admission Committee and the Program Chair that he or she has remedied whatever deficiencies the committee identified when it recommended provisional admission.

Recommended prerequisites

Biology-Ecology

Math: 2 semesters calculus

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

Math: 2 semesters calculus

Physics: 2 semesters general physics with lab

Chemistry: 2 semesters general chemistry with lab

Biology: 1 semester biological/life science

Economics-Management

Math: 2 semesters calculus

Physics: 1 semester general physics

Chemistry: 1 semester general chemistry

Biology: 1 semester biological/life science

Economics & business: 1 semester microeconomics + 1 semester intro to business or public administration

DEGREE REQUIREMENTS

Upon admission, 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 Assistant Vice President for Graduate Studies & Sponsored Programs. 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, as described below. 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.

COURSE REQUIREMENTS

The Core Requirement

The University of Guam's graduate Environmental Science Program is a rigorous and challenging program, designed to produce graduates 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: The "inner core" is three courses totaling nine hours, centered on the essential skills of scientific thought and practice and the basic tools of applied environmental science. Scientific Competence & Integrity (EV/BI508, 3 credit hours) addresses critical thinking, the defining methods of science and the evolution of scientific thought and practice, problems associated with the application of science to public problems, both past and present, and historical and contemporary ethical issues in scientific and professional practice. The other two courses are "tools" courses: Advanced Statistical Methods (EV/BI507, 4 credit hours), which equips students with quantitative skills for rigorous experimental design and interpretation. Biological Literature & Scientific Writing (BI503, 2 credit hours) provides rigorous training in scientific writing. Building on these basic courses, is an "outer core" of three three-hour courses in each of the three sub-disciplines—biology-ecology, geosciences-engineering, and economics-management. Students take all three of these courses, irrespective of which sub-discipline they choose for their concentration. This suite of courses, thus equips each student with the essential knowledge and skills from each of the three sub-disciplines that define environmental science. Finally, students admitted to the program must demonstrate proficiency in spoken English and presentation skills to the satisfaction of the program admissions committee. If, however, if the advisory committee determines that the student would benefit from additional formal instruction in oral presentation it may recommend Environmental Literature & Scientific Presentation (EV504, 1credit hour) in addition to the minimum requirements.

The Elective Requirement

Beyond the core, each student must complete at least 3 elective courses, totaling at least 9 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.

The Capstone Requirement

For the research thesis or professional thesis options, the capstone requirement is 6 hours of thesis (EV695, EV690) credit. For the internship option, the capstone requirement is 6 hours or internship (EV698) credit. For the coursework option, the capstone requirement is an additional 9 hours of coursework with a related research paper derived from the current professional literature. These requirements are based on the expectation that full-time students will complete their program in two years.

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.

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 6 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 Thesis Option

This option consists of a 6-hr professional thesis (EV690) 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, or 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 (EV698) 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 9 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, as specified above, which 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 prepare and submits the paper to the advisory committee and stands for a comprehensive oral defense.

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 (EV542), Hydrogeology (EV543) and Tropical Climate and Climate Variability (EV535). For the second sub-discipline concentration field he selects Micronesian Studies, with Physical Geography of Micronesia (EV/MI506), Health and Human Adaptation in Micronesia (EV514), and Economic Development and Change in Micronesia (EV520) in which he will search, read and study the literature pertaining to water resources on Micronesia and similar islands.

SUMMARY

Coursework and capstone requirements are summarized in the table below. Each student must complete the core requirement, consisting of 18 credit hours, plus at least 3 elective courses totaling at least 9 hours of elective credits. Electives may include no more than 3 hours of 400G-level courses. Students in the research track must also complete 6 hours of thesis credit. Similarly, students taking the professional thesis or internship options within the professional track (as described in the previous section), must complete 6 hours of professional thesis or internship credit. For students taking the coursework option within the professional track, the capstone requirement includes 9 credit hours of additional elective courses and a research paper (as described above).

| Curriculum Component | | Courses | | Credit Hours |
|----------------------|--|---|---------------------|-------------------------------------|
| Core | Fundamentals of Scientific Practice and Tools of Environmental Science* | Scientific Competence & Integrity | EV/BI508 | 3 |
| | | Advanced Statistical Methods, or Advanced Geospatial Methods | EV/BI507 or EV558 | 4 |
| | | Biological Literature & Scientific Writing | BI503 | 2 |
| | Component Disciplines | Biology-Ecology | EV510 | 3 |
| | | Geosciences-Engineering | EV511 | 3 |
| | | Economics-Management Law | EV512 | 3 |
| Electives | | As appropriate to support capstone research or professional thesis. (No more than 3 hours of 400G level.) | | At least 3 courses for a 9-hr total |
| Capstone | Research thesis, professional thesis, or internship | | EV695, 690 or 698 ♣ | 6 |
| | Total | | | 33 |
| | Coursework option, professional track: additional 9-hour elective concentration ♣♣ | | | 9 |
| | Total | | | 42 |

*Students should take these courses in the first year of their program.

♣ Research Thesis (EV695), Professional Thesis (EV690), or Professional Internship (EV698).

♣♣ Students selecting the Coursework Option within the Professional Track must take an additional 9 hours of electives, for a total of 18 elective credit hours, and submit and defend a research paper.

**PROFESSIONAL MASTER OF
BUSINESS ADMINISTRATION**

Dr. John J. Rivera, Program Chair

Telephone: 735-2501/2520 Email: jrivera@triton.uog.edu

PROGRAM PROSPECTUS

The University of Guam 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, with a two-week break in the Fall and a one-week break in the Spring.

MEMBERS

COLFAX, Richard S., Professor, Human Resource Management and Management

HO, Kevin K.W., Associate Professor, Management Information Systems

JONES, Roseann M., Professor, Economics

KABIGTING, Leila C., Associate Professor, Finance

RIVERA, John J., Assistant Professor, Public Administration

SCHUMANN, Fred R., Associate Professor, Global Resources Management

SUEZ-SALES, Martha, Associate Professor, Accounting

TRAHIN-PEREZ, Karri, Associate Professor, Global Resources Management

PROGRAM ADMISSION

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

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

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

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

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

The Admissions Committee will select the best-qualified candidates who demonstrate a strong intellectual capacity for business and maturity of management experience. The Admissions Committee gives significant attention to the length of time spent in a management role, progression in job responsibilities, and total work experience including the creation of new business ventures.

DEGREE REQUIREMENTS

The University of Guam PMBA degree program delivers an academic perspective with integrated practical experiences and management technologies. In addition to satisfying the core business area requirements, students must complete 33 credit hours of PMBA required courses for the completion of their degree. Degree students must meet all the University requirements of the Graduate Bulletin. Procedure for students who drop out of the cohort: If a student drops out of a cohort for good reason during the course of study in the (admitted) program year, the student may be allowed to continue the program by joining a subsequent cohort. Guidelines within the UOG Graduate Bulletin apply.

Overall requirements and courses are aligned with IACBE and AACSB accreditation guidelines. All academic inquiries should be directed to Dr. John Rivera, PMBA Program Chair at (671) 735-2501/2520, jrivera@triton.uog.edu.

Program Learning Outcomes

- PLO 1: Problem Recognition.
- PLO 2: Strategic analysis and integration.
- PLO 3: Application of quantitative methods to real-world business situation.
- PLO 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.
- PLO 5: Teamwork skills: ability to work with a team of colleagues on projects.
- PLO 6: Program management skills.
- PLO 7: Professional ethics.

CORE BUSINESS AREA REQUIREMENTS

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

- Financial reporting, analysis and markets (BA200 Principles of Financial Accounting, BA310 Applied Statistics for Business Decisions, and BA320 Basic Business Finance);
- Domestic and global economic environments of organizations (BA110 Principles of Economics);
- Creation and distribution of goods and service (BA260 Fundamentals of Marketing); and
- Human behavior in organizations (BA241 Human Resource Management or BA440 Organizational Behavior).

**Part 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.

PMBA COURSES

Required Courses: (33 credit hours)

| Course | Course Title | Credits |
|--------|---------------------------------|---------|
| BA601 | Case Studies in Management | 3 |
| BA610 | Managerial Economics | 3 |
| BA611 | Strategic Marketing Management | 3 |
| BA613 | Strategic Leadership and Ethics | 3 |
| BA620 | Financial Management | 3 |
| BA621 | Managerial Accounting | 3 |

| | | |
|-------|---|---|
| BA622 | Statistical Analysis and Econometric Techniques | 3 |
| BA630 | Human Resource Management | 3 |
| BA632 | Operations and Project Management | 3 |
| BA710 | Advanced Topics In International Business | 3 |
| BA711 | Business Capstone Experience | 3 |

SCHEDULE FORMAT

Five 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 (33) credit hours are required for graduation. Six credit hours are awarded for successful completion of each Term. Three credits hours are given for the case study sessions conducted over Inter-terms 1, 2, 3, and 4. Course enrollment is limited to those admitted to the PMBA Program.

PMBA DE (Online) Program – Cohort II Course Schedule

| | |
|---------------|---|
| Term 1 | August 23, 2016 – October 17, 2016 |
| BA613 | Strategic Leadership and Ethics |
| BA630 | Human Resources Management |

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|---------------------|--|
| Inter-Term 1 | October 18, 2016 – October 31, 2016 |
| BA601 | Case Studies in Management - Part I |

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|---------------|---|
| Term 2 | November 1, 2016 – January 9, 2017 |
| BA610 | Managerial Economics |
| BA621 | Managerial Accounting |

****Winter Break: December 25, 2016 – January 1, 2017 (No Classes)****

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|---------------------|--|
| Inter-Term 2 | January 10, 2017 – January 23, 2017 |
| BA601 | Case Studies in Management - Part II |

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|---------------|---|
| Term 3 | January 24, 2017 – March 20, 2017 |
| BA611 | Strategic Marketing Management |
| BA622 | Statistical Analysis and Econometric Techniques |

****Spring Break: March 20, 2017 – March 27, 2017 (No Classes)****

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|---------------------|--|
| Inter-Term 3 | March 28, 2017 – April 10, 2017 |
| BA601 | Case Studies in Management - Part III |

| | |
|---------------|---|
| Term 4 | April 11, 2017 – June 5, 2017 |
| BA620 | Financial Management |
| BA710 | Advanced Topics in International Business |

| | |
|---------------------|-------------------------------------|
| Inter-Term 4 | June 6, 2017 – June 19, 2017 |
| BA601 | Case Studies in Management - IV |

| | |
|---------------|---|
| Term 5 | June 20, 2017 – August 14, 2017 |
| BA632 | Operations and Project Management |
| BA711 | Business Capstone Experience |
| | International Business Experience (TBA) |

PMBA Hooding: TBA
2017 Fall Commencement Exercise: December 17, 2017

PMBA (On-ground) Program – Cohort XIII
Academic Year 2017 Course Schedule

Orientation: January 7, 2017

Term 1 January 13, 2017 – March 5, 2017
BA613 Strategic Leadership and Ethics
BA630 Human Resources Management

Inter-Term 1 March 10, 2017 – March 19, 2017
BA601 Case Studies in Management - Part I

****Spring Break March 20, 2017 – March 25, 2017 (No Classes) ****

Term 2 March 24, 2017 – May 14, 2017
BA610 Managerial Economics
BA621 Managerial Accounting

Inter-Term 2 May 19, 2017 – May 28, 2017
BA601 Case Studies in Management - Part II

Term 3 June 2, 2017 – July 23, 2017
BA611 Strategic Marketing Management
BA622 Statistical Analysis and Econometric Techniques

Inter-Term 3 July 28, 2017 – August 6, 2017
BA601 Case Studies in Management - Part III

Term 4 August 11, 2017 – October 1, 2017
BA620 Financial Management
BA710 Advanced Topics in International Business

Inter-Term 4 October 20, 2017 – October 16, 2017
BA601 Case Studies in Management - Part IV

Term 5 October 17 – December 10, 2017
BA632 Operations and Project Management
BA711 Business Capstone Experience

SBPA Graduate Hooding: December 14, 2017
2017 Fall Commencement Exercise: December 17, 2017

Each course is scheduled to run on either: 1) Friday evenings 6:00pm-8:50pm and Saturdays 9:00am-12noon, or 2) Saturday afternoons 12:15pm-6:00pm. 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. Off campus activities or meetings may be scheduled by the instructor with prior notice from instructor.

For more information please go to the following link: <http://www.uog.edu/degrees/pmba>

COURSE DESCRIPTIONS

(The University reserves the right to cancel scheduled courses due to low enrollment. All courses are subject to the availability of resources.)

COURSE ABBREVIATIONS

| | | |
|------------------------------|----|-------|
| AGRICULTURE | AG | CNAS |
| ANTHROPOLOGY | AN | CLASS |
| ART | AR | CLASS |
| BIOLOGY | BI | CNAS |
| BUSINESS ADMINISTRATION | BA | SBPA |
| CHEMISTRY | CH | CNAS |
| CONSUMER AND FAMILY SCIENCES | CF | CNAS |
| EDUCATION | ED | SOE |
| ENGLISH | EN | CLASS |
| ENVIRONMENTAL SCIENCE | EV | CNAS |
| HEALTH SCIENCE | HS | SNHS |
| HISTORY | HI | CLASS |
| LINGUISTICS | LN | CLASS |
| MATHEMATICS | MA | CNAS |
| MICRONSIAN STUDIES | MI | CLASS |
| PHILOSOPHY | PI | CLASS |
| PHYSICAL EDUCATION | PE | CNAS |
| PSYCHOLOGY | PY | CLASS |
| PUBLIC ADMINISTRATION | PA | SBPA |
| SOCIOLOGY | SO | CLASS |
| WOMEN AND GENDER STUDIES | WG | CLASS |

COURSE OFFERING:

F = FALL

SP = SPRING

DE/OLL = DISTANCE EDUCATION/INTERNET BASED COURSE

HYB = HYBRID ONLINE AND IN CLASS

AGRICULTURE (AG)

- AG/PA401G COMMUNITY PLANNING (3) Fall/Odd Years
 This course is an introduction to community planning; relationships of physical form to environment, function, aesthetic principles, cultural values, planning as a synthesis of a frame of reference based on economics, political, social, cultural, physical, and administrative factors.
Prerequisite: SO101.
- AG443G ENGINEERING TECHNOLOGIES FOR SUSTAINABLE TROPICAL AGRICULTURE (4) Spring/Odd Years
 This course provides students with the knowledge of the use of engineering technologies that efficiently utilize resources and agriculture by-products for a more sustainable topical agricultural systems. Students will be introduced to the basic principles and use of drip irrigation, rainwater harvesting, aquaponics, integrated farming, alternative energy systems –biogas, solar, and wind power.
Prerequisite: MA161a, AG211, AG/NS380, AG281, and AG342 or consent of instructor.

ANTHROPOLOGY (AN)

- AN/SO405G COMMUNITY DEVELOPMENT (3) Spring/Odd Years
 This course covers applied sociology and anthropology, emphasizing social processes and programs of planned change on the community level in parts of the world currently undergoing technical development. *Prerequisite: AN101 or Consent of instructor.*

ART (AR)

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| AR504 | GRADUATE CERAMICS (3) Advanced ceramics course for graduate students. Individual studio work and critiques will be employed in the study of glazing, firing, and shaping techniques. <i>Prerequisite: Graduate standing in Art or consent of instructor.</i> | Fall/Spring |
| AR505 | GRADUATE CERAMICS (3) Continuation of AR504. <i>Prerequisite: AR504 or consent of instructor.</i> | Fall/Spring |
| AR508 | GRADUATE SCULPTURE (3) Advanced sculpture course for graduate students. Individual studio work and individual critiques will be employed. <i>Prerequisite: Graduate standing in Art or consent of instructor.</i> | Fall/Spring |
| AR509 | GRADUATE SCULPTURE (3) Continuation of AR508. <i>Prerequisite: AR508 or consent of instructor.</i> | Fall/Spring |
| AR550 | GRADUATE PAINTING V (3) Advanced painting course for graduate students. Individual studio work and individual critiques will be employed. <i>Prerequisite: Consent of instructor.</i> | Fall/Spring |
| AR551 | GRADUATE PAINTING VI (3) Continuation of AR550. <i>Prerequisite: AR550 or consent of instructor.</i> | Fall/Spring |
| AR552 | GRADUATE PAINTING VII (3) Continuation of AR551. <i>Prerequisite: AR551 or consent of instructor.</i> | Fall/Spring |
| AR554 | PRINTMAKING I (3) Advanced printmaking for graduate students. Individual studio work and critiques will be employed in exploration of silkscreen and woodcut methods. <i>Prerequisite: Graduate standing in Art or consent of instructor</i> | Fall/Spring |
| AR555 | PRINTMAKING II (3) Advanced printmaking for graduate students. Individual studio work and critiques will be employed in exploration of intaglio and lithography. <i>Prerequisite: Graduate standing in Art or consent of instructor.</i> | Fall/Spring |
| AR590 | PROBLEMS IN PROFESSIONAL PRACTICE (3-3) The study and execution of actual professional problems. This course is for graduates who request aid in dealing with actual problems in the various fields. Admission will require the presentation of the project for faculty consideration and acceptance. <i>Prerequisite: Consent of instructor.</i> | Fall/Spring |
| AR690 | ADVANCED PROBLEMS IN PROFESSIONAL PRACTICE (3-3) The advanced study and execution of actual professional problems. This course is for graduates who request aid in dealing with actual problems in the various fields. Admission will require the presentation of the project for faculty consideration and acceptance. <i>Prerequisite: Consent of instructor.</i> | Fall/Spring |
| AR695 | THESIS (6) This course will be offered to graduates with a satisfactory academic record and with a total of 18 credit hours of professional Art courses (with an average of B or better). <i>Prerequisites: AR321a-b or consent of instructor.</i> | Fall/Spring |
| AR696 | CREATIVE THESIS (3) In this course the student will prepare an exhibition of his art work and a descriptive catalog which will include a statement of the artistic principles involved in the exhibition. | Fall/Spring |

BUSINESS ADMINISTRATION (BA)

- BA601 CASE STUDIES IN MANAGEMENT (3) PMBA, Inter-term 1,2,3,4
The course is broken up into four sections, accommodating brief intervals between inter-term periods that define the one-year master's program. The intent of this course is to introduce the student to the case study method as a means of establishing schema for moving the decision making process from problem definition to quality control measures via strategic design.
- BA610 MANAGERIAL ECONOMICS (3) PMBA, Term 2
The course begins with an overview of macroeconomic issues. Indicators of macroeconomic performance are identified and managers are given a preview of the tools and resources used to evaluate and forecast economic conditions. Applications of microeconomic theory to strategic management in these market conditions are presented. Basic concepts of supply, demand, market price, output, production, and resource allocation provide a framework for strategic analysis in emerging markets where firms have market/monopoly power. Other topics address sophisticated pricing policies, transfer pricing, models of competition and cooperation, managing under uncertainty, asymmetric information and externalities. The course provides a framework and analytical tools to enhance decision-making within the manager's organization.
- BA611 STRATEGIC MARKETING MANAGEMENT (3) PMBA , Term 3
This advanced marketing management course focuses on strategic marketing analysis and planning at both the corporate and SBU levels. It will use the concepts and theories underlying marketing decision-making and the tools needed to analyze and understand complex marketing situations found in today's ever-changing marketplace. The course is designed to help managers develop and execute appropriate managerial strategies. An emphasis of this course will be on developing executive-level decision-making skills, which students are most likely to encounter during their current and future careers. Students will learn to apply analytical marketing perspectives, decision tools, and concepts to strategic management decisions to achieve organizational goals and objectives. The subject has been organized around the marketing planning process, strategic decision-making, market analysis, competitive analysis, and financial analysis, and the application of these to "real world" situations.
- BA613 STRATEGIC LEADERSHIP AND ETHICS (3) PMBA, Term 1
This seminar provides managers with the tools to explore and evaluate leadership theories and their application from a strategic perspective, taking into consideration their limitations and delimitations as they are applied in real work settings. Emphasis will be placed on professional work experience.
- BA620 FINANCIAL MANAGEMENT (3) PMBA, Term 2
This course introduces financial management principles and investment decisions from a strategic, pragmatic perspective. Although theory is broached, emphasis is placed on practical application. Topical areas include financial statement analysis, working capital management, capital structure optimization, investment selection, and sources of funding.
- BA621 MANAGERIAL ACCOUNTING (3) PMBA, Term 2
The course begins with a review of accounting concepts, standards and practices of financial reporting that serve the needs of decision makers including preparation and analysis of financial statements. The course then extends these concepts to business managers' decision making and evaluation of performance including the use of accounting information for planning and control. The application of accounting to decision models used by today's rapidly changing organizations are addressed along with mechanics of cost accounting and management accounting in resource allocation as in capital budgeting, and performance evaluation. Throughout the course, statistical approaches are applied to the analysis of information.

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| BA622 | STATISTICAL ANALYSIS AND ECONOMETRIC TECHNIQUES (3) The course begins with the basic concepts and methods of management science that relies on statistical analysis techniques as well as the art of decision-making under circumstances of constrained optimization. It introduces statistical ideas as they apply to managers. Two ideas dominate: describing data and modeling variability and randomness using probability models. The course provides tools and data analysis models for decision making that use hypothesis testing, linear programming and simulation. It also provides an understanding of the definitions and limitations of a variety of standard econometric measures. | PMBA, Term 3 |
| BA630 | HUMAN RESOURCE MANAGEMENT (3) This graduate Human Resource Management (HRM) course explores regional and international HR principles, strategies and practices. Key areas such as U.S. and country-specific compensation and benefits, staffing, employee development, and performance appraisal are covered. Students will develop an in-depth understanding of HRM functions in regional and international arenas. | PMBA, Term 1 |
| BA632 | OPERATIONS AND PROJECT MANAGEMENT (3) This graduate Operations Management course explores modern theory and practice for planning and controlling the operations function, both in manufacturing and service organizations. Quantitative tools of analysis used to support decision-making in the various activities of operations management are reviewed. Regional and international applications and issues will be included. | PMBA, Term 5 |
| BA710 | ADVANCE TOPICS IN INTERNATIONAL BUSINESS (3) This course offers students the opportunity to explore the workings of the international business arena and to demonstrate an understanding of global markets as it relates to their professional field through undertakings that encourage business system adaptation to new environments. It further promotes the importance of ethical and socially responsible decision making in different cultural settings. | PMBA, Term 4 |
| BA711 | BUSINESS CAPSTONE EXPERIENCE (3) The Business Capstone course is the culminating professional experience for the PMBA student. It extends over the final two terms of their program. Within teams of two or three, PMBA students will participate in the development of an applied research project that synthesizes the students' learning throughout their tenure in the PMBA program. The nature of the applied project can consist of a strategic management project, an entrepreneurial project, or a special study project. | PMBA, Term 5 |

BIOLOGY (BI)

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| BI/CH419G | BIOCHEMISTRY (3) This course covers the principles of protein chemistry and enzyme nomenclature, catalysis, kinetics and control. It includes three hours of lecture weekly. The lab, BI/CH419L, MUST be taken concurrently. <i>Prerequisites:</i> CH310a, CH311, CH310b and CH312; or concurrent enrollment, BI157-157L and BI158-158L or equivalent. <i>Corequisite:</i> BI/CH419L. | Spring/Odd Years |
| BI/CH419G/L BI/CH419L | BIOCHEMISTRY LABORATORY (1) is the laboratory portion of BI/CH419G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. <i>Corequisite:</i> BI/CH419G. | Spring/Odd Years |
| BI440G | ICHTHYOLOGY (3) This course is a survey of the classification and morphology of fishes with emphasis on local forms. It includes three hours of lecture weekly. The lab, BI440L, MUST be taken concurrently. <i>Prerequisite:</i> BI157-157L and BI158-158L or equivalent. <i>Corequisite:</i> BI440L. | Spring/Even Years |
| BI440G/L BI440L | ICHTHYOLOGY LABORATORY (1) is the laboratory portion of BI440G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. <i>Corequisite:</i> BI440G. | Spring/Even Years |

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| BI474G | MARINE BOTANY (4) This course provides students an in-depth exploration of the marine plants in the region with an emphasis on how the physiology and ecology of seaweeds and microalgae relate to environmental conditions in the sea. <i>Prerequisite: BI302.</i> | Spring/Odd Years |
| BI503 | BIOLOGICAL LITERATURE AND SCIENTIFIC WRITING (2) Survey of biological literature as an assist in thesis and manuscript preparation in the areas of writing, proofreading, literature citation, figure and table preparation. Two hours of lecture weekly. | Spring |
| BI/EV505 | ADVANCES IN ECOLOGY (3) Current topics in community ecology, behavioral ecology, larval ecology, population ecology, evolutionary ecology, and physiological ecology. Emphasis will be placed on recent articles from scientific journals, as well as on controversies within the field. Students will be required to actively participate in discussions, critique scientific articles, and write a research paper. <i>Prerequisites: BI101a-b or equivalent, or consent of instructor.</i> | Spring/Even Years |
| BI/EV507 | ADVANCED STATISTICAL METHODS (4) An advanced course in applied statistical methods as used in the biological and environmental sciences stressing the design and analysis of experimental and observational studies. Lectures will be 3 hours per week. <i>Prerequisites: MA385 or equivalent.</i> | Fall |
| BI/EV508 | SCIENTIFIC COMPETENCE AND INTEGRITY (3) This course examines historical, philosophical, methodological, ethical, and moral aspects of scientific thought and practice in the context of both historical and contemporary issues in natural and environmental science. Readings and discussions are built around classical examples such as the scientific controversy over Continental Drift and Plate Tectonics as well as contemporary environmental issues, ranging from global concerns such as climate and sea level change, to local public concerns such as solid waste management and the safety of tap water. The central objective of the course is to develop the skills and habits of sound critical thinking essential to the progress, ethical practice, and moral application of science. | Fall |
| BI515 | ADVANCES IN BIOGEOGRAPHY (3) This course presents the fundamentals of biogeography, and then focuses on recent advances in theory and method. Topics include the distribution of plants and animals over space and time, defining metapopulations, reconstructing biogeographic history and the theory of island biogeography. Students will be given hands-on experience with the latest analytical tools used for hypothesis testing. Emphasis will be on marine organisms, including algae, invertebrates and fish. Three hours of lectures per week. | Fall/Even Years |
| BI520 | CURRENT TOPICS IN CELLULAR BIOLOGY (3) Important background information in biochemistry, cellular physiology, and molecular biology, with emphasis on recent scientific articles, new techniques and advances in the field. Application of new techniques and advances toward biotechnology and medicine will be discussed. Students will be required to actively participate in discussions, critique scientific articles, make oral presentations, and write a research paper. <i>Prerequisite: BI101a-b or equivalent, or consent of instructor.</i> | Spring/Odd Years |
| BI522 | CONSERVATION BIOLOGY (4) This course studies concepts of conservation biology. Ecological principles relating to conservation biology are covered, including individual traits, population characteristics, community ecology, and ecosystem ecology. Practical issues and controversies relating to species conservation will be discussed. Effects of deforestation, exotic species, tourism, and other human impacts are covered. This course stresses problem solving and includes studies of case histories of environmental problems and their solutions. Students will prepare a case study of a local problem. Six hours of lecture-laboratory weekly. <i>Prerequisite: Consent of instructor.</i> | Spring/Odd Years |

- BI525 EVOLUTIONARY BIOLOGY (3) Fall/Even Years
This course provides a survey of the origin and evolution of life on Earth, exploring the history and major features of evolutionary change through time and the mechanisms responsible for those changes. The course will also consider evolutionary aspects of genetics, development, ecology, biogeography, systematics and paleontology. *Prerequisite: Genetics or consent of instructor.*
- BI/EV529A ENVIRONMENTAL CONTAMINATION & TOXICOLOGY I:
FUNDAMENTAL PRINCIPLES & BASIC CONCEPTS (3) Spring/Even Years
This course covers the fundamental principles and mechanisms governing the interaction of pollutants with natural systems. The basic concepts of classical and environmental toxicology are also addressed with emphasis on contaminant absorption, distribution, metabolism, systemic toxicology, carcinogenesis, toxicity testing and risk assessment. The course concludes with a general introduction to air, land and water pollution. Three hours of lectures weekly. *Prerequisites: BI157, BI158, CH102 and CH103 or equivalent.*
- BI/EV529B ENVIRONMENTAL CONTAMINATION & TOXICOLOGY II:
MAJOR CLASSES OF ENVIRONMENTAL POLLUTANTS Spring/Odd Years
This course focuses on classic and contemporary groups of environmental contaminants and their impact on organisms, ecosystems and man. Physical and chemical properties of each contaminant group are discussed in relation to their environmental distribution, fate and toxicity. Occupational health related pollution problems and pollution monitoring strategies are also discussed. Three hours of lectures a week. *Prerequisites: BI157, BI158, CH102 and CH102, or equivalent, or consent of instructor.* EV/BI529a is also highly recommended as it provides the foundations upon which EV/BI529b is built. Undergraduates may enroll in the course with instructor's consent.
- BI/EV530 CHEMICAL ECOLOGY (3) Fall/Odd Years
This course focuses on the field of chemical ecology and examines some of the differences in approach and results between terrestrial and marine studies. Chemical ecology is an interdisciplinary subject concerned with the biochemistry of plant and animal interactions. The course focuses on reading and discussing current literature in terrestrial and marine chemical ecology with an emphasis on such topics as plant-herbivore interactions, host choice, allelopathy, chemical communication (pheromones, attractants) and other behavioral and ecological interactions mediated by secondary chemistry. *Prerequisites: At least one course each in upper level undergraduate chemistry, biology, and ecology, or consent of instructor.*
- BI531 BEHAVIORAL ECOLOGY (3) Fall/Odd Years
Review and discussions of current topics in behavioral ecology. These include game theory, foraging strategies, mating systems, predator-prey interactions, animal communication, and the ecological determinants of social behavior. *Prerequisite: BI101a-b or equivalent, or consent of instructor.*
- BI/EV545 FISHERIES BIOLOGY (4) Fall/Odd Years
Fisheries in relation to the distribution, abundance and productivity of fishes; exploitation and problems of development and conservation of aquatic resources. Simple analytic approaches to population management; biological and economic yields of natural populations; analyses of population data. Six hours of lecture-laboratory weekly.
- BI546 MARINE INVERTEBRATES (4) Fall/Even Years
Survey of the classification and morphology of marine invertebrates, with emphasis on local forms. Six hours of lecture-laboratory weekly.

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| BI/EV550 | BIOGEOCHEMISTRY (3) This course explores the elements important to life, their interaction and cycling within the biosphere. Mathematical models of biogeochemical fluxes along the land-ocean continuum and within terrestrial, freshwater and marine ecosystems are discussed. Emphasis is placed on the evolution of classical paradigms and modifications of them as they appear in the current literature. Three hours of lecture/field trips weekly. <i>Prerequisites: A background in upper level undergraduate chemistry, ecology, and mathematics is suggested. Consent of instructor required.</i> | Spring/Even Years |
| BI/EV557 | POPULATION ECOLOGY (3) This course provides a quantitative background of the processes and principles associated with population dynamics. Both theoretical approaches and applied modeling techniques are used to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. <i>Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410.</i> | Fall/Odd Years |
| BI/EV557L | POPULATION ECOLOGY LAB (1) This lab is required for BI/EV557, "Population Ecology". The labs provide a quantitative background of the processes and principles associated with population dynamics. Labs consist of applied modeling techniques to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. <i>Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410</i> | Fall/Odd Years |
| BI691 | SEMINAR (1) | Fall/Spring |
| BI695 | THESIS (6) <i>Prerequisites: Consent of instructor required.</i> | Fall/Spring |

CONSUMER AND FAMILY SCIENCES (CF)

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| CF420G | FASHION MERCHANDISING (3) The course examines concepts and theories in the planning, buying and selling of apparel consumer goods. These include types of retail merchandising organizations, analysis of consumer demand, selection of merchandise for resale, resident buying offices, and development of a fashion image. Retailing principles and practices that relate to careers in fashion buying and merchandising are studied. | Fall |
| CF429G | TEXTILES AND APPAREL IN THE INTERNATIONAL MARKET (3) An overview of the global textiles and apparel industries is provided, including theories, concepts, and problems relating to international trade. The U.S. textiles complex and the U.S. apparel market within an international context are considered. | Fall |
| CF430G | NUTRITION THROUGHOUT THE LIFESPAN (3) The nutritional requirements and food needs of three different lifespan stages will be examined. The stages will include: (1) pregnancy and infancy, (2) early childhood and adolescence, and (3) adulthood and aging. Emphasis will be placed on the special demands the various life cycle stages impose on normal nutrition. <i>Prerequisite: CF230 or CF231; or Consent of Instructor</i> | Fall |
| CF591 | ISSUES IN CONSUMER AND FAMILY SCIENCES (3) This course assists students in synthesizing information regarding current issues in Consumer and Family Sciences. Each student researches, analyzes and presents an issue of interest in one of the following areas: clothing and textiles; food and nutrition; or family resources. | Spring |

CF599 DIRECTED READINGS IN CLOTHING AND TEXTILES (3) Spring
This course examines both the nonindustrial and industrial development of textiles and clothing over time. Changes in technology as a result of the invention and perfection of both manufacturing processes and equipment are emphasized.

CHEMISTRY (CH)

CH/BI419G BIOCHEMISTRY (3) Spring/Odd Years
This course covers the principles of protein chemistry and enzyme nomenclature, catalysis, kinetics and control. It includes three hours of lecture weekly. The lab, BI/CH419L, MUST be taken concurrently. *Prerequisites: CH310a, CH311, CH310b and CH312; or concurrent enrollment, BI157-157L and BI158-158L or equivalent. Corequisite: BI/CH419L.*

CH/BI419G/L BIOCHEMISTRY LABORATORY (1) Spring/Odd Years
BI/CH419L is the laboratory portion of BI/CH419G and MUST be taken concurrently. The course consists of one three-hour laboratory period per week. *Corequisite: BI/CH419G.*

EDUCATION (ED)

ED443G ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION (3) Spring
This course is designed for special education and regular education teachers who expect to teach students with disabilities. Students learn to select, adapt, create, and use materials and assistive technology for students with disabilities. *Prerequisites: ED655 or consent of instructor.*

ED444G SOCIOCULTURAL ASPECTS OF EDUCATION (3) Spring
This course is a survey of sociological and psychological factors related to the education of children outside the cultural and economic mainstream of American society. Review of local resources and facilities to assist these pupils. *Prerequisite: SO101, PY101, or consent of instructor.*

ED446G INCLUDING CHILDREN WITH DISABILITIES IN THE REGULAR CLASSROOM (3) Fall/Spring
This course is designed for special and general education teachers (both elementary and secondary). It covers basic knowledge and skills necessary for teaching students with disabilities in order to be involved in and progress within the least restrictive environment. Emphasis is placed on the placement of students primarily within the general education setting unless it is determined that placement in this setting with supplementary aids and services has proven to be unsatisfactory. Special emphasis is also given to multicultural populations and settings. *Prerequisite: ED655 or consent of instructor.*

ED449G DIRECT INSTRUCTION TEACHING STRATEGY Fall
This competency-based course deals with the development of skills necessary for effectively teaching direct instructional programs dealing with basic skills of reading, spelling, language, or arithmetic. The specific conceptual content will vary depending on the specific level of program(s) taught. *Prerequisite: ED300 or consent of instructor.*

ED452G COMPUTERS AND EDUCATION (3) Fall/Spring/All Years
The course is designed to teach pre-service and in-service teachers about micro-computers in education. It provides practical experience with computers, and aids students in learning the various types of software (applications, utilities, CAI/CMI) and their school and classroom uses. LOGO is taught. Issues involved in computer use in education are studied. No previous computer experience is necessary.

- ED457G BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION (3) Spring/Even Years
This course is designed to provide classroom teachers and other school staff with the knowledge and skills necessary to promote school-wide discipline procedures, prevent discipline problems, and correct inappropriate behaviors. Focus will include preventive measures related to effective instruction. In addition, strategies on dealing with disruptive, distracting, and dangerous behaviors will be provided in order to ensure a safe and effective learning environment. Information on conducting functional assessments, developing positive behavioral support plans, and disciplining students with behavioral support plans, and disciplining students with disabilities will also be covered in this course. *Prerequisite: ED655*
- ED481G SECOND LANGUAGE TEACHING METHODOLOGY (3) Spring
This is an introduction to the large and growing field of second language pedagogy. The primary purpose of the course is to provide current and prospective second language teachers with knowledge of the theoretical bases and research which are related to second language learning. The secondary purpose is to consider the practical application of the theories and research within the second language classroom.
- ED483G INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION (3) Fall
This course provides an overview of the rationale, policies, and procedures for Early Childhood Special Education Services. The etiology of disabilities and a description of children with handicaps will be presented. Implications for educational intervention and service delivery for children from birth to 5 years will be discussed. The course is designed to introduce students to the field of Early Childhood Special Education.
- ED484/G THE ART AND CRAFT OF TEACHING WRITING (3) Intersession/DE
This course draws on current perspectives in language and literacy acquisition to help teachers set up a process-centered reading and writing classroom. Emphasis will be on the Authoring Cycle as a conceptual framework for a reading/writing curriculum in PK-12 classrooms. In addition, teachers will learn how to use the authoring cycle to construct meaning across the sign systems.
- ED486/G BEST (BUILDING EFFECTIVE STRATEGIES FOR TEACHING (3) Spring/Summer (As Needed)
This course brings together novice and experienced teachers to work collaboratively on strategies to solve classroom problems via the action research methodology. The course will equip beginning teachers with pedagogical and professional skills and experienced teachers with research skills, particularly those that are needed to carry out collaborative action research. *Pre-requisite: current enrollment in or completion of 392, or consent of advisor.*
- ED488G SCHOOL LAW FOR TEACHERS (3) Fall
This course is designed as an introductory class in legal basics for the prospective or recently assigned teacher in the public school system. The class will provide guidance in the everyday decision making that will help make the teacher actions more defensible in this modern era of litigation in the school scene.
- ED600 ISSUES & PHILOSOPHIES IN CULTURALLY DIVERSE SCHOOLS (3) Fall/Spring
Advanced study concepts and procedures on Bilingual/Bicultural and Multicultural education and process in classroom instruction related to issues and philosophies which impact culturally diverse schools.
- ED601 INTRODUCTION TO RESEARCH METHODS (3) Fall/Spring/As Needed/DE
This course introduces students to quantitative and qualitative methods common in educational research. Students examine and evaluate research methods and design research programs.

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- ED602 QUALITATIVE INQUIRY IN EDUCATION (3) Spring
A survey of qualitative research methods common in educational research. This course discusses the theoretical and methodological tenets underlying qualitative research and focuses on five specific qualitative methods: history, ethnography, case study, critical theory, and field study. *Prerequisites: ED601, Graduate status and strong writing skills.*
- ED603 QUANTITATIVE ANALYSIS (3) Fall
This is a foundation course in conducting research that involves the collection, analysis and presentation of quantitative data. Classification of data, descriptive statistics, measurement of association, regression analysis and several parametric and nonparametric inferential statistics are included. Computer software will be relied upon to analyze and display data. Interpretation and critique of quantitative research is included. *Prerequisites: ED601, Graduate standing; computer experience.*
- ED605 FOUNDATIONS OF SECONDARY EDUCATION (3) Fall
This course is designed for perspective secondary teachers as an overview of factors involved in the educational process and to explore multiple issues that affect teaching and learning. It familiarizes students with the responsibilities of teachers and the general operations of a school. *Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.*
- ED606 CHILD AND ADOLESCENT DEVELOPMENT (3) Spring
This course is an introduction to adolescent development. It emphasizes physical development, emotional growth, mental development, interests, attitudes and social behavior, moral development, and problems common to the age. It is designed to give the teacher insight into the issues adolescents encounter in and outside of school. *Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.*
- ED607 LEARNING THEORIES (3) Spring
This course focuses on adolescent learning in an educational setting. It offers an analysis of the complex factors involved in cognitive and social development, learner differences and information processing, motivation to succeed academically, and effective classroom management and assessment. *Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.*
- ED608 CLASSROOM ASSESSMENT (3) Spring/Summer
This course is an introduction to the theory and application of varied assessment methods used to improve teaching and promote student learning. It examines the use of traditional assessment practices, as well as alternative methods of classroom assessment. Various issues including grading, the assessment of students with special needs, and ethics in assessment is addressed. *Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.*
- ED609 INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOMS (3) Spring
This teaching methods course emphasizes the psychological and theoretical basis for using instructional media and technology in education. Students produce various instructional media and demonstrate the use of the newer technologies such as telecommunications, assistive technology, computers, and multimedia as educational tools. *Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program.*
- ED610 SCHOOL LEADERSHIP AND ADMINISTRATION (3) Fall
Introduction of the organization and direction of public and private schools to prospective administrators and supervisors.
- ED611 SCHOOL PERSONNEL MANAGEMENT (3) Spring
Focuses on the responsibilities of administrators in improving the total educational program through effective administration of all personnel within an educational organization. Includes study of concerns relative to selection, assignment, development, and retention of personnel. *Prerequisite: Consent of advisor.*

- ED612 SCHOOL LAW (3) Spring
 This course is an overview of school law at the territorial (state) and national levels as it affects the organization, general policies and practices of public education. Emphasis is placed on constitutional rights and the related ramifications these pose for administrators. The context of the Guam scene is emphasized. *Prerequisite: Consent of advisor.*
- ED613 SCHOOL FINANCIAL MANAGEMENT (3) Fall
 School business management, budgeting process, salary, scheduling, cost accounting, and purchasing procedures. Principles and practices of school financing, past, present, and future, on both national and local levels are considered. *Prerequisite: Consent of advisor.*
- ED614 CLINICAL SUPERVISION (3) Fall
 This course is designed for the practicing administrator and for master's degree candidates who will be certified as school site administrators. The focus is on the professional and personal development of an administrator through the use of contemporary clinical supervision techniques. The use of various observation instruments, the analysis of data and skills in conferencing are emphasized. Discussion will also center on the role of the evaluator in the legal aspects of teacher evaluation. Some attention is given to teacher participation on clinical educator teams which assist colleagues.
- ED615 DIVERSITY IN EDUCATION (3) Spring
 Diversity involves a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. It includes issues of race, class, sexuality, religion, and other social dynamics. Diversity implies that all students are different from one another relative to other aspects of diversity such attention span, capability to stay on task, and how they get along with one another. This course will focus on issues of student diversity at the secondary level and develop skills to reflectively teach and to continuously seek ways to facilitate meaningful learning through instructional practice sensitive to student diversity. *Must be enrolled in the MAT Program.*
- ED616 SECONDARY TEACHING METHODS (3) Spring/Summer
 (a – j) a) Language Arts b) Social Science c) Mathematics d) Science e) Business f) Fine Arts g) Home Economics h) Health/PE i) Foreign Language j) Instructional Technology; This course covers a study of the secondary teaching methods which is field-based in the secondary classroom. The course is designed to provide the students with a variety of teaching strategies and skill building techniques in how to effectively bring about the teaching-learning process in a secondary classroom setting. Each student has the opportunity to apply their knowledge gained in the content to a variety of micro-teaching and curriculum planning experiences. *Prerequisite: Admission into the Certification or MAT Secondary Education Teaching Program, or Consent of Advisor.*
- ED617 ACTION RESEARCH IN SECONDARY SETTINGS (3) Fall
 Action research is a collaborative methodology which can be effective in creating school and community partnerships aimed at collecting and analyzing valid and reliable information for data-driven decision making. This course defines action research and reviews the historical and theoretical background of this research method. The student as teacher-researcher engaging in action research is a main focus. Skill in conducting the action-research process from planning to write up will be a major goal of the course. Students will design an action research plan in partnership with a GPSS high school or other school context and write up the study for possible publication. Students will be trained in the appropriate use of human subjects research and request IRB approval or exemption as determined by our Human Subjects Research Board. This is the capstone artifact for the Professional Certification Master's Degree Program. *Must be enrolled in the MAT Program, or consent of advisor.*
- ED619 INTRODUCTION TO COUNSELING (3) Fall/Spring
 Designed to provide a broad overview of the field of counseling. It will introduce students to the counseling process, basic counseling skills, the role of culture in counseling, and the nature and scope of counseling resources in the schools and in the community.

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| ED620 | THE COUNSELING PROCESS: THEORY (3) Overview of approaches to counseling. Emphasis is given to understanding the theoretical assumptions of each approach. Theories will be examined in their cultural context. <i>Prerequisite: ED619 and consent of advisor.</i> | Fall/Spring |
| ED621 | THE COUNSELING PROCESS: INDIVIDUAL PRACTICE (3) Study, discussion, and practice of useful counseling techniques. The creation and use of a facultative helping relationship is stressed. <i>Prerequisite: ED619, ED620, and consent of advisor.</i> | Fall |
| ED622 | GROUP COUNSELING (3) Designed to develop useful counseling techniques in group settings through the study of basic concepts, discussion, observation, and practice of group counseling techniques. <i>Prerequisite: ED619, ED620, ED621, and consent of advisor.</i> | Spring |
| ED623 | DYNAMICS OF INDIVIDUAL BEHAVIOR (3) Focuses upon understanding the dynamics of individual behavior, the formation of personality, and human development in general from a cross-cultural perspective. <i>Prerequisite: ED619 and consent of advisor.</i> | Spring |
| ED624 | INDIVIDUAL AND GROUP ASSESSMENT (3) Study of psychological assessment and testing as they pertain to educational and community mental health center settings. <i>Prerequisite: ED619 and consent of advisor.</i> | Fall |
| ED625 | MULTICULTURAL COUNSELING (3) This course is designed to develop multicultural competence in counseling. The emphasis will be upon issues related to being in a therapeutic relationship that is multicultural. <i>Prerequisite: ED619, ED620, ED621, and consent of advisor.</i> | Spring |
| ED626 | PREVENTION AND OUTREACH (3) Application of theory and research to the contemporary and lifespan prevention of personal and psychological problems in educational, organizational, professional, and community settings. <i>Prerequisite: ED619, ED620, ED621, ED623.</i> | Fall |
| ED627 | CAREER COUNSELING (3) Study of sources and use of information about occupations, vocational development theories, assessment instruments used in career counseling, and approaches used for vocational counseling. <i>Prerequisite: ED619.</i> | Spring/Even Years |
| ED628 | FAMILY COUNSELING (3) An overview of approaches in family counseling. The course focuses on upon understanding the dynamics of family interactions for effective counseling interventions. <i>Prerequisite: ED619, ED620, ED621, ED623, and consent of advisor.</i> | Spring/Odd Years |
| ED629 | PSYCHOLOGICAL TESTING (3) In class supervised training in a wide variety of effective methods of psychological evaluation and decision making for counselors in applied settings. <i>Prerequisite: ED619 and ED624.</i> | Spring/Even Years |
| ED630 | INSTRUCTIONAL DESIGN SEMINAR (3) Problems in systematically applying educational media technology to instruction and learning. Includes selecting appropriate modes of instruction based on clearly defined objectives, organization of instructional configurations, and media implementation. | Fall |
| ED631 | INSTRUCTIONAL APPLICATIONS OF HYPERMEDIA (3) Course is designed to develop skills needed to author interactive instructional hypermedia software. It will apply basic instructional design principles in the production of hypermedia programs. <i>Prerequisite: ED451, ED452 and ED630.</i> | Fall |

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| ED632 | COMPUTER APPLICATIONS, GRAPHICS AND DESKTOP PUBLICATION (3) Application of communication theory and learning principles to design of graphic instructional materials to improve individual and group learning. Includes design, production, evaluation, and preparation of necessary utilization and study materials and guides. | Spring |
| ED633 | TELECOMMUNICATIONS AND DISTANCE LEARNING (3) Studies of interactive distance learning models for education and training; logistics and economics for satellite, ITFS, microwave, fiber-optic, cable, twisted-pair, compressed video, radio, and telephone/modem. Teleconferencing. Legislation and FCC regulations. Support systems: courier, FAX, voice mail, computers. | Fall |
| ED634 | INSTRUCTIONAL INTERACTIVE MULTIMEDIA (3) Application of instructional design, video production and computer theory to the production of Instructional Interactive Multimedia programs. Emphasis on production and examination of interactive video accompanied by hypermedia as a training and educational media. CD-ROM applications will be examined. Prerequisite: ED451, ED452, ED630 and ED631. | Spring |
| ED635 | PHOTOGRAPHIC VIDEO PRODUCTION (3) Develop skills in designing and producing, educational, informational and/or motivational slide/tape and video programs. | Fall/Spring |
| ED636 | UTILIZING MEDIA RESOURCES IN INSTRUCTION (3) A course focusing on the role of the advanced technologies of education such as telecommunications and interactive media in the instructional process. Emphasis is on the selection, utilization, and evaluation of these media resources for instruction. Applications for advanced technologies in the teaching learning process are stressed. <i>Prerequisite: ED451 and ED452 or other Computer course or consent of instructor.</i> | Fall |
| ED637 | INTEGRATING TECHNOLOGY IN THE CURRICULUM (3) This course is designed to prepare students to effectively integrate microcomputers in the curriculum. Students will develop conceptual frameworks, strategies and skills to utilize computers to support and enhance the curriculum. <i>Prerequisite: ED452 equivalent.</i> | Spring |
| ED638 | TEACHING WITH THE INTERNET (3) This course focuses on how to use the Internet for teaching and learning. It helps students develop skills and strategies in integrating the Internet as an essential resource into the curriculum. <i>Prerequisite: ED452 equivalent.</i> | Fall |
| ED640 | LANGUAGE AND LITERACY DEVELOPMENT (3) This course explores the theory and practice of literacy development and instruction across the K-12 school years as well as adults. Topics include models of reading and writing processes, emergent literacy, reading and writing instruction for diverse learners, assessment, and adult literacy. Students will be introduced to the theoretical and research base for various models of literacy development, reading and writing processes, and instructional practices. The field has moved from viewing literacy as a process of skills acquisition to viewing literacy as a psycholinguistic process that is socially based and constructivist in nature. This course will help teachers apply current views of how children and adolescents develop as readers and writers to their own teaching situations. | Summer/DE |
| ED641 | MIDDLE/SECONDARY READING AND WRITING IN CONTENT AREAS (3) Educators will learn how to support the needs of adolescent and young adults, helping them develop into confident and independent readers and writers. Focus will be on the improvement of literacy skills through meaningful, constructive engagements in reading and writing. | Summer/DE |

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- ED642 SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS (3) Summer/DE
Increasingly, teachers are using literature in the language arts classroom and across the curriculum. In this course, students read and critically evaluate a wide range of books for preschoolers to young adults, considering such issues as developmental needs, linguistic complexity, genre, aesthetics, interest and cultural diversity. Reader response theory, among others, provides a framework for exploring how readers respond to texts through talk, drawing, writing, dramatic play, etc.
- ED643 PRACTICUM: LITERACY ASSESSMENT (3) Fall/DE
Students will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide instruction, and to involve the learner in self-assessment. The emphasis is on using assessment in the service of instruction in the classroom and clinical settings. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. *Prerequisite: Consent of Advisor*
- ED644 PRACTICUM: LITERACY INSTRUCTIONAL LAB (3) Spring/DE
Building on students' experience in ED643: Literacy Assessment, this course focuses on reading and writing instruction for children and adolescents with diverse learning needs. Students observe, diagnose, and instruct children at the School of Education Literacy Center. They will deepen their understanding of reading/writing processes and strengthen their skills in designing and implementing instruction that is responsive to the current knowledge, skills, interests, motivation and needs of individual learners. Students will also extend their knowledge of how to assess students, synthesize measurement data (both formal and informal) and present findings to parents and professionals in the form of a case report. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. *Prerequisite: ED643*
- ED645 ADVANCED METHODS IN PK-12 SCHOOL LITERACY (3) Fall/DE
This course draws on the constructive nature of literacy development to teach PK-12 students. Emphasis will be placed on ways to motivate and engage students in literacy learning. Teachers will explore models of literacy learning and how they relate to literacy instruction. Literacy methods and strategies will be responsive to the sociocultural contexts of learning in diverse classroom populations. The ultimate goal is to foster students' willing engagement in reading and writing.
- ED646 THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS (3) Spring/As Needed/DE
Introduces students to organization, administration, and supervision of school reading programs (K-12). Students examine roles of reading personnel, evaluate major reading programs and develop, implement, and evaluate a reading program at the classroom and school level. *Prerequisite: ED640, ED641 or ED645, or consent of advisor.*
- ED647 ISSUES AND RESEARCH IN LITERACY EDUCATION (3) Summer/DE
Students conduct a critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. The course is also intended as an opportunity to examine one significant issue in depth and develop a well-synthesized review of research – to use multiple expert informational resources, to read extensively, to write and present for a professional audience.
- ED649 CAPSTONE SEMINAR IN LANGUAGE AND LITERACY (3) Fall/Spring/DE
This seminar is designed as a final, integrative experience for students completing the master's degree program in language and literacy. Candidates create an Electronic Capstone Portfolio to showcase their growth in mastery of competencies identified by program goals, objectives and standards, their synthesis of graduate course work and experience, and the professionalism expected of an educator. *Prerequisites: A candidate's Capstone Experience occurs during his/her last fall or spring semester of course work.*

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- ED650 ASSESSMENT OF INDIVIDUALS WITH DISABILITIES (3) Spring
 Course deals with various methods and approaches to psychological and educational assessment of special education students. Analysis and interpretations of tests and results will also be examined. A practicum component dealing with the administration, interpretation and uses of various tests will be heavily stressed. *Prerequisite: An undergraduate or graduate course in evaluation, skill assessment or tests and measurement is critical.*
- ED652 FAMILY AND SCHOOL CONSULTATION (3) Fall
 Consideration of problem-solving strategies techniques, and methods that special educators utilize in consultation with families and regular education personnel. The roles of model, advisor, counselor, instructor, and program consultant are examined in relation to the individual program needs of students with disabilities and their families. *Prerequisite: Courses in assessment, methods and materials, and curriculum development.*
- ED654 MULTICULTURAL SPECIAL EDUCATION (3) Fall
 Exploration of the unique needs and problems associated with providing special education services to students with disabilities in multicultural settings. Emphasis will be placed on students with limited English proficiency with a focus on appropriate assessment practices and program planning. *Prerequisite: Basic tenets of special education, including assessment techniques and instructional planning. A course in cultural anthropology is recommended.*
- ED655 PHILOSOPHIES AND PRACTICES IN SPECIAL EDUCATION(3) As Needed
 This course is designed to introduce graduate students to the concept of disability and to the field of special education. The history, etiology, and characteristics of specific categories of disability will be examine, as will educational programs designed to meet the needs of school-aged students with disabilities. Topics germane to the study of disability and the field of special education, such as inclusion and impact of disability on families, will also be explored.
- ED656 ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES (3) As Needed
 This is a method course, which will provide an in-depth study of children and adolescents with specific learning disabilities. The course will focus on the identification, assessment, placement and delivery of services across all grade levels. It will include the adaptation of content, methodology and delivery of instruction to students with learning disabilities. *Prerequisites: ED655 or equivalent.*
- ED657 ADVANCED TECHNIQUES AND PRACTICES IN THE EDUCATION OF STUDENTS WITH MODERATE TO SEVERE DISABILITIES (3) As Needed
 This is a method course which will provide an in-depth educational study of children and adolescents with moderate to severe disabilities including mental retardation, autism, cerebral palsy, etc... The course will focus on the identification assessment, placement and delivery of services across all grade levels in various educational settings. It will include the adaptation of content, methodology and delivery of instruction to all students with moderate to server disabilities. *Prerequisites: ED655 or equivalent.*
- ED658a,b SPECIAL TOPICS IN SPECIAL EDUCATION (3) As Needed
 a)Special Topics in Special Education: Special Education Law, b) Special Topics in Special Education: Education of Children with Autism. Students may repeat this course with different special topics. Topic will vary to meet the needs of the students, the Guam Public School System and other educational agencies. Students may repeat this course with different special topics. *Prerequisite: ED655.*

- ED660 APPLIED LINGUISTICS (3) Fall
This course explores the field of applied linguistics, providing a multidisciplinary approach to the solution of language-related problems. The course focuses on implications of second language acquisition research and theories on language pedagogical methods; language policy and language planning; linguistics and poetics; stylistics; the use of literature in language pedagogy; and computer-assisted language learning and language research. *Prerequisite: LN300.*
- ED661 SECOND LANGUAGE CURRICULUM THEORY AND DEVELOPMENT (3) Fall
This course examines curriculum theory and provides the student with the criteria to design a curriculum for a second language and to evaluate the strategies and materials for teaching and language.
- ED/LN662 SECOND LANGUAGE TESTING AND EVALUATION (3) Spring
This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification. *Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.*
- ED/LN663 SEMINAR IN PSYCHOLINGUISTICS (3) Spring/Even Years
This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of a language and the factors that influence these processes. *Prerequisite: LN300.*
- ED664 SEMINAR IN BILINGUAL EDUCATION (3) Spring/Even Years
This course deals with the various situations where bilingualism occurs. The course is divided into two aspects: a general, theoretical perspective and a contextual perspective of situations where two or more language coexists. In the first part, the focus and concepts that can be applied to the study of bilingualism in general will be traced. The second part will consider the manifestation of bilingualism in the individual and how he/she fits into society. Problems in situations where a great linguistic heterogeneity exists will be presented. Basic themes that confront education and language planning will also be considered, analyzing the contexts and proposing necessary measures for solutions. It will also attempt to raise the consciousness of the educator to his role within the bilingual community.
- ED665 SURVEY OF MICRONESIAN LANGUAGES (3) Fall/Odd Years
This course is a historical and comparative study of the various languages of Micronesia which focuses on their development and on their similarities and differences to each other and to English. *Prerequisite: LN300.*
- ED667 READING AND WRITING FOR THE SECOND LANGUAGE LANGUAGE STUDENT (3) Fall
This course examines first and second language reading and writing with respect to theory and methodology at various levels of proficiency. *Prerequisite: ED600.*
- ED668 TEACHING THE CONTENT AREAS TO SECOND LANGUAGE STUDENTS (3) Fall
This course discusses various methods, strategies, and techniques for teaching content to second language students. Adapting existing text or materials and developing appropriate materials are also discussed. The course is designed for both elementary and secondary teachers in the regular classroom where there may be one or several second language students. It is also appropriate for teachers of sheltered classes or for ESL resource specialist who wish to know more this topic and how they might assist the regular classroom teacher. *Prerequisite: Prospective students should be currently working with second language students.*

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- ED669 CULTURE AND ITS INFLUENCE ON EDUCATION (3) Fall/Odd Years
This course looks at culture and cultural values and explores their influence on the educational system — organization, curriculum, and implementation. The course is comparative in nature, examining the U.S. system and comparing it to others. *Prerequisite: Graduate Status.*
- ED670 EFFECTIVE MIDDLE SCHOOLS (3) Fall
Examination of the middle school concept and the rationale for designing educational programs for effective teaching of students at grades 6–8. The course will focus on the needs of middle school student, the effective application of the middle school concept and how teachers could effectively deal with issues related to the middle school.
- ED671 CRITICAL ISSUES IN SECONDARY SCHOOL (3) Spring
This course examines contemporary issues of the American secondary school: school reform and effectiveness, desegregation, cultural pluralism, curriculum innovation, and social change. *Prerequisite: Graduate student and successful completion of at least two graduate level courses, and consent of advisor.*
- ED672 PHILOSOPHY OF EDUCATION (3) Fall
This course will include examination of three basic areas of philosophy: (a) metaphysics or what is real; (b) epistemology, or what is true; and (c) axiology or what is good, and the relationship of these issues to educational theory and practice. This material will provide a framework for exploration of questions, issues and models of education. *Prerequisite: Graduate student standing and consent of advisor.*
- ED673 INCLUSION OF LINGUISTICALLY DIVERSE STUDENTS (3) Spring
This course deals with understanding the plight of the limited English proficient student in the mainstream classroom, and techniques and strategies for effectively teaching these students.
- ED674 LIFESPAN TRANSITION COUNSELING (3) Spring
More than ever, we are in transition. Early retirement, layoff, and second career retraining swell the ranks of our colleges and universities. Stress develops from these and other transitions: death in the family, divorce, decade birthdays, relocations, economic dislocation, fear of growing old or of poor health. Counselors increasingly see clients with stress symptoms expressed in sleep disturbance, memory loss, disability, test anxiety, family discord, sexual dysfunction, loss of purpose or concentration or memory, or abusive attempts at self-medication with alcohol or drugs. Transition counseling, goal directed, facilitates stress-reducing objectives: a new career, relationship, home, or skill. This course provides instruction in practical counseling applications of transition theory and technique in the specific areas of applied gerontology (age/generation era/passages), cognition (memory loss & retraining), imagery (hypnosis & time), health psychology (sleep dysfunction), and existential thanatology (coping with death). *Prerequisite: Graduate Status.*
- ED675 GROUP COUNSELING PRACTICUM (3) Spring
Supervised laboratory experience in group counseling techniques. May be taken concurrently or following ED622 Group Counseling. An elective opportunity to add the depth of a laboratory component to the required theory and research course ED622 and to meet current professional standards for training in group counseling. Grading system: CR/NC. *Prerequisite: ED619, ED620, ED621, ED622 (may be taken concurrently), instructor consent, advanced graduate status.*
- ED676 MENTORING PRACTICUM FOR COUNSELORS (3) Fall/Spring
Individually supervised graduate experience of instruction and research in a university setting as preparation for contemporary counseling curricula, evaluation, research, and teaching at all educational levels. Addresses the recently highlighted national career counseling core career competencies of teaching, administration, advocacy, and professional network. Course may be repeated for a maximum of six credits. *Prerequisite: advanced graduate status and permission of the instructor.*

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| ED677 | ETHICAL AND LEGAL ISSUES IN COUNSELING (3) This course is designed to help students in the profession of school and community/mental health counseling to identify and examine ethical, legal, and professional issues encountered in the counseling process and to explore ways to effectively deal with them. Students become familiar with both legal and psychological literature about these issues, including ethical decision-making protocols. <i>Prerequisites: ED619, ED620, ED621.</i> | Fall/Spring |
| ED678 | ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS (3) This course focuses on the designing, developing, implementing, and evaluating of contemporary and relevant school counseling programs in accordance with the American School Counselor Association (ASCA) National Model. Foundations of school counseling programs and results-based guidance approaches are examined. In addition, students learn leadership skills necessary to become change agents in order to deliver, manage, and evaluate developmentally appropriate and services to meet the needs of the school and surrounding community. <i>Prerequisites: ED619, ED620, ED621.</i> | Fall |
| ED679 | INTRODUCTION TO COMMUNITY COUNSELING (3) This course is a seminar which includes fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings. <i>Prerequisites: ED619, ED620, ED621.</i> | Fall |
| ED683 | CLASSROOM MANAGEMENT (3) Course is designed to familiarize students with the primary factors affecting the effective functioning of classrooms and to provide practical knowledge for preventing and resolving management problems. | Fall |
| ED687 | CURRICULUM THEORY AND ASSESSMENT (3) The purpose of this course is to provide the educational leader with an understanding of the social and psychological bases for curriculum development, skills in small group leadership and communication, strategies for working with the various publics involved in curriculum change, and the conceptual base of development of curriculum theory. In addition, this course is designed for teachers to develop skills needed for determining social and academic student needs to enhance the systematic planning of curriculum. | Fall |
| ED688 | PERSONALITY AND MENTAL HEALTH (3) This course introduces traditional theories of personality with a focus on personality assessment instruments and the DSM-IV taxonomy of mental and personality disorders. <i>Prerequisites: ED619, ED620, ED621</i> | Spring |
| ED690 | SPECIAL PROJECT (in lieu of Thesis only) (3-6) | Fall/Spring/DE |
| ED691 | OVERVIEW SEMINAR (3) | Fall/Spring |
| ED692 | PRACTICUM TESOL (3) This course is an advanced, supervised practicum in TESOL. The practicum provides an opportunity to teach in an English as a Second Language classroom setting. The course is designed to help candidates understand the connection between teaching and student learning by analyzing the multiple, dynamic relationships between planning, instruction, and assessment. Candidates will complete a Teacher Work Sample as an extended assignment to assess their instructional choices and strategies in relation to current research in pedagogy, curriculum standards, and content area knowledge. <i>Prerequisite: Approval of advisor.</i> | Fall/Spring |

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| ED692 | PRACTICUM IN COUNSELING (3) The practice of counseling in a closely supervised clinical setting for a total of 100 hours, at least 40 of which are direct client contact hours as approved by instructor. Emphasizes is on the practical application of counseling skills and theories for advanced students in the counseling program. Grading system: P/NC. <i>Prerequisite: ED619, ED620, ED621, ED622, ED623, ED624, ED625, ED677, and consent of advisor.</i> | Fall/Spring |
| ED692 | PRACTICUM (1-6) A survey of action research theory and methods, focusing on theoretical, methodological, and ethical tenets with an emphasis on applied research in educational settings. | |
| ED695 | THESIS (3-6) | Fall/Spring/DE |
| ED698 | TEACHING INTERNSHIP (3) The practice of administration and supervision in an educational setting is the goal of the program. Through the internship, a prospective administrator is exposed to the day to day operations of a school or educational setting. It is a critical transition prior to full time appointment in a position. <i>Prerequisite: At least three Administration/Supervision Specialization Graduate courses and consent of advisor.</i> | Spring |
| ED698 | INTERNSHIP IN ADMINISTRATION AND SUPERVISION (3-6) The practice of counseling in an approved closely supervised setting for a total of 600 hours, at least 240 of which are direct client contact hours as approved by instructor. Interns meet regularly on campus or on-site with the faculty instructor. This internship may be taken over one semester for 6 credits or two consecutive semesters. Grading system: P/NC. <i>Prerequisite: ED619, ED620, ED621, ED622, ED623, ED624, ED625, ED677, ED692 and all other required courses.</i> | Fall/Spring |
| ED699 | SPECIAL TOPICS (1-3) May be repeated in a different topic area. <i>Prerequisite: Graduate Status and instructor's approval.</i> | Fall/Spring |

ENGLISH (EN)

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| EN/LN501 | GRADUATE RESEARCH & DOCUMENTATION (3) This seminar prepares students to meet the research writing requirements of the Master of Arts in English degree, including seminar papers and the Master's Thesis. The course focuses on research methodology as well as the critical, analytical, and rhetorical skills needed for successful graduate-level research in English studies. Students review sources, bibliographic literature, and appropriate indexes, both conventionally and electronically published. Students become skilled in the use of MLA and/or other documentation styles. Required of all candidates for the Masters of Arts in English. | Fall /As Needed |
| EN550 | ENVIRONMENTAL LITERATURE (3) This course offers intensive trans-disciplinary study of major environmental literary modes or as part of the history of eco-criticism in the United States, in the region, and on Guam. This course examines how the environmental movement has shaped and continues to reshape the academy, physically and philosophically. <i>Prerequisites: EN501 completed, concurrent enrollment, or consent of instructor.</i> | Fall/As Needed |
| EN560 | LITERATURES IN ENGLISH (3) This course offers an intensive study of representative work of authors writing in English, or of a related group of authors (e.g., the metaphysical poets, Commonwealth novelists, or Western Pacific writers). With different subject matter the course may be taken more than once for credit. <i>Prerequisites: Any 200-level literature course (in English) or permission of the instructor.</i> | Spring/Odd Years |

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| EN561; MI/ WG461G | PACIFIC WOMEN WRITERS (3) This course entails an intensive study of representative works of Pacific Women Writers to acquaint students with the contours of this emerging literature in terms of styles, themes, symbols, images, language, politics, and subject. Students will gain an understanding of the place of this literature in the larger context of Pacific Literature, Women's Literature, Minority Literature and Contemporary Literature in English. <i>Prerequisite: EN111; Any 200-level literature course or consent of instructor.</i> | Spring/Odd Years |
| EN570 | LITERATURES IN TRANSLATION (3) This course is a study of representative world literature to acquaint the student with the sweep of history as represented in great works of literature. The course may be offered in the literatures of Europe, Asia, Africa, Latin America, the Middle East, and others. The course may be repeated for credit when different subject matter or periods are covered. | Fall/Even Years |
| EN573 | MODERN JAPANESE NOVEL IN TRANSLATION (3) This course features a study of selected modern Japanese novels against a background of social, political, and cultural developments from the end of the Meiji period (circa 1912) to the present. <i>Prerequisite: Any 200 level literature course (in English) or permission of the instructor.</i> | Fall/Odd Years |
| EN580 | LITERARY THEORY Mimetic, pragmatic, and objective theories are considered in relation to specific literary works. An emphasis is placed on twentieth-century criticism and contemporary critical movement and theories. Critical papers are required. <i>Prerequisite: 12 credit hours in literature courses.</i> | Spring/Odd Years |
| EN611 | SEMINAR: RHETORIC AND COMPOSITION (3) This seminar informs students how rhetorical traditions inform the teaching and major theories of composition, especially those of modern and postmodern eras. The seminar examines how cultural factors such as history, ideology, gender, race, ethnicity, and politics affect composition pedagogy. <i>Prerequisite: EN501 or consent of instructor</i> | Fall/As Needed |
| EN/LN620 | GRADUATE WRITING SEMINAR (3) This graduate seminar in writing enables advanced students to develop manuscripts for professional development and publication. A workshop structure allows feedback and criticism from peers and instructor. The course may be repeated for credit when different subject matter is covered. | As Needed |
| EN630 | SEMINAR: BRITISH LITERATURE (3) This seminar offers detailed analyses of the major works of British authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matters or periods are covered. <i>Prerequisite: EN501 or consent of instructor.</i> | Fall/As Needed |
| EN640 | SEMINAR: AMERICAN LITERATURE (3) This seminar offers detailed analyses of the major works of American authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matters or periods are covered. <i>Prerequisite: EN501 or consent of instructor.</i> | Spring/As Needed |
| EN650 | TEACHING COLLEGE COMPOSITION WITH PRACTICUM (3) This one-semester practicum is a requirement for graduate students to gain experience teaching EN085, EN100, and EN110 in the University of Guam's Composition program. Students will spend the first half of the semester in seminar. Students will engage in observation and teaching in the second half of the semester. Although designed for our University's specific needs, the course provides the theoretical and pedagogical content and the practicum experience necessary for teaching development and freshman composition in any diverse post-secondary setting. <i>Prerequisite: EN611 or consent of instructor.</i> | As Needed |

- EN660 SEMINAR: LITERATURES IN ENGLISH (3) As Needed
This seminar provides intensive study of selected topics in the various literatures in English. Topics may include the work of a particular author, group of authors, movement, or period. The course may be repeated with different topics. Prerequisite: *EN501 or consent of instructor*
- EN670 WORLD LITERATURES IN TRANSLATION (3) Spring/Even Years
This seminar offers detailed analyses of the major works of famous world authors. The topics can cover the works of one or more authors of one particular region, a movement, or a period. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite (or concurrent with): *EN501*
- EN675 SEMINAR IN POSTCOLONIAL LITERATURE (3) As Needed
This course examines topics in postcolonial literature, including the literatures of empire, colonization, and cross-cultural encounters. Readings will focus on current postmodernist and postcolonial literatures to emphasize historical contexts, social attitudes, and contemporary theoretical methods. Prerequisite: *EN501 or consent of instructor*
- EN/LN680 CONTEMPORARY CRITICAL THEORY (3) Spring/As Needed
This is a seminar in advanced topics and problems of contemporary critical theory. It will benefit students and teachers in literature, cultural history, and education. The course may be repeated with different topics. Prerequisite: *EN501 or consent of instructor*
- EN/LN691 GRADUATE SEMINAR (3) Fall, Spring/All Years
This course involves rigorous study of literary authors, genres, modes, or periods. Although EN691's content will be determined by its instructor and students, the course emphasizes literary study that incorporates various theoretical approaches; close reading of all assigned texts; audio, visual, and electronic components; intensive class discussions; research presentations; and seminar papers. The course may be repeated for credit when different subject matter or periods are covered. Prerequisite: *EN501*
- EN/LN695 THESIS (1-6) Fall, Spring/ All Years
There are two possible thesis options, Traditional or Creative. The thesis candidate prepares, for six hours of thesis credit, either a study embodying rigorous scholarly research or original creative work of near-publishable quality. This course may be repeated until all six thesis credits are successfully completed. Prerequisites: *EN501, EN680, candidacy in the English Master's Program, and consent of instructor.*

ENVIRONMENTAL SCIENCE (EV)

- EV481G ENVIRONMENTAL SOIL SCIENCE (4) Spring/Odd Years
This course uses the principles of soil science with practical demonstrations to study the relationships among contemporary agriculture, natural resources and the environment. It gives an overview of management techniques for erosion control and soil and water conservation with focus on rill and inter-rill erosion. This course also discusses non-point source pollution and control practices involving disposal of organic wastes on agricultural and forestlands. This course will also equip students with skills useful for environmental assessment and soil contaminants analysis. Techniques used for bioremediation of contaminated soils and how soil can be managed to filter out contaminants will be introduced. The course has three hours of lecture and three hours of laboratory per week. Prerequisites: *AG380, MA161a and two Chemistry Courses (CH102, CH103) or BI100*
- EV504 ENVIRONMENTAL LITERATURE & SCIENTIFIC PRESENTATION (1) Spring
This course is designed to develop skills in researching, preparing, and delivering high quality scientific oral presentations while introducing students to timely and worthwhile topics for thesis research or professional projects.

- EV/BI505 ADVANCES IN ECOLOGY (3) Spring/Even Years
 Current topics in community ecology, behavioral ecology, larval ecology, population ecology, evolutionary ecology, and physiological ecology. Emphasis will be placed on recent articles from scientific journals, as well as on controversies within the field. Students will be required to actively participate in discussions, critique scientific articles, and write a research paper. *Prerequisites: BI101a-b or equivalent, or consent of instructor.*
- EV/MI506 PHYSICAL GEOGRAPHY OF MICRONESIA (3) Fall/Even Years
 This course is a study of the origin and characteristics of the physical environments and biogeography of Micronesia through an analysis of physical geographic elements, their patterns of distribution, interrelationships, and problems. *Prerequisites: Graduate standing or senior level.*
- EV/BI507 ADVANCED STATISTICAL METHODS (4) Fall
 An advanced course in applied statistical methods as used in the biological and environmental sciences stressing the design and analysis of experimental and observational studies. Lectures will be 4 hours per week. *Prerequisites: MA385 or equivalent.*
- EV/BI508 SCIENTIFIC COMPETENCE AND INTEGRITY (3) Fall
 This course examines historical, philosophical, methodological, ethical, and moral aspects of scientific thought and practice in the context of both historical and contemporary issues in natural and environmental science. Readings and discussions are built around classical examples such as the scientific controversy over Continental Drift and Plate Tectonics as well as contemporary environmental issues, ranging from global concerns such as climate and sea level change, to local public concerns such as solid waste management and the safety of tap water. The central objective of the course is to develop the skills and habits of sound critical thinking essential to the progress, ethical practice, and moral application of science.
- EV510 ENVIRONMENTAL SCIENCE: BIOLOGY/ECOLOGY (3) Fall
 This course covers concepts of biology needed for further studies in environmental science. Ecological and biological principles are presented including an introduction to ecosystem ecology. Human impacts on the environment on a global and local scale are discussed. Three hours of lecture weekly.
- EV511 ENVIRONMENTAL SCIENCE: GEOSCIENCES/ENGINEERING (3) Spring
 This course is a survey of the key aspects of geology and engineering with which individuals involved in environmental resources investigations should be familiar. Topics include the hydrologic cycle, surface hydrogeology, groundwater movement, engineering measurements, statistical analysis, instrumentation for environmental investigations, and fundamentals of engineering geology and environmental geology. Three hours of lecture a week plus field trips. *Prerequisites: MA161a-b, CH100 and CH101 or equivalent.*
- EV512 ENVIRONMENTAL SCIENCE: ECONOMICS-MANAGEMENT-LAW (3) Spring
 This course equips students with the fundamental elements of microeconomic theory, concepts of environmental economics, techniques of environmental management, and elements of environmental law that are essential for efficient and sustainable conservation, allocation, and management of natural resources, as well as the rational evaluation and effective maintenance of environmental safety and quality.
- EV513 ENVIRONMENTAL IMPACT ASSESSMENT (2) Fall/Even Years
 Discussing, structuring, writing, and evaluating environmental impact assessments, particularly as they apply to Guam and other tropical islands. Course will focus on producing formal environmental impact statements for actual, proposed and hypothetical development projects on Guam.

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- EV/MI517 CULTURAL ECOLOGY (3) Fall/Odd Years
Cultural ecology looks at the relationship between humans and their biotic and physical environments. Using diachronic and comparative perspectives, this course will survey the cultural ecology of Micronesian islanders. Particular attention will be given to the following themes: history, theory, and methods of cultural ecology; comparison of different approaches to the study of cultural adaptation; adaptation in permissive and marginal environments; and culture change in spatial and temporal perspectives. The format emphasizes seminar discussions and student presentations, but will also include some lectures, slides, films and videos. *Prerequisite: Consent of instructor, MI501, MI502, or MI503.*
- EV/BI529A ENVIRONMENTAL CONTAMINATION & TOXICOLOGY I: FUNDAMENTAL PRINCIPLES & BASIC CONCEPTS (3) Spring/Even Years
This course covers the fundamental principles and mechanisms governing the interaction of pollutants with natural systems. The basic concepts of classical and environmental toxicology are also addressed with emphasis on contaminant absorption, distribution, metabolism, systemic toxicology, carcinogenesis, toxicity testing and risk assessment. The course concludes with a general introduction to air, land and water pollution. Three hours of lectures weekly. *Prerequisites: BI157, BI158, CH102 and CH103 or equivalent.*
- EV/BI529B ENVIRONMENTAL CONTAMINATION & TOXICOLOGY II: MAJOR CLASSES OF ENVIRONMENTAL POLLUTANTS (3) Spring/Odd Years
This course focuses on classic and contemporary groups of environmental contaminants and their impact on organisms, ecosystems and man. Physical and chemical properties of each contaminant group are discussed in relation to their environmental distribution, fate and toxicity. Occupational health related pollution problems and pollution monitoring strategies are also discussed. Three hours of lectures a week. *Prerequisites: BI157, BI158, CH102 and CH102, or equivalent, or consent of instructor.* EV/BI529a is also highly recommended as it provides the foundations upon which EV/BI529b is built. Undergraduates may enroll in the course with instructor's consent.
- EV/BI530 CHEMICAL ECOLOGY (3) Fall/Odd Years
This course focuses on the field of chemical ecology and examines some of the differences in approach and results between terrestrial and marine studies. Chemical ecology is an interdisciplinary subject concerned with the biochemistry of plant and animal interactions. The course focuses on reading and discussing current literature in terrestrial and marine chemical ecology with an emphasis on such topics as plant-herbivore interactions, host choice, allelopathy, chemical communication (pheromones, attractants) and other behavioral and ecological interactions mediated by secondary chemistry. *Prerequisites: At least one course each in upper level undergraduate chemistry, biology, and ecology, or consent of instructor.*
- EV535 TROPICAL CLIMATE AND CLIMATE VARIABILITY (3) Fall/Even Years
This course is a study of the climate of the world's tropical regions. Natural variations in rainfall are studied. Mechanisms for short-term fluctuations and long-term changes including El Niño, La Niña, Quasi-biennial stratospheric oscillations, and the ice ages are presented. Also discussed is what constitutes an optimal climate, and whether or not an ice age is worse than a warmer world. *Prerequisites: BI412G, EV511, BI503, or consent of instructor.*
- EV536 HURRICANES AND TYPHOONS: AN OVERVIEW OF TROPICAL CYCLONES (3) Spring/Odd Years
This course focuses on tropical cyclones and explores their structure and physics of formation. The climatology of tropical cyclones is examined ranging from the global distribution to inter-annual variability and possible changes to tropical cyclone climate from an anticipated greenhouse-gas-induced global warming. *Prerequisites: MA203, PH251, PH210, CH102, CH102L, or consent of instructor.*

- EV537 APPLICATION OF REMOTE SENSING TO WEATHER AND CLIMATE (3) Fall/Odd Years
This course focuses on the applications of remote sensing platforms for observing and forecasting the weather, and for monitoring earth's climate system. Students explore the history of the international meteorological satellite programs and the United States' effort to modernize its weather satellite constellation. The history of the weather radar is explored, which culminates in the nationwide installation of NEXRAD Doppler weather radars (one of which is on Guam). Principles of satellite and radar physics are introduced. Interpretation of the structure of weather systems from satellite and radar imagery is covered. The use and function of the many instruments onboard satellites are described. Students participate in real-time investigations of local and regional weather patterns using satellite and radar imagery. *Prerequisites: MA203, PH210, CH251, CH102, CH102L, or consent of instructor.*
- EV542 HYDROLOGY (3) Fall/Even Years
An in-depth coverage of the topics in engineering hydrology with which all individuals involved in environmental resources investigations should be familiar. Topics will include the hydrologic cycle, surface and groundwater movement and engineering measurements, instrumentation, and analyses appropriate for environmental investigations. Three hours of lecture a week plus field trips. *Prerequisites: MA161a-b, BI412G, EV511 or equivalent.*
- EV543 HYDROGEOLOGY (4) Fall/Odd Years
An introduction to applied hydrogeology, with emphasis on fundamental physical and geological concepts and methods of analysis. Covers physical principles of groundwater movement, geologic origin and characteristics of aquifers, basic water chemistry and interaction with geologic materials, introduction to well hydraulics and aquifer evaluation, and environmental applications. Two hours of lecture plus three-hour lab each week. *Prerequisites: Elementary calculus (e.g., Math 203), basic college chemistry (e.g., Chem 102), and concurrent enrollment or completion of EV511 or permission of instructor.*
- EV/BI545 FISHERIES BIOLOGY (4) Fall/Odd Years
Fisheries in relation to the distribution, abundance and productivity of fishes; exploitation and problems of development and conservation of aquatic resources. Simple analytic approaches to population management; biological and economic yields of natural populations; analyses of population data. Six hours of lecture-laboratory weekly.
- EV547 PACIFIC ISLAND GEOLOGIC AND CLIMATIC HISTORY (3) Spring/Even Years
This course provides students with an understanding of the fundamental processes and effects of Earth's geologic and climate history that have created the unique environment of the Pacific Basin and the specific processes and conditions that have shaped the environments of the Pacific Islands. The course concludes with an examination of geologic and climatic hazards of concern to Pacific Island residents. *Prerequisites: MA161a-b, MA165, PH251/252, CH102/103 with labs.*
- EV/BI550 BIOGEOCHEMISTRY (3) Spring/Odd Years
This course explores the elements important to life, their interaction and cycling within the biosphere. Mathematical models of biogeochemical fluxes along the land-ocean continuum and within terrestrial, freshwater and marine ecosystems are discussed. Emphasis is placed on the evolution of classical paradigms and modifications of them as they appear in the current literature. Three hours of lecture/field trips weekly. *Prerequisites: A background in upper level undergraduate chemistry, ecology, and mathematics is suggested. Consent of instructor required.*
- EV/BI557 POPULATION ECOLOGY (3) Fall/Odd Years
This course provides a quantitative background of the processes and principles associated with population dynamics. Both theoretical approaches and applied modeling techniques are used to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. *Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410.*

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| EV/BI557L | POPULATION ECOLOGY LAB (1) | Fall/Odd Years |
| <p>This lab is required for EV/BI557, "Population Ecology". The labs provide a quantitative background of the processes and principles associated with population dynamics. Labs consist of applied modeling techniques to help students visualize patterns observed in natural systems. The course is relevant for both marine and terrestrial biology or environmental science graduate students, however, examples are mainly focused on marine ecosystems, and coral reefs in particular. <i>Prerequisites: BI157-157L and BI158-158L. Corequisite: BI410</i></p> | | |
| EV558 | ADVANCED GEOSPATIAL METHODS (4) | Spring |
| <p>This course focuses on applications of geospatial technologies, including geographic information systems (GIS), remote sensing, and the global positioning system (GPS). It emphasizes applications of geospatial technologies to environment science and related fields. Topics include geospatial data collection and processing, visualization, analysis, and modeling; geospatial statistical analysis; mobile cloud based geospatial applications; and integration of geospatial technologies. Students will gain an understanding of Advanced Geospatial Techniques; demonstrate abilities to geospatial data collection, processing, and analysis by the means of GIS, remote sensing and GPS; and be able to solve practical problems in environmental science and related fields using geospatial technologies. The course aims to equip students with understanding and experience with the practical use of geospatial technologies in natural sciences, particularly environmental science. <i>Prerequisites: recommend prerequisites for environmental Science Graduate Program, and fundamentals of GIS or equivalent, or consent of instructor. Undergraduate students may enroll in the course with the permission of instructor.</i></p> | | |
| EV561 | URBAN LANDSCAPE MANAGEMENT (3) | Fall/Even Years |
| <p>This course focuses on the integration of ecological theory with vegetation management and includes aspects of horticulture, landscape design, recreation studies, planning and financial management. This course emphasizes the use and management of indigenous and introduced vegetation in the public landscape and explores both scientific and philosophical ideas on reasons for undertaking certain practices.</p> | | |
| EV563 | MANAGEMENT AND RECYCLING OF ORGANIC WASTES (3) | Fall/Odd Years |
| <p>This course focuses on various management practices and technologies dealing with handling, storage, and conversion of animal waste and plant by-products to useful energy, animal feed, and fertilizer, Recycling and processing methods such as drying, rendering, composting, fermentation, extruding, and bio-gas production are also covered. <i>Prerequisite: consent of instructor.</i></p> | | |
| EV570 | ENVIRONMENTAL ECONOMICS (3) | Fall/Even Years |
| <p>This course provides a frame of thinking about environmental science in a context of economic analysis. As an applied course, students are prepared to use economic analyses in environmental cases to consider issues such as: valuing the environment; resource allocation over time; opportunity costs; cost/benefit analysis; analysis of environmental options and externalities; modeling economic and ecological systems; effects of population growth and demand on the global environment; and studies of environmental impacts and policy responses. Regional planning and policy issues will be profiled. <i>Prerequisite: consent of instructor.</i></p> | | |
| EV598 | ENVIRONMENTAL SCIENCE INTERNSHIP (1) | Fall/Spring |
| <p>Students gain professional skills in the environmental market place working with a mentor at a local environmental or engineering firm or an appropriate GovGuam or Federal Government agency. This course can be taken twice, but a maximum of two total credits will be allowed as electives toward the Master of Science Degree. Students are expected to intern between 10 and 12 hours per week per credit of EV598.</p> | | |
| EV695 | ENVIRONMENTAL SCIENCE THESIS (6) | Fall/Spring |
| EV698 | ENVIRONMENTAL SCIENCE PROFESSIONAL TRACK INTERNSHIP (6) | Fall/Spring |
| EV690 | ENVIRONMENTAL SCIENCE PROFESSIONAL TRACK PROJECT (6) | Fall/Spring |

HEALTH SCIENCE (HS)

- HS405/G EPIDEMIOLOGY (3) As Resource Permit
This course offers an overview of epidemiology and the epidemiology approach to problems of health and disease. The major principles and methods of epidemiology are presented together with many of the applications of epidemiology to public health and clinical practice.
- HS450/G RESEARCH AND EVALUATION IN EXERCISE
SCIENCE, HEALTH FITNESS, AND SPORT (3) Spring/Even Years
This course presents basic and applied research principles and methodologies as well as their application to the testing and evaluation of physical performance and associated behavior in exercise science, wellness, physical education, and sport. *Prerequisites: EN111, MA151, HS322, HS324, HS350 and PE422 with "C" or better or consent of instructor.*

HISTORY (HI)

- HI420G TOPICS IN WESTERN HISTORY (3) Spring
This course is an intensive study of a specific topic or problem in Western History. With different subject matter, the course may be taken more than once for credit. *Prerequisite: HI121 or HI122*
- HI444G MODERN PACIFIC HISTORY FROM 1850 TO THE PRESENT (3) Spring/Even Years
This course covers colonial and post-colonial rule in the Pacific. *Prerequisite: HI121 or HI122.*
- HI450G TOPICS IN PACIFIC HISTORY (3) Spring/Odd Years
This course is an intensive study of a specific topic or problem in Pacific History. With different subject matter, this course may be taken more than once for credit. *Prerequisite: HI121 or HI122*
- HI455G TOPICS IN PRE-MODERN HISTORY (3) Fall/Odd Years
This course is an intensive study of a specific topic or problem in Pre-Modern History. With different subject matter, this course may be taken more than once for credit. *Prerequisite: HI121 or HI122*
- HI474G HISTORY OF MODERN JAPAN (3) Spring/Even Years
This course focuses on the political, social, diplomatic, and economic development of modern Japan from the beginning of the Tokugawa Shogunate (1603) to the present. Attention is also given to Japan's response to the west.
- HI476G HISTORY OF MODERN CHINA (3) Fall/Odd Years
This course examines the transition from traditional to modern China, China's entry into the modern world, and China under the Communist Regime.
- HI478G THE HISTORY OF MODERN KOREA (3) Fall/Even Years
This course emphasizes the evolution of Korea from the Yi Dynasty (1392–1910) to the present. *Prerequisite: HI122.*
- HI480G TOPICS IN ASIAN HISTORY (3) Fall
This course is an intensive study of a specific topic or problem in Asian History. With different subject matter, this course may be taken more than once for credit. *Prerequisite: HI121 or HI122*

LINGUISTICS (LN)

- LN440G TOPICS IN LINGUISTICS (3) As resources permit
Courses included under this umbrella course provide undergraduate and graduate students with advanced study of specific topics within the study of language. These topics focus attention on language use, language analysis, and language learning. Special attention will be paid, where possible, to Pacific languages and cultures. The course may be repeated for credit with different topics. *Prerequisite: LN300 or consent of instructor.*

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- LN440G/a TOPICS IN LINGUISTICS: ETHNOGRAPHY OF SPEAKING (3) As resources permit
Ethnography of Speaking explores the links between the study of language, oral and written literature, folklore, and language education. It examines and analyzes the relationship between language, language use, culture performance and context in different speech communities. *Prerequisite: LN300 or consent of instructor.*
- LN440G/b TOPICS IN LINGUISTICS: PRAGMATICS (3) As resources permit
Pragmatics presents an exploration of what we actually do with our language. Following a cross-cultural approach, the course analyzes the ways we use our language to do what we want it to do and say what we really mean in various contexts and situations. *Prerequisite: LN300 or consent of instructor.*
- LN500 APPLIED LINGUISTICS (3) Fall
This course covers methods of teaching English as a second language. It familiarizes students with test drills, activities, and exercises used in ESL programs. Work on materials preparation dealing with phonological, syntactical, and semantic problems is included. *Prerequisite: LN300 or consent of instructor.*
- LN/EN501 GRADUATE RESEARCH & DOCUMENTATION (3) Fall /As Needed
This seminar prepares students to meet the research writing requirements of the Master of Arts in English degree, including seminar papers and the Master's Thesis. The course focuses on research methodology as well as the critical, analytical, and rhetorical skills needed for successful graduate-level research in English studies. Students review sources, bibliographic literature, and appropriate indexes, both conventionally and electronically published. Students become skilled in the use of MLA and/or other documentation styles. Required of all candidates for the Masters of Arts in English.
- LN502 HISTORY OF THE ENGLISH LANGUAGE (3) Spring/Even Years
This course traces the history and development of English sounds, morphology, syntax, orthography, and lexicon from Anglo Saxon times to the present. Topics include the relationship of English to other Indo-European languages, borrowing, sound change, syntactic change, morphological change, lexical change, changes in meaning over time, and some current varieties of world "Englishes." *Prerequisite: LN300 or consent of instructor.*
- LN560 INTRODUCTION TO SOCIOLINGUISTICS (3) Fall/Odd Years
This course is an introduction to current sociolinguistic studies. Emphasis is placed on the nature of the speech community, speech events, societal bilingualism, and language constraints. Additional emphasis is placed on practical application of basic sociolinguistic concepts. *Prerequisite: LN300 or consent of instructor.*
- LN/ED662 SECOND LANGUAGE TESTING AND EVALUATION (3) Fall
This is a course in which all the techniques of teaching a second language are united and related to their effectiveness according to parameters derived from language acquisition theory and statistical quantification. *Prerequisite: Native or native-like proficiency in English and familiarity with a second language. Also, familiarity with basic arithmetic and algebra.*
- LN/ED663 SEMINAR IN PSYCHOLINGUISTICS (3) Spring/Even Years
This course provides fundamental knowledge of psycholinguistics and emphasizes its interdisciplinary nature. It encompasses the processes underlying the acquisition of a language and the factors that influence these processes. *Prerequisite: LN300.*

MATHEMATICS (MA)

- MA411G INTRODUCTION TO ABSTRACT ALGEBRA (3) Spring/Even Years
This course offers a study of modern algebra with topics from group theory and ring theory. *Prerequisites: Grades of C or better in both MA205 and MA302.*

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| MA421G | INTRODUCTION TO ANALYSIS I (3) This is the first course in a two-semester sequence designed to provide an introduction to the rigorous study of the foundations of calculus. Topics covered include the completeness of the real numbers, elementary topology, continuous functions, and numerical sequences and series. <i>Prerequisites: Grades of C or better in MA205 and MA302.</i> | Fall/Even Years |
| MA422G | INTRODUCTION TO ANALYSIS II (3) This is the second course in a two-semester sequence designed to provide an introduction to the rigorous study of the foundations of calculus. Topics covered include differentiation, integration, sequences and series of functions. <i>Prerequisite: A grade of C or better in MA421G.</i> | Spring/Odd Years |
| MA431G | TOPICS IN ADVANCED MATHEMATICS (3) This course offers selected topics in advanced mathematics such as topology, mathematical induction, non-Euclidean geometries. With different subject matter may be repeated for credit. <i>Prerequisite: Grades of C or above in MA205 and MA302.</i> | Spring/Even Years |
| MA441G | MODERN GEOMETRY (3) This course treats non-Euclidean and advanced Euclidean geometry. <i>Prerequisites: Grades of C or better in both MA205 and MA302.</i> | Spring/Odd Years |
| MA451G | PROBABILITY AND STATISTICS (3) This course covers probability models and distributions, including univariate and multivariate distributions, and provides an introduction to parametric and nonparametric decision theory. <i>Prerequisites: MA151 or equivalent and grade of C or better in MA302. Corequisite: MA205.</i> | Fall/Even Years |
| MA453G/H | OPERATIONS RESEARCH MODELS (3) Operations research models are designed to optimize, maximize, or minimize real world processes. Computer methods and packages are included for linear and dynamic programming, life and death processes, P.E.R.T.-C.P.M., trend analysis and queuing theory. <i>Prerequisites: MA341 and MA385.</i> | Fall/Odd Years |
| MA460G | NUMERICAL LINEAR ALGEBRA (3) This course covers topics such as numerical solutions to systems of linear equations; linear least squares problems; eigenvalue and eigenvector problems. Methods include Gauss-Jordan elimination, Siedel iterating, the QR algorithm and linear optimization. It includes the use of numerical software libraries. <i>Prerequisites: Grades of C or better in MA205, MA302, and MA341.</i> | Spring/Odd Years |
| MA461G | NUMERICAL ANALYSIS (3) This course covers: root finding for non-linear equations, numerical integration, numerical methods for ordinary differential equations, interpolation theory, and approximation functions. The course makes use of numerical software libraries. <i>Prerequisites: Grade of C or better in MA205 and MA302.</i> | Fall/Odd Years |

MICRONESIAN STUDIES (MI)

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| MI501 | PEOPLES AND CULTURES OF MICRONESIA (3) This course provides a comprehensive overview of the cultures and societies of the Micronesian area. <i>Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.</i> | Fall |
| MI502 | HISTORY OF MICRONESIA (3) This course provides a comprehensive understanding of a thematic historical approach of the Micronesian region. A critical examination of the various forms of historical evidence, both indigenous and Western, pertaining to the region will be addressed. <i>Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.</i> | Spring |

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| MI503 | CONTEMPORARY ISSUES AND PROBLEMS (3) This course provides an in-depth understanding of contemporary issues and problems facing Micronesia society: economic development, political status and change, ethnicity and population shift, resources and environment, social and health problems. <i>Prerequisite: Graduate Standing or Senior Level or Consent of instructor.</i> | Spring |
| MI/EV506 | PHYSICAL GEOGRAPHY OF MICRONESIA (3) This course is a study of the origin and characteristics of the physical environments and biogeography of Micronesia through an analysis of physical geographic elements, their patterns of distribution, interrelationships, and problems. <i>Prerequisites: Graduate standing or senior level.</i> | Fall/Even Years |
| MI/PI508 | MICRONESIAN PHILOSOPHY (3) This course examines the various approaches to philosophy found in Micronesia. Philosophy is framed by historical and cultural conditions. This course will explicate the meaning and significance of philosophical wisdom for the dominant cultures, past and present, in Micronesia. <i>Prerequisite: Graduate Standing.</i> | As Resources Permit |
| MI510 | GOVERNANCE OF ISLAND POLITIES (3) This course is an analysis the challenges confronting government and political life on Guam and other Pacific island polities, focusing on examples from Micronesia related to post-colonial transition, globalization, economic strategies, globalization, cultural preservation, and sustainability of island societies. <i>Prerequisites: MI502 or consent of instructor.</i> | Fall/Even Years |
| MI512 | GUAM/CHAMORRO STUDIES (3) This seminar is an historical analysis of Guam's colonial legacy and a critical examination of major contemporary issues including Chamorro cultural survival, land, social and economic development, political status, religion, and modern modes of scholarly inquiry in Guam. This seminar presupposes introductory courses in the History of Guam (HI211) or related disciplines such as Culture and Education in Guam (ED265); Government and Politics of Guam (PS303); Introduction to Community Services on Guam (SW110). | Fall/Even Years |
| MI513 | RESEARCH METHODOLOGY IN SOCIAL SCIENCES (3) Basic research design, sampling techniques, survey procedures, and systematic observation strategies are presented. A strong emphasis is placed on writing skills and the oral presentation of research findings. <i>Prerequisite: Graduate Standing or Senior Level or Consent of Instructor.</i> | Spring |
| MI514 | HEALTH AND HUMAN ADAPTION IN MICRONESIA (3) Primarily rooted in medical anthropology, this course uses a multidisciplinary approach to look at the status of health and human adaptation in Micronesia. By using specific examples of disease patterns, adaptation is looked at as an evolutionary process as well as synchronically. Strong emphasis is placed on the changing map of health and disease, generally in the Pacific and specifically in the Micronesian Islands. Along with medical anthropology, ideas and methods from related fields such as medical geography and epidemiology have also been incorporated into course materials. Following a broad overview of medical anthropology with introductions to its related fields, ideas and concepts central to health and adaptation will be presented, followed by case studies from Micronesia and the Pacific. <i>Prerequisite: Graduate standing.</i> | Spring/Odd Years |
| MI/EV517 | CULTURAL ECOLOGY (3) Cultural ecology looks at the relationship between humans and their biotic and physical environments. Using diachronic and comparative perspectives, this course will survey the cultural ecology of Micronesian islanders. Particular attention will be given to the following themes: history, theory, and methods of cultural ecology; comparison of different approaches to the study of cultural adaptation; adaptation in permissive and marginal environments; and culture change in spatial and temporal perspectives. The format emphasizes seminar discussions and student presentations, but will also include some lectures, slides, films and videos. <i>Prerequisite: Consent of instructor, MI501, MI502, or MI503.</i> | Fall/Odd Years |

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| MI518 | RELIGION, MAGIC, AND MYTH IN MICRONESIA (3) This course surveys the traditional religions of Micronesia, with an emphasis on myth and ritual. Analysis of select samples of traditional ritual and myth from primary sources. Critical analysis is emphasized. <i>Prerequisite: One proseminar course or consent of instructor.</i> | As Resources Permit |
| MI520 | ECONOMIC DEVELOPMENT AND CHANGE IN MICRONESIA (3) The seminar provides an overview of Micronesian economic systems past and present; focus is on the present as the new nations confront the need to develop market-based economies within a global context of diminishing resources and soaring populations. | Fall/Odd Years |
| MI/WG461G EN561 | PACIFIC WOMEN WRITERS (3) This course entails an intensive study of representative works of Pacific Women Writers to acquaint the students with the contours—in terms of styles, themes, symbols, images, language, politics, and subject matter—of the writing of females who represent an emerging literature as well as a new exciting part of the region’s cultural heritage. Students will emerge with an understanding of the place of this literature in the larger context of Pacific Literature, Women’s Literature, Minority Literature and Contemporary Literature in English. <i>Prerequisites: EN210, EN323 or consent of the Instructor.</i> | Spring/Even Years |
| MI599 a,b,c,d | READINGS IN MICRONESIAN STUDIES (3) This course provides students an initial opportunity to explore, via a schedule of in-depth readings, a range of topics and issues in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. <i>Prerequisite: MI501, 502, 503 and consent of instructor.</i> | Fall/Spring |
| MI691 a,b,c,d | SEMINAR IN MICRONESIAN STUDIES (3) This course provides students an opportunity to pursue in-depth reading and individualized or small group research projects on selected topics in cultural ecology and resource management; human services and community health; social, political, and economic issues; and culture, history, language, and the arts. <i>Prerequisite: MI501, 502, 503, 599.</i> | Fall/Spring |
| MI695 | THESIS (1-3) <i>Prerequisite: Consent of Instructor, completed Form A and successful completion of Comprehensive Examination.</i> | Fall/Spring |

PUBLIC ADMINISTRATION (PA)

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| PA/AG401G | COMMUNITY PLANNING (3) This course is an introduction to community planning; relationships of physical form to environment, function, aesthetic principles, cultural values, planning as a synthesis of a frame of reference based on economic, political, social, cultural, physical, and administrative factors. <i>Prerequisite: SO101.</i> | Fall/Odd Years |
| PA501 | APPLIED RESEARCH METHODOLOGY (3) Concentrated study of research methodology, including planning, organizing and executing research projects; techniques of gathering data; use of library facilities and other sources of information; analysis and interpretation of data; the art and strategy of presenting oral and written findings. <i>Prerequisites: PA305, BA310, or equivalent.</i> | Fall/Spring |
| PA510 | ADMINISTRATIVE THOUGHT (3) This course offers an overview of classic and contemporary theories of public administration and bureaucracy. The role and process of American public administration are studied in the social and political context of legislatures, executives, legal and judicial structures, and in relationship to political parties and clientele groups. The modern administrative state and its illustrations of democratic theory and practice, are examined. | Fall |

- PA525 PUBLIC BUDGETING (3) Fall
 Budgetary practices of federal, state, territorial, and local governments. The budget cycle, budget preparation, and execution. Includes techniques such as PPB (Planning, Programming, Budgeting) in the Federal government and zero-base in GovGuam budgeting. *Prerequisites: PA303 or equivalent*
- PA526 PRIVATE ENTERPRISE AND PUBLIC POLICY (3) Spring
 Governmental process in the formulation of policy in relation to the private enterprise sector. Framework and organization of administrative agencies in the regulation and supervision of private industry. Nature of the "public interest" and the interrelationship of interests affecting governmental policy toward business enterprise.
- PA530 PUBLIC MANAGEMENT (3) Fall
 The study of government organization management practices and problems; the general effectiveness of major agencies including their relationships with U.S., local legislative bodies, clientele and other governmental units and public bodies. This course establishes the broad parameters of what constitutes the major roles, responsibilities and activities of public managers. This course is particularly suited for students with limited background in public management. Stress is placed on the development of analytical techniques that are useful in the identification and resolution of commonly occurring problems in public management.
- PA535 INTERGOVERNMENTAL RELATIONS (3) Spring
 Study of the dynamics of relations among governmental units, including the movement towards regionalization and councils of government. Study of the impact of "new federalism" concepts and revenue sharing upon states, territories and of local issues and problems.
- PA540 ADMINISTRATIVE LAW (3) Spring
 Study of administrative law, including issues of separation of powers; regulatory commissions; processes of administrative adjudication; and judicial review.
- PA545 ORGANIZATIONAL BEHAVIOR AND THEORY (3) Fall
 Readings and discussion of advanced organization and management theory including organization, systems design and analysis, decision theory, power, politics, and authority. *Prerequisite: BA240*
- PA550 COMPARATIVE PUBLIC ADMINISTRATION (3) Fall
 Administrative structures and processes of industrialized and developing areas of the world. Distribution of government services in the various bureaucratic organizations.
- PA560 LEADERSHIP AND SOCIAL RESPONSIBILITY OF ORGANIZATIONS (3) Spring
 An examination of the meaning of business ethics and its significance in business decision making. By thoughtful analysis of the moral issues raised by business practices, graduate students will raise their comprehension of the moral decisions of business. Students will apply ethical theories and concepts to social issues. In addition, students will gain practice during examinations and interpretations of positions taken by various stakeholder groups affected by business and vice-versa.
- PA561 PUBLIC PLANNING (3) Spring
 This course deals with methods of social, economic, and physical planning. The concept of planning is approached from the theoretical, methodological and philosophical perspectives. It focuses on problem analysis to the final stages of program implementation and evaluation.
- PA565 PUBLIC CONTRACTING AND PROCUREMENT POLICIES AND PRACTICES (3) Fall
 An examination of the legal and regulatory framework governing public contracting within the dimensions of past and present national and local objectives. A particular emphasis is placed on its contribution to government efficiency and effectiveness.

- PA570 SPECIAL TOPICS IN PUBLIC PERSONNEL ADMINISTRATION (3) Fall/Spring/Summer
a,b,c,d,e a) Policy; b) Sanctions; c) Employment Law; d) Organizations; e) Systems
Current problems and issues in the management of government programs are explored through: The changing character of public personnel management as affected by citizen participation and representation, community action groups, minority employment, diversity, technology, global issues, merit system administration, economics, constitutional rights, environmental concerns, upward mobility, development crises and problems, labor-management relations, public interest advocacy, decentralization and devaluation of administrative activities, and management information systems.
- PA598 INTERNSHIP: Public Administration (3) Fall/Spring
This course provides qualified students with the opportunity to gain experience in public administration. Students are placed in government agencies and related organizations and work under the supervision of a management official. Students must consult with the Internship Coordinator prior to enrolling. This course is required for all pre-service students.
- PA690 SPECIAL PROJECT (3) Fall/Spring
Course is open to students admitted to degree candidacy and qualified to do independent study in business, economics or public administration under the direction of a professor in the field.
- PA692 PRACTICUM (3) Fall/Spring
The Capstone course is the culminating experience that incorporates applied research and real world application in the field under the guidance of a major professor. The Capstone will also serve as the MPA Qualifying Exam. This course may only be taken in the student's graduating semester.
Prerequisite: Consent of MPA Chair.
- PA695 THESIS (6) Fall/Spring
Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. Students are required to have their thesis proposal approved by their committee prior to enrolling in PY695. *Prerequisite: Consent of Advisor.*

PHYSICAL EDUCATION (PE)

- PE454G ADAPTED AND DEVELOPMENTAL PHYSICAL EDUCATION, RECREATION AND DANCE (3) Spring/Even Years
This course emphasizes assessment, design and implementation of physical education that meets the developmental characteristics and special needs of pre-school and school age children, youth, and adults including those with disabilities or health related impairments. Particular attention is paid to adaptations to instruction, equipment and facilities to accommodate and individualize PE instruction for students with disabilities in schools and participants in community settings. *Prerequisites: ED201, ED300 and either PE352, 392a or 353, 392b with a grade of "C" or above.*

PHILOSOPHY (PI)

- PI481G SELECTED TOPICS IN PHILOSOPHY (3) Fall
Each time this course is offered it covers one specific area of philosophy or one particular philosopher. Possible course topics include Existentialism, Epistemology, Metaphysics, Environmental Ethics, Medical Ethics, Legal Ethics, the Philosophy of Samkara, and the Philosophy of Lao Tzu. The course may be repeated for credit under different topics.

PI486G TRAVEL STUDIES IN ASIA (3) Summer/Odd Years
 Philosophy students and others interested in gaining a direct intensive exposure to Asian culture and philosophy will be interested in participating in this course. Each summer one of the faculty in the philosophy program will take a group of students into a particular Asian country of choice. At this time, destination of this course is planned to be either India, Tibet, China, or Japan. This course is invaluable for students who are specializing in Asian philosophy, though anyone could benefit from this unique opportunity to gain a direct encounter with one of these countries under the guidance of an expert in the culture and religion/philosophy of that particular country.

PI/MI508 MICRONESIAN PHILOSOPHY (3) Spring/Odd Years
 This Course examines the various approaches to philosophy found in Micronesia. Philosophy is framed by historical and cultural conditions. This course will explicate the meaning and significance of philosophical wisdom for the dominant cultures, past and present, in Micronesia. *Prerequisite: Graduate Standing.*

PSYCHOLOGY (PY)

PY413G RESEARCH METHODOLOGY IN THE BEHAVIORAL SCIENCES (3) Fall
 This course is an in-depth study of the scientific research process, and an application of its principles and techniques to proposing, designing, conducting and analyzing original research. Students demonstrate mastery of APA style and deliver research results orally and in written format. *Prerequisites: PY101, PY 210 and MA385.*

PY420G ABNORMAL PSYCHOLOGY (3) Fall/Spring
 This course covers the study of historical changes in theories and methods of treatment; theory of personality development; dynamics of adjustment; the symptoms, dynamics, therapy, and prognosis of the various abnormal reaction patterns, both functional and organic; and modern theories and methods of diagnosis, therapy, and prevention. *Prerequisite: PY101.*

PY426G PERSONALITY THEORY (3) Fall/Odd Years
 This course provides an intensive and comparative overview of the theories of personality from Freudian, Neo-Freudian, Trait, Cognitive, Socio-behavioral, Existential and Humanistic perspectives. Major theorists' concepts and principles, assessment and techniques are examined within a cross cultural and ethnically diverse context. *Prerequisite: PY101 and graduate standing.*

PY440G SOCIAL PSYCHOLOGY (3) Fall
 This course applies the scientific method to analyses of the behavior of individual people in social situations. Topics include aggression, attitude formation and persuasion, conflict-resolution, conformity, gender roles, group decision making, interpersonal attraction, positive social behaviors, prejudice, social factors in the self-concept, social information processing, and applications of social psychology to social problems. *Prerequisite: PY101.*

PY/WG455G PSYCHOLOGY OF WOMEN (3) Spring/Even Years
 This course offers a study of women through feminist scholarship and research. It is designed to introduce students to the myriad factors influencing the development of girls and women in a variety of cultures and societies, including Micronesia. Areas covered include feminist scholarship and research; gender socialization, women's biology and (mental) health; sexuality; victimization and abuse; work career, and power issues. *Prerequisite: PY101.*

- PY501 ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN THE PRACTICE OF CLINICAL PSYCHOLOGY (3) Fall/Even Years
This course provides a comprehensive overview of the ethical, legal, and professional issues encountered in the practice of clinical psychology. Students study the APA Ethics Code as well as local and national laws that regulate mental health practice. Topics include professional competence, client rights, informed consent, privacy, confidentiality and privileged communication. Special attention is given to procedures for evaluating and responding to suicidality and dangerousness, for working with minors and other vulnerable populations, and for reporting suspected child or elder abuse. *Prerequisite: Consent of instructor.*
- PY502 MICRONESIA AND MENTAL HEALTH (3) Spring/Odd Years
This course offers an examination of mental health services and problems in Micronesia. Geography, political systems, health problems, peoples and cultures provide the context for a detailed examination of mental health and social change concerns within our region. Prevalence of psychiatric disorders within Micronesia, applications of psychological interventions to regional concerns, and Micronesian perspectives toward psychology are the primary focus of the course. *Prerequisite: Consent of instructor.*
- PY503 PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS (3) Fall/Odd Years
This course provides an intensive study of the various forms of psychopathology described in the Diagnostic and Statistical Manual of Mental Disorders (DSM), including current theory and research on their phenomenology, etiology, and treatment. Emphasis is placed on learning to formulate accurate psychiatric diagnoses with both adults and children using the DSM's multiaxial diagnostic system. Students also engage in historical and cross-cultural analysis of psychiatric discourse, and consider alternative frameworks for conceptualizing abnormal behavior. *Prerequisite: Consent of instructor.*
- PY504 TOPICS IN CLINICAL PSYCHOLOGY (3) Spring/Even Years
This course offers in-depth study of a special topic in clinical psychology. The focus varies depending on faculty and student interests as well as needs in the community. Possible topics include: forensic psychology, substance abuse treatment, applied behavior analysis, trauma and crisis intervention, psychodynamic therapy, couples therapy, group therapy, narrative therapy, qualitative research, and psychopharmacology. With different subject matter, this course may be repeated for credit. *Prerequisite: Consent of instructor.*
- PY511 RESEARCH METHODS IN CLINICAL PSYCHOLOGY I: RESEARCH DESIGN(3) Fall/Even Years
The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at the investigation of clinical phenomena and the development of evidence-based clinical practices. The first course in the series focuses on research design, including experimental, quasi-experimental, correlational, qualitative, single-case, and meta-analysis methodologies. Students also study historical and current trends in the literature addressing research on psychopathology, assessment, psychotherapy, and prevention. *Prerequisite: Consent of instructor.*
- PY512 RESEARCH METHODS IN CLINICAL PSYCHOLOGY II: STATISTICS (3) Spring/Odd Years
The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at the investigation of clinical phenomena and the development of evidence-based clinical practices. The second course in the series focuses on statistics, including a brief review of univariate and bivariate techniques, followed by in-depth study of multivariate procedures such as multiple regression, analysis of covariance, multivariate analysis of variance and covariance, profile analysis, discriminant analysis, logistic regression, canonical correlation, and factor analysis. *Prerequisites: PY511 and consent of instructor.*

- PY521 CLINICAL ASSESSMENT I: ADULT (3) Fall/Odd Years
In the Clinical Assessment series, students learn to conduct a comprehensive diagnostic interview, and to administer, score, and interpret a variety of psychological assessment instruments, including measures of cognitive functioning, personality, and psychopathology. Students also learn to formulate treatment recommendations based on assessment data, write assessment reports, and give feedback to clients. Emphasis is placed on conducting culturally responsive clinical assessments through consideration of the literature on assessment with diverse populations. The first course in the series focuses on assessment with adults. During the semester, students conduct at least one clinical assessment with an adult client, including writing the assessment report and providing feedback to the client. *Prerequisite: Consent of instructor.*
- PY522 CLINICAL ASSESSMENT II: CHILD AND ADOLESCENT (3) Spring/Even Years
In the Clinical Assessment series, students learn to conduct a comprehensive diagnostic interview, and to administer, score, and interpret a variety of psychological assessment instruments, including measures of cognitive functioning, personality, and psychopathology. Students also learn to formulate treatment recommendations based on assessment data, write assessment reports, and give feedback to clients. Emphasis is placed on conducting culturally responsive clinical assessments through consideration of the literature on assessment with diverse populations. The second course in the series focuses on assessment with children and adolescents. During the semester, students conduct at least one clinical assessment with a child or adolescent client, including writing the assessment report and providing feedback to the parents and the client. *Prerequisite: Consent of instructor.*
- PY641 CLINICAL INTERVENTION I: COGNITIVE-BEHAVIORAL THERAPY (3) Fall/Even Years
The first Clinical Intervention course provides a comprehensive overview of cognitive and behavioral approaches to psychotherapy, including their application in the treatment of specific disorders. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in cognitive-behavioral therapy with clients through the Graduate Practicum in Clinical Psychology. *Prerequisite: Consent of instructor. Corequisite: PY692a.*
- PY642 CLINICAL INTERVENTION II: CHILD AND ADOLESCENT THERAPY (3) Spring/Odd Years
The second Clinical Intervention course provides a comprehensive overview of the various approaches to conducting psychotherapy with children and adolescents, including consideration of the role of the therapist in working with parents, schools, and community agencies. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in therapy with children and adolescents through the Graduate Practicum in Clinical Psychology. *Prerequisite: Consent of instructor. Corequisite: PY692b.*
- PY643 CLINICAL INTERVENTION III: FAMILY SYSTEMS THERAPY (3) Fall/Odd Years
The third Clinical Intervention course provides a comprehensive overview of family systems approaches to psychotherapy, including the application of systems theory across a diverse range of family structures and presenting problems. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in family systems therapy with families through the Graduate Practicum in Clinical Psychology. *Prerequisite: Consent of instructor. Corequisite: PY692c.*

- PY644 CLINICAL INTERVENTION IV: EXISTENTIAL-HUMANISTIC THERAPY (3) Spring/Even Years
The fourth Clinical Intervention course provides a comprehensive overview of existential and humanistic approaches to psychotherapy through the study of theoretical and literary works influenced by existentialist thought. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in existential-humanistic therapy with clients through the Graduate Practicum in Clinical Psychology. *Prerequisite: Consent of instructor. Corequisite: PY692d.*
- PY692a GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY I (1) Fall/Even Years
The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the first practicum, students learn various techniques associated with cognitive-behavioral therapy and see at least one client for weekly therapy employing the cognitive-behavioral approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. *Prerequisite: Consent of instructor. Corequisite: PY641.*
- PY692b GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY II (1) Spring/Odd Years
The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the second practicum, students learn various techniques for working with children and adolescents and see at least one child or adolescent client for weekly therapy. Students are required to complete a minimum of 100 practicum hours over the course of the semester. *Prerequisite: Consent of instructor. Corequisite: PY642.*
- PY692c GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY III (1) Fall/Odd Years
The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the third practicum, students learn various techniques associated with family systems therapy and see at least one family for weekly therapy employing the family systems approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. *Prerequisite: Consent of instructor. Corequisite: PY643.*
- PY692d GRADUATE PRACTICUM IN CLINICAL PSYCHOLOGY IV (1) Spring/Even Years
The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the fourth practicum, students learn various techniques associated with existential-humanistic therapy and see at least one client for weekly therapy employing the existential-humanistic approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester. *Prerequisite: Consent of instructor. Corequisite: PY644.*

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- PY695a THESIS I (1-3) Fall/Spring
The Master's Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. In the first thesis course, students begin collecting and analyzing their data and present the preliminary results at a formal progress meeting with their committee. Students are required to have their thesis proposal approved by their committee prior to enrolling in PY695a. *Prerequisite: Consent of advisor.*
- PY695b THESIS II (1-3) Fall/Spring
The Master's Thesis provides an opportunity for students to complete a scholarly research project under the supervision of a thesis committee, comprised of a program faculty chairperson and at least two additional members. In the second thesis course, students complete their data collection and analysis, prepare a written draft of the thesis, and orally present their work at a formal thesis defense with their committee. *Prerequisites: PY695a and consent of advisor.*
- PY698a INTERNSHIP IN CLINICAL PSYCHOLOGY I (3) Fall/Spring
The Internship in Clinical Psychology places students in a mental health or social service agency where they receive advanced training in the duties of a master's level clinical psychologist, including psychological assessment, psychotherapy, consultation, and report writing. Students are required to complete a minimum of 300 internship hours in each of the two internship courses (PY698a and PY698b). A total of 600 internship hours is required prior to graduation. *Prerequisite: Consent of instructor.*
- PY698b INTERNSHIP IN CLINICAL PSYCHOLOGY II (3) Fall/Spring
The Internship in Clinical Psychology places students in a mental health or social service agency where they receive advanced training in the duties of a master's level clinical psychologist, including psychological assessment, psychotherapy, consultation, and report writing. Students are required to complete a minimum of 300 internship hours in each of the two internship courses (PY698a and PY698b). A total of 600 internship hours is required prior to graduation. *Prerequisites: PY698a and consent of instructor.*

SOCIOLOGY (SO)

- SO/AN405G COMMUNITY DEVELOPMENT (3) Spring/Odd Years
This is a study of applied sociology and anthropology, emphasizing social processes and programs of planned change on the community level in parts of the world currently undergoing technical development. *Prerequisites: SO101/350 and MA385, or consent of instructor.*

WOMEN AND GENDER STUDIES (WG)

- WG/PY455G PSYCHOLOGY OF WOMEN (3) Spring/Even Years
This course offers a study of women through feminist scholarship and research. It is designed to introduce students to the myriad factors influencing the development of girls and women in a variety of cultures and societies, including Micronesia. Areas covered include feminist scholarship and research; gender socialization, women's biology and (mental) health; sexuality; victimization and abuse; work career, and power issues. *Prerequisite: PY101.*
- WG/MI461G PACIFIC WOMEN WRITERS (3) Spring/Even Years
EN561 This course entails an intensive study of representative works of Pacific Women Writers to acquaint students with the contours of this emerging literature in terms of styles, themes, symbols, images, language, politics, and subject. Students will gain an understanding of the place of this literature in the larger context of Pacific Literature, Women's Literature, Minority Literature and Contemporary Literature in English. *Prerequisite: EN111; Any 200-level literature course or consent of instructor.*



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J.D., National School of Law of Lewis and Clark College

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Ph.D., National University of Singapore

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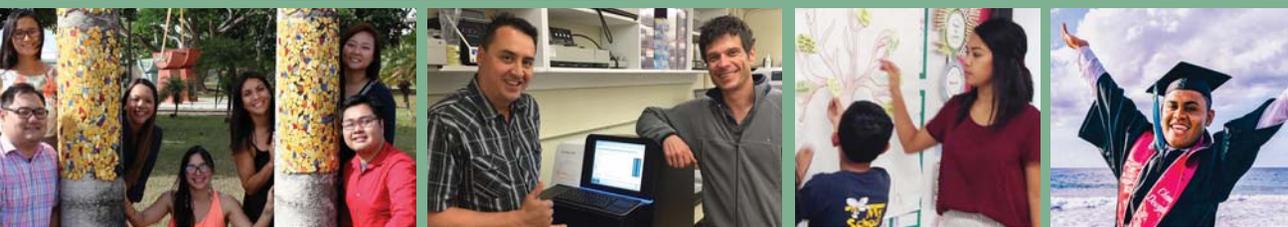
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