



UNIVERSITY OF GUAM
UNIBETSEDAT GUÅHAN
Board of Regents

Resolution No. 26-15

RELATIVE TO APPROVING THE BACHELOR OF ARTS IN EDUCATIONAL STUDIES
DEGREE PROGRAM

WHEREAS, the University of Guam (UOG) is the primary U.S. Land Grant and Sea Grant institution accredited by the Western Association of Schools and Colleges Senior College and University Commission, serving the post-secondary educational needs of the people of Guam, Micronesia, and the Western Pacific region;

WHEREAS, the governance and well-being of UOG is vested in the Board of Regents (BOR), which is authorized to approve academic programs that advance the mission and strategic priorities of the institution;

WHEREAS, UOG's mission to *Enlighten (Ina)*, *Discover (Deskubre)*, and *Serve (Setbe)* reflects its commitment to transforming lives and advancing communities through culturally grounded, regionally responsive, and academically rigorous programs;

WHEREAS, the School of Education (SOE) seeks to establish a Bachelor of Arts (BA) in Educational Studies degree program designed to provide students with a foundational understanding of educational theory, practice, and systems, while offering flexible pathways for careers in education, community-based organizations, and human services;

WHEREAS, the proposed BA in Educational Studies responds to critical regional needs for a broader educational workforce, including paraprofessionals, early childhood providers, after-school and community program staff, and individuals seeking careers in educational support roles who may not initially pursue teacher licensure;

WHEREAS, the program will serve as an accessible and inclusive pathway for students, including those who may later transition into teacher preparation programs, thereby strengthening the educator pipeline and supporting long-term workforce sustainability across Guam and Micronesia;

WHEREAS, the Bachelor of Arts in Educational Studies is designed to provide students with a strong foundation in child and adolescent development, learning theories, and culturally sustaining practices; to promote understanding of educational systems, policy, and community engagement within diverse and Indigenous contexts; to develop communication, collaboration, and critical-thinking skills necessary to support learning across formal and informal educational settings; and to prepare graduates for employment in education-related fields and for continued study in teacher education and other graduate programs;

WHEREAS, the program aligns with UOG's Academic Master Plan and commitment to culturally sustaining education by integrating regional values, including respect, reciprocity, and community-centered approaches reflective of Micronesian and CHamoru perspectives;

WHEREAS, the proposed program was developed through collaborative efforts among SOE faculty, institutional stakeholders, and community partners, and reflects feedback from regional educational agencies and workforce needs assessments;

WHEREAS, the BA in Educational Studies program has been reviewed and recommended by the SOE Academic Affairs Committee and the Dean, reviewed and endorsed by the appropriate curriculum review committees, the Faculty Senate, the Senior Vice President and Provost, and the President; and

WHEREAS, the Academic, Personnel and Tenure Committee was provided the action item materials in advance for review, and the Committee Chairperson was briefed on the item and recommends forwarding it to the full Board of Regents for approval.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents hereby approves the Bachelor of Arts in Educational Studies degree program, to be offered by the School of Education, effective Academic Year 2026–2027.

Adopted this 14th day of May, 2026.



Agapito "Pete" A. Diaz, Chairperson

ATTESTED:



Anita Borja Enriquez, D.B.A., Executive Secretary

Dr. Anita Borja Enriquez, UOG President / See attached.

Approved [Disapproved 4/24/2026

Dr. Janice Malilay, Chair, BOR AP&T Committee / See resolution.

Approved [Disapproved ___/___/___

Agapito "Pete" A. Diaz, Chair, Board of Regents / See resolution.

Approved [Disapproved ___/___/___

April 24, 2025

TO: Dr. Anita Borja Enriquez, President

FROM: Dr. Sharleen Santos-Bamba, Senior Vice President & Provost


Sharleen Santos-Bamba (Apr 24, 2025 10:47:54 GMT+10)

SUBJECT: Request for Endorsement to Approve the Educational Studies Program

The School of Education developed and submitted all documents related to the proposed Educational Studies program, Log No. 7566.

This program was developed to fill the gap for educational professionals and positions that do not require licensure or a board examination like the PRAXIS. The program is designed to prepare individuals for a wide range of education related roles, including paraprofessionals, early childhood providers, after school program staff, and community based educational support personnel.

Your support and endorsement to move this program forward to the AP&T Committee and Board of Regents is much appreciated as we continue to respond to our community's needs.

Thank you.

Endorsed

Not Endorsed


Anita Enriquez (Apr 24, 2025 13:41:22 GMT+10)

Anita Borja Enriquez, D.B.A
President

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Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913



REQUEST FOR NEW DEGREE PROGRAM APPROVAL Log No. 7566

1. Title of Program: Educational Studies
2. Credit Hours Required: 120
3. Level of Program: Undergraduate Graduate
4. Proposed Effective Date (Catalog/Bulletin): AY-2026-2027
5. Proposal Document: Attach proposal document to this form. See “Procedure for Proposals to Establish New Programs”.

Please see attachment for details.

6. APPROVAL Recommended by:

| UNIT | SIGNATURE (use BLUE pen please) | DATE |
|-----------------------------------------------|-----------------------------------------------------------------------------------|-------------------|
| For Program | <small>Jack N Green (Feb 5, 2026 12:34:44 GMT+10)</small> | |
| Division Chair | <small>Dean Olah (Feb 5, 2026 15:35:42 GMT+10)</small> | |
| Chair, College AAC/CC | <small>Dean Olah (Feb 5, 2026 15:35:42 GMT+10)</small> | |
| Dean, of College | <small>Alicia Aquon (Feb 5, 2026 23:37:15 GMT+10)</small> | |
| UCRC/GCRC | <u>Lei Bao</u> <small>Lei Bao (Apr 24, 2026 10:21:22 GMT+10)</small> | <u>03/26/2026</u> |
| President, Faculty Senate (if substantive) | <u>Dr. Christopher Garcia-Santos</u> (Endorsement of UCRC/GCRC Recommendation) | <u>04/23/2026</u> |

APPROVED:

| | | | |
|-----------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------|---------------------------|
| <u>Dr. Sharleen Santos-Bamba</u> SENIOR VICE PRESIDENT ACADEMIC AND STUDENT AFFAIRS | <u>04/24/2026</u> DATE | <u>Dr. Anita Borja Enriquez</u> PRESIDENT | <u>04/24/2026</u> DATE |
|-----------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------|---------------------------|

Mr. Agapito "Pete" A. Diaz
CHAIRPERSON, BOARD OF REGENTS DATE

Proposal for an Educational Studies New Program Track

Educational Studies Program (Non-Licensure Track)

(with Elementary Education, Elementary Education ECI Track, Secondary Education)

University of Guam – School of Education

Submitted by: Jackysha Green, Ed. D & Genevieve Leon Guerrero Ph. D

Date: August

I. Executive Summary

This proposal recommends a new **Education Studies (Non-Licensure) Program with the Bachelor of Arts in Elementary and Secondary Education at the University of Guam. This track serves students interested in education-related careers that do not require certification by the Guam Commission for Educator Certification (GCEC). Instead of traditional student teaching, students complete a community-based internship and a senior seminar. The program aligns with national trends, reflects Guam’s cultural and military landscape, and prepares students for careers in informal, nonprofit, private, or military-affiliated education sectors.**

II. Justification and Rationale

A. Changing Educational Career Interests

Many UOG students pursue careers in: - Community education and youth development - Museums and cultural programming - Nonprofit outreach and training - Instructional design and corporate learning - Early childhood, private, and faith-based schools

These careers do not require GCEC licensure, yet students benefit from pedagogical and curriculum development training.

B. National Higher Education Trends

More than 25 universities have adopted Education Studies programs that eliminate the licensure barrier while offering rigorous field experience. Appendix A includes examples from: - University of Arizona - Ball State University - University of Oregon - Liberty University - University of South Carolina

C. Regional and Cultural Relevance

Guam's education ecosystem offers rich learning environments outside K-12 classrooms: - Sanctuary Inc. and youth nonprofits - Guam Museum and cultural institutions - CEDDERS and family service programs - Charter schools and private faith-based academies

These partners provide authentic learning placements for students and future job opportunities.

D. Strategic Alignment with UOG Mission

The Education Studies Program supports UOG's mission to: - Prepare professionals for Guam and the Pacific region - Promote culturally grounded, community-based education - Increase access and flexibility in academic pathways

E. Workforce Landscape and Employment Potential

Conservative Workforce & Graduate Output Projections

Guam's population (~170,000) includes approximately 25,000-35,000 individuals in the college-aged cohort. Of education majors, 30-40% may prefer non-licensure careers, resulting in: - **12-20 graduates per year** from the new track after launch year three

Estimated Employment Demand by Sector

| Sector | Estimated Entry Roles | Roles |
|---------------------|-----------------------|------------------------------------------|
| Nonprofits | 20-30/year | Curriculum aide, youth counselor |
| Museums & Culture | 10-15/year | Education assistant, docent, coordinator |
| Military-Affiliated | 25-40/year | CYP Assistant, MWR educator, DoDEA aide |

| Sector | Estimated Entry Roles | Roles |
|---------------------------|-----------------------|-----------------------------------------|
| Private/Christian Schools | 15–20/year | Classroom aide, assistant teacher |
| Government/Outreach | 10–15/year | Outreach educator, workshop facilitator |

Estimated Income Potential

| Position | Salary Range (USD) |
|-------------------------------|--------------------|
| Instructional Aide | \$28,000–\$35,000 |
| CYP Assistant (MWR) | \$32,000–\$42,000 |
| Education Outreach Specialist | \$36,000–\$45,000 |
| Curriculum Developer | \$40,000–\$52,000 |

Salary Comparison

| Role | Licensure | Employer | Salary |
|--------------------|-----------|----------------|-------------------|
| GDOE Teacher | Yes | Public Schools | \$44,000–\$49,000 |
| Instructional Aide | No | DoDEA/NGO | \$28,000–\$35,000 |
| CYP Assistant | No | Military | \$32,000–\$42,000 |
| Outreach Educator | No | NGO | \$36,000–\$45,000 |

III. Program Title and Goal

Title: Education Studies (Non-Licensure Track)

(with Elementary Education, Elementary Education ECI Track, Secondary Education)

Goal: To prepare students with pedagogical foundations and real-world experience for non-licensed careers in education.

IV. Curriculum Structure and Modifications

A. Key Modifications

| Component | Licensure Track | Education Studies Track |
|------------------|--------------------|----------------------------|
| Student Teaching | ED492 (12 credits) | ED498 (6 cr) + ED491 (6cr) |
| Praxis Core | Required | Not Required |
| Degree Total | 120 credits | 120 credits (unchanged) |

B. Revised Final Year Curriculum (see Appendix E)

Educational Studies with Elementary Education

Educational Studies with Elementary Education Early Intervention Track

Educational Studies with Secondary Education

V. New Courses

ED498 – Internship Educational Studies (6 credits)

Description: A 180–200-hour internship in a nonprofit, museum, military-affiliated, or private school setting. Under joint supervision, students will: - Design learning modules - Deliver instruction or training - Evaluate educational programs - Maintain logs and reflections

Deliverables: - Lesson/program plans - Training modules - Evaluation reports - Site-based reflections

Prerequisite: Completion of all professional education courses (except ED491); senior standing.

ED491 – Seminar: Educational Studies Capstone (6 credits)

Description: A capstone course to support reflection, synthesis, and professional presentation.

Deliverables: - Professional portfolio - Capstone presentation - Career plan and self-assessment

Prerequisite: ED498 (concurrent); senior standing.

VI. Learning Outcomes

Graduates will be able to: - Apply educational theory to informal/community settings - Design instructional activities for non-traditional learners - Evaluate program effectiveness using feedback and data - Demonstrate career readiness through portfolios - Collaborate across diverse educational contexts, including military and NGOs

VII. Implementation Plan

| Phase | Timeline | Actions |
|------------------------|-------------|-------------------------------------------------------------------|
| Planning | Fall 2025 | Finalize syllabi and curriculum documents |
| Internal Approval | Fall 2025 | Submit to Curriculum Committees, Faculty Senate, Board of Regents |
| Accreditation | Fall 2025 | Submit WSCUC screening form or Substantive Change proposal |
| Partnerships | Summer 2026 | Secure MOUs with internship sites |
| Advising & Recruitment | Fall 2026 | Update catalog, advisor training, outreach campaign |
| Program Launch | Spring 2027 | First cohort enters Education Studies track |

VIII. Accreditation & Regulatory Considerations

- **WSCUC:** Submit Screening Form or Substantive Change Proposal
- **GCEC:** Not applicable (non-licensure)

- **Financial Aid:** ED498/ED491 count toward full-time status

IX. Resource Requirements

- 1 Faculty Coordinator (internship & seminar)
- Administrative support (MOU tracking, evaluations)
- Internship hour tracking platform
- Mentor orientation toolkit

Appendix A: Comparative National Programs

| University & Program | Degree Type | Focus Area | Student Teaching | Alternative to Student Teaching | Career Outcomes |
|---------------------------------------------------------------------------------------|-------------|----------------------------|------------------|--------------------------------------------------------------------------------|-------------------------------------------|
| University of Arizona – B.A.E. in Elementary Education (Non-Cert Option) | BAE | Elementary foundations | NONE | Community based internship in youth programs or afterschool education | Paraeducator, curriculum aide |
| University of Central Florida – B.S. in Educational Studies | BS | K–12 education foundations | NONE | Capstone practicum in nonprofit, museum, or corporate education setting | Youth program manager, instructional aide |
| University of Oregon – B.S. in Educational Foundations | BS | Pre-K–12 theory | NONE | Service-learning placement with local agencies | Nonprofits, early learning centers |
| University of Illinois Urbana–Champaign – B.S. in Learning & Education Studies | BS | K–12 learning sciences | NONE | Research practicum or internship with education research teams | Policy analyst, ed tech support |

| University & Program | Degree Type | Focus Area | Student Teaching | Alternative to Student Teaching | Career Outcomes |
|-------------------------------------------------------------------------------------|-------------|------------------------------|------------------|-------------------------------------------------------------------------------------|---------------------------------------------|
| Ball State University – B.A. in Education Studies | BA | Elementary/secondary studies | NONE | Field experience in clinics or youth services instead of student teaching | Behavioral support staff, private education |
| University of Wisconsin–Madison – B.S. in Educational Studies | BS | K–12 foundations | NONE | Senior capstone project analyzing community education needs | Youth advocate, curriculum support |
| North Carolina State University – B.S. in Science Education (Informal Track) | BS | Secondary STEM (informal) | NONE | Museum or science center practicum | Outreach educator, informal STEM instructor |
| University of Kentucky – B.A. in Education Studies | BA | Generalist K–12 education | NONE | Community internship or directed study | NGO educator, curriculum assistant |
| Texas A&M University–Commerce – B.S. in Educational Studies | BS | Elementary & secondary | NONE | Service-learning placement with early childhood centers or after-school orgs | Private tutoring, nonprofit education |
| University of New Mexico – B.S. in Education – Non-Licensure | BS | Elementary & secondary | NONE | Capstone research or internship in educational outreach | Instructional aide, community educator |
| University of South Carolina – B.A. in Educational Studies | BA | K–12 foundations | NONE | Senior internship in community education settings | Youth services, curriculum aide |
| University of Alabama – B.S. in Education (Non-Cert) | BS | K–12 pedagogy foundations | NONE | Practicum with education agencies or tutoring centers | Paraeducator, private sector ed |

| University & Program | Degree Type | Focus Area | Student Teaching | Alternative to Student Teaching | Career Outcomes |
|-------------------------------------------------------------------------------------|--------------------|------------------------|-------------------------|----------------------------------------------------------------------|--------------------------------------|
| Eastern Michigan University – B.S. in Education Studies | BS | Elementary & secondary | NONE | Community project capstone in urban education | NGO educator, training & development |
| University of North Florida – B.A.E. in Deaf Education (Non-Cert Track) | BAE | Special/elementary | NONE | Fieldwork in deaf community centers | Family support, program coordination |
| Southern Illinois University Carbondale – B.S. in Education & Human Services | BS | Education studies | NONE | Human services internship in educational orgs | Nonprofit leadership, youth work |
| University of Toledo (Ohio) – B.Ed. Non-Licensure | BEd | Elementary/secondary | NONE | Cooperative education placement | Ed support, outreach programs |
| Liberty University – B.S. in Elementary Education Studies | BS | K–8 education | NONE | Christian ministry internship or homeschool support fieldwork | Private/faith-based education |
| Grand Canyon University – B.S. in Elementary Education (Non-Licensure) | BS | K–8 foundations | NONE | Curriculum design project with virtual practicum | Church or private education |
| University of North Dakota – B.S. in Education (Non-Cert) | BS | Elementary foundations | NONE | Indigenous or rural education internship | Paraeducator, curriculum aide |
| University of Nebraska Omaha – B.S. in Education (Non-Teaching) | BS | Secondary education | NONE | Internship in youth development or after-school leadership | Museum educator, academic advisor |

| University & Program | Degree Type | Focus Area | Student Teaching | Alternative to Student Teaching | Career Outcomes |
|----------------------------------------------------------------------------------------------------|--------------------|------------------------------|-------------------------|--------------------------------------------------------|--------------------------------------------|
| Bowling Green State University (Ohio) – B.S. in Education – Non-Licensure | BS | K–12 education | NONE | Field experience with local learning centers | Curriculum aide, education support |
| University of Memphis – B.S.Ed. in Integrative Studies | BSEd | Youth/elementary | NONE | Practicum in nonprofit education | Youth program director |
| California Baptist University – B.A. in Liberal Studies (Elementary Studies, Non-Licensure) | BA | Elementary foundations | NONE | Community or church-based education practicum | Ministry education, curriculum assistant |
| Texas Woman’s University – B.S. in Child Development & Education | BS | Early childhood/elementary | NONE | Capstone in child/family service organizations | Early intervention aide, private preschool |
| University of Houston – B.S. in Teaching and Learning (Non-Cert Track) | BS | Elementary foundations | NONE | Field placement with local outreach programs | Ed tech aide, training developer |
| Samford University – B.S. in Education (Non-Licensure) | BS | Elementary education | NONE | Internship with faith-based schools or programs | Church education, private tutoring |
| Clark Atlanta University – B.A. in Education Studies | BA | K–12 foundations | NONE | Community service practicum | Youth advocate, community educator |
| University of Nevada, Reno – B.S. in Human Development & Family Studies (Education Option) | BS | Early childhood & elementary | NONE | Extension service internship | Head Start, intervention specialist |

[List of 25+ universities offering Education Studies (non-licensure) programs – copied from original submission.]

Appendix B: Employment Landscape Data

[Charts and tables comparing GDOE vs. non-licensure sector salaries, job titles, and demand.]

Appendix C: Sample Internship Sites

- Sanctuary Inc.
- Guam CEDDERS
- Guam Museum
- Andersen AFB CYP
- Montessori
- Faith-based schools
- GCC Outreach

Appendix D: Course Syllabi (ED498 & ED491)



School of Education

TEPS

FANUCHANAN 2026

ED-498- Internship in Educational Studies

Course Syllabus and Calendar

Section Information

Section 01

Course Days/Times:

Mondays:

Time:

Instructor Information

Email-

School of Education

Office Hours

By Appointment

NOTE:

Email (Response within 48 hours)

Office Phone Number

COURSE CATALOG DESCRIPTION

A 180–200-hour supervised internship providing students with professional experience in **informal educational settings** such as museums, nonprofit organizations, private learning institutions, or military-affiliated programs. Candidates design and deliver learning modules, conduct program evaluations, and demonstrate effective communication, reflection, and cultural responsiveness in diverse learning environments. The internship emphasizes the integration of **InTASC standards**, **AAQEP competencies**, and **UOG institutional learning outcomes** through authentic practice and reflection.

Prerequisite: Completion of all professional education courses (except ED491); senior standing.

COURSE DESCRIPTION:

This 180–200-hour internship provides students with opportunities to apply educational theory and practice in **nontraditional learning environments** such as nonprofit organizations, museums, after-school programs, military-affiliated settings, or private educational institutions. Under joint supervision from site mentors and university faculty, students will:

- Design and deliver informal learning modules or training programs

- Evaluate and reflect on program effectiveness
- Demonstrate professional conduct, communication, and community engagement

This capstone experience integrates culturally responsive practices grounded in **Inadahi yan Inagofli’e**—the care and uplifting of others through education.

Important Note: We serve a Pacific Island clientele. Place-based lessons, traditional ecological knowledge (TEK), local histories and stories all activate and support existing cognitive connections, pride, and community connections that will improve the cognition and retention of your content. Your units and lessons should reflect a deep consideration of who our students are and how they might be represented in the lessons they learn.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

| Objective | InTASC | AAQEP | UOG ILOs | Description |
|-------------------------------------------------------------------------------------|--------|----------|----------|-------------------------------------------------------------------------------------|
| 1. Design and implement informal education activities tailored to diverse learners. | 1, 7 | 1.1, 1.2 | 3.2 | Students demonstrate understanding of learner development and instructional design. |
| 2. Collaborate with site supervisors to develop program plans and outcomes. | 9, 10 | 2.1, 3.1 | 2.3 | Students engage in leadership and professional collaboration. |
| 3. Apply technology and media tools to enhance informal learning. | 8 | 1.6 | 3.4 | Students integrate appropriate digital tools for engagement. |
| 4. Evaluate program effectiveness through data and reflection. | 6 | 4.1 | 4.3 | Students demonstrate reflective practice and continuous improvement. |
| 5. Exhibit professionalism and ethical behavior in community contexts. | 9, 10 | 3.2, 4.2 | 5.2 | Students model culturally responsive and ethical professional practices. |

COURSE REQUIREMENTS

- **Learning Modules & Lesson Plans:** Minimum of three complete modules for informal instruction.
- **Training Materials:** Design of handouts, visuals, or resources for learners.
- **Program Evaluation Report:** Assessment of program effectiveness and participant feedback.
- **Reflective Journal:** Weekly entries connecting experiences to InTASC and AAQEP standards.
- **Supervisor Feedback Forms:** Midterm and final evaluations by site mentors.

Required Texts

Student teaching handbook (FALL 2011 or updated version)

LiveText (**All Students are required to purchase LiveText**)

Other Required Readings:

Articles and other reading materials will be assigned during the class.

Final Grades

| | |
|-----|--------|
| A+: | 98-100 |
| A: | 93-97 |
| B+: | 88-89 |
| B: | 83-87 |
| B-: | 80-82 |
| C+: | 78-79 |
| C: | 70-77 |

- D: 60-69
F: 59 and below
UW: Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents.
W Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

Or

| Grade | Description |
|--------------|-------------------------------------------------------------------------------|
| P | Pass (Satisfactory completion of 180–200 hours, deliverables, and reflection) |
| NP | No Pass (Incomplete or unsatisfactory performance) |

Course Requirements

- Internship Hours Log – 20%
- Lesson/Module Plans – 25%
- Reflective Journals – 20%
- Program Evaluation Report – 20%
- Capstone Presentation – 15%

Grading: Pass/No Pass

COURSE CALENDAR

DURING OBSERVATIONS, make sure you provide a copy of the teaching materials you will use for the University Supervisor.

COURSE OUTLINE:

| Week | Focus / Topic | Deliverables |
|------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1 | Course Overview & Portfolio Framework — Introduction to LiveText portfolio and InTASC reflection alignment. | Draft Portfolio Outline |
| 2 | Artifact Collection & Reflection Writing I — Select artifacts from ED498; begin writing reflections. | Artifacts for Standards 1–5, Reflection Drafts |
| 3 | Artifact Collection & Reflection Writing II — Complete reflections for Standards 6–10. | Artifacts for Standards 6–10, Reflection Drafts |
| 4 | Professional Philosophy & Career Readiness — Develop teaching philosophy and résumé. | Draft Résumé & Philosophy Statement |
| 5 | Capstone Presentation Development — Create slides summarizing internship learning outcomes. | Draft Presentation |
| 6 | Peer Review & Revision — Conduct peer feedback on portfolios; revise reflection narratives. | Peer Review Feedback Form |
| 7 | Final ePortfolio Completion — Integrate revisions, finalize artifacts, and prepare for presentation. | Final ePortfolio |
| 8 | Capstone Presentations & Submission — Deliver final presentations and submit all deliverables. | Final Presentation, Career Plan, Self-Assessment |

*Progress toward successful completion of internship will be discussed.

Grading Policy:

P/NP is the grading scale for Internship.

See matrix for earning an A, P, B, F, I.

**During Final Exam Week, the class meets according to the Exam Schedule. Note that all UOG classes are required to meet during Final Exam Week.*

Schedule is subject to change at the instructor's discretion.

ED498: Internship Requirements

1. Internship Hours Log & Supervisor Evaluation (20%)

Standards: InTASC 9–10 | AAQEP 3.3, 4.2 | UOG ILO 5.1–5.2

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| Professionalism & Attendance | Exemplary attendance; models leadership and initiative. | Meets required hours and expectations. | Some inconsistencies in attendance or initiative. | Fails to complete hours or lacks professionalism. |
| Collaboration & Communication | Proactively collaborates with supervisor and team members. | Communicates effectively when prompted. | Occasionally unresponsive or unclear. | Disengaged or uncooperative. |
| Ethical & Reflective Practice | Demonstrates integrity, confidentiality, and critical reflection. | Upholds ethical standards and follows directions. | Minor lapses in reflection or ethics. | Neglects ethical or reflective standards. |

2. Lesson/Module Plans (25%)

Standards: InTASC 1–3, 7, 8 | AAQEP 1.1, 1.2 | UOG ILO 3.2, 3.4

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|---------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|-----------------------------------------|----------------------------------------|
| Objectives & Alignment | Objectives measurable, standards-aligned, and learner-centered. | Objectives clear and mostly aligned. | Objectives vague or misaligned. | No clear objectives or standards link. |
| Instructional Design & Differentiation | Lessons highly creative, differentiated, and inclusive. | Effective sequence and differentiation. | Limited differentiation or engagement. | Unstructured or incomplete. |
| Assessment Integration | Uses multiple authentic assessments. | Includes basic assessment tools. | Minimal or unclear assessment strategy. | No assessment component. |

3. Reflective Journals (20%)

Standards: InTASC 9–10 | AAQEP 4.2 | UOG ILO 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|----------------------------|------------------------------------------------------------|-----------------------------------|----------------------------|-------------------------|
| Depth of Reflection | Analytical, connects theory, practice, and self-awareness. | Reflective, links to experiences. | Limited personal analysis. | Descriptive or missing. |

| | | | | |
|--------------------------------|-------------------------------------------------------|---------------------------------|-------------------------------|-------------------------------|
| Connection to Standards | Explicitly references InTASC standards and goals. | Mentions standards indirectly. | Limited or partial alignment. | No connection to standards. |
| Cultural Relevance | Deep integration of community and cultural knowledge. | Acknowledges cultural elements. | Vague references. | Absent of cultural awareness. |

4. Program Evaluation Report (20%)

Standards: InTASC 6 | AAQEP 4.1 | UOG ILO 4.3

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|---------------------------------------------|-------------------------------------------------------------|----------------------------------------------|--------------------------------------|--------------------------------|
| Evaluation Design | Robust analysis with data, tools, and participant insights. | Clear evaluation plan and results. | Minimal data or incomplete analysis. | Missing or invalid evaluation. |
| Interpretation & Recommendations | Insightful and evidence-based. | Sufficient reflection with actionable steps. | General or vague. | No analysis provided. |

5. Capstone Presentation (15%)

Standards: InTASC 8–10 | AAQEP 3.3, 4.2 | UOG ILO 5.2

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|------------------------------------|------------------------------------------|----------------------|---------------------|------------------------|
| Delivery & Organization | Confident, professional, and well-paced. | Organized and clear. | Uneven or rushed. | Unclear or incomplete. |

| | | | | |
|---------------------------------------------|------------------------------------------------|----------------------------------|-----------------------------|---------------------------|
| Integration of Internship Experience | Demonstrates deep connection to site learning. | Connects to field site outcomes. | Minimal link to experience. | No evident connection. |
| Use of Visuals | Professional and engaging visuals. | Appropriate visuals. | Minimal or unclear. | No visuals or irrelevant. |

Policies and Other Information

COVID Statement The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu.

- Contact Office of Information Technology at 735-2630 or oit@triton.uog.edu
- Contact the Triton Advising Center at 735 – 2271 or tac@triton.uog.edu
- Contact Uplift Counseling Services at 787-7978 or uplift@westcare.com
- Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or care@gbhwc.guam.gov

In face to face courses, wearing masks and social distancing is required. Anyone who has a fever, or any other symptom, should stay home. If you do not comply with these directions, you will be asked to leave, and if you do not, class will be cancelled. Patience, respect, and cooperation are needed from all of us to persist through these uncomfortable times.

Guidance on Alternate Grading Option

Students have the right to use the alternate grading option this semester, but you should be aware that this option may not be appropriate in all courses. [This course is such a course.] In most courses required for professional certification, or programs requiring specialized accreditation, letter grades are required. Think carefully, and talk through your options with a trusted advisor, before exercising this option.

No Unauthorized Recording: Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES/SPECIAL NEEDS:

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TDD) 671-735-2460.

Support Services on Campus

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o Phone: 735-2341

o E-Ref with individual librarians: <https://www.uog.edu/student-services/rfklibrary/faculty-staff-services>.

o Find-A-Librarian page: <https://www.uog.edu/student-services/rfk-library/ask-alibrarian>.

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 - o Spanish Documents & Manuscripts Librarian (obrunal@triton.uog.edu)
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 - o Dean of University Libraries: mstorie@triton.uog.edu

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Writing Center: The Writing Center (WC) has virtual tutoring services available for students. All WC appointments are made online and confirmation emails sent accordingly. The current option for virtual tutoring is Zoom. A modified schedule will be posted. The WC Teaching Assistants and coordinator are considering additional platforms for tutoring delivery should demand increase. The following link will take users to the WC pages: <https://sites.google.com/view/dealwritingcenter>

Mathematics Tutor Lab: Students are encouraged to schedule a virtual appointment at www.uogmathlab.org. To contact the tutor lab, call 735-2064 or email mathtutorlab@triton.uog.edu. Mathematics tutor lab hours of operation will be forthcoming, and the website updated soon.

Student Support Services (TRIO): TRIO Program's Student Support Services (SSS) will continue to provide the following: Academic Tutoring (English and Math), Advice & Assistance in course selection, Assistance in completing the FAFSA, Cultural Activities, Information on Financial Aid Programs & Benefits, Information of Financial & Economic Literacy/Financial Planning, Study Skills Workshops and Information. SSS will ensure students continue to gain access through the following deliver options: online through Moodle, phone conferencing, online video conferencing (Skype for Business, Big Blue Button, or Zoom), recorded lectures (via Big Blue Button, Zoom, or Voice Thread), or through a third-party content provider (Coursera, Khan Academy, or LinkedIn learning). Moodle is the primary virtual platform and is in-synch with the university's transition plan for using such platform to conduct classes. A Moodle shell has been established for all TRIO registered and active participants.

Tobacco-Free/Smoke-Free/Vaping-Free Campus

UOG is a tobacco-free/smoke-free, vaping/e-cigarette-free campus. Thank you for not using tobacco products or e-cigarettes on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

Educator Disposition Assessment (EDA)

School of Education students should be aware that the dispositions identified in this EDA apply to the university setting, courses, field experiences, and the final student internship work environment. The graduate student is aware his/her professional dispositions will be assessed throughout the graduate program and will have bearing on decisions made regarding eligibility to complete in a successful manner.

Honor Code/Academic Dishonesty

By enrolling in this professional level class, you make a commitment to understand, support, and abide by an honor code without compromise or exception. Violations of academic integrity (plagiarism/copying, lying, stealing, forgery, cheating dishonesty, and plagiarism) will not be tolerated. This course will be conducted in strict observance of this code.

All work must be cited appropriately. Cited information includes all factual information and or concepts that are not your own. Factual information and concepts that are not cited are considered to be plagiarized.

Please be aware of your sources and cite them appropriately and accurately in any written assignment that you submit. Page 49 of the *University of Guam Handbook* says, "The term 'plagiarism' includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Professionalism is expected in your actions, your language, and your effort. Any student caught cheating on exams, quizzes, or plagiarizing assignments will receive a zero on that test, quiz or assignment and a failing grade for the class. University/Department policy will also apply.

PLAGIARISM (plagiarism.org)

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

CONCEPTUAL FRAMEWORK:

Knowledgeable Scholar Effective Communicator. Reflective Decision-maker.

STUDENT LEARNER OUTCOMES FROM InTASC and AAQEP STANDARDS:

Upon satisfactory completion of this course, the teacher candidate will meet the standards set out by the Interstate New Teacher Assessment and Support Consortium (InTASC) for the preparation and licensing of new teachers. The standards describe the knowledge, disposition, and performance expected of every new teacher. The teacher candidate will also meet the standards set by the Advancing Quality in Educator Preparation (AAQEP).

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn.

NEW INTASC STANDARDS: http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

GUAM TEACHER PROFESSIONAL STANDARDS:

- Standard 1- Planning: A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.
- Standard 2-Instruction: A teacher will deliver accurate content while involving students in learning activities.
- Standard 3- Management: A teacher will organize learning environments and maintain appropriate student behavior.
- Standard 4- Reflection and Professional Development: A teacher will enhance their capacity to improve student achievement through reflective practices and participation in professional development.
- Standard 5- Learning Communities: A teacher will collaborate with colleagues, parents/guardians and community members to improve student learning.

Campus Security 735-2370

ON-Duty G4s Campus Security 888-2456

Safety Administrator 482-8671

UOG Helpline 735-HELP

EEO/ADA/Title IX Office 735-2971



School of Education

TEPS

FANUCHANAN 2026

ED491 – Seminar: Educational Studies Capstone

Course Syllabus and Calendar

Section Information

Section 01

Course Days/Times:

Mondays:

Time:

Instructor Information

Email-

School of Education

Office Hours

By Appointment

NOTE:

Email (Response within 48 hours)

Office Phone Number

COURSE CATALOG DESCRIPTION

A culminating seminar that synthesizes the candidate's professional learning and field experience from **ED498 – Internship in Educational Studies**. Students construct a **professional ePortfolio** that documents mastery of teaching and learning competencies across InTASC standards and AAQEP criteria. Emphasis is placed on reflection, self-assessment, and professional growth through portfolio development, career planning, and oral presentation. The course supports readiness for professional practice in informal or non-licensure education sectors.

Prerequisite: Successful completion of ED498 or concurrent enrollment with approval; senior standing.

COURSE DESCRIPTION:

A culminating seminar emphasizing reflection, synthesis, and professional presentation. Students curate an **ePortfolio** based on their ED498 internship, demonstrating professional growth and mastery of InTASC standards.

Important Note: We serve Pacific Island clientele. Place-based lessons, traditional ecological knowledge (TEK), local histories and stories all activate and support existing cognitive connections, pride, and community connections that will improve the cognition and retention of your content. Your units and lessons should reflect deep consideration of who our students are and how they might be represented in the lessons they learn.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

| Objective | InTASC | AAQEP | UOG ILOs | Description |
|--------------------------------------------------|--------|----------|----------|-------------------------------------|
| 1. Reflect on professional growth and identity. | 9–10 | 4.1, 4.2 | 5.1 | Analyze growth through reflection. |
| 2. Develop and present a professional portfolio. | 1–10 | 2.2, 3.3 | 3.1 | Demonstrate standard-based mastery. |

| | | | | |
|--------------------------------------------------|-----|-----|-----|---------------------------------------------|
| 3. Construct a career plan and self-assessment. | 10 | 4.2 | 4.4 | Define professional trajectory. |
| 4. Communicate effectively through presentation. | 8–9 | 3.3 | 5.2 | Demonstrate leadership and professionalism. |

COURSE REQUIREMENTS

- **Professional ePortfolio (LiveText)** with evidence from ED498
- **Reflective Essays** for each InTASC Standard
- **Capstone Presentation** grounded in internship setting
- **Career Plan & Self-Assessment**
- **Peer Review Participation**

Required Texts

Student teaching handbook (FALL 2011 or updated version)

LiveText (**All Students are required to purchase LiveText**)

Other Required Readings:

Articles and other reading materials will be assigned during the class.

Final Grades

A+: 98-100

A: 93-97

B+: 88-89

B: 83-87

B-: 80-82

C+: 78-79

C: 70-77

D: 60-69

F: 59 and below

UW: Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents.

W Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

Or

Grade Description

P Pass (Satisfactory completion of 180–200 hours, deliverables, and reflection)

NP No Pass (Incomplete or unsatisfactory performance)

Course Requirements

Component Weight

Professional ePortfolio 40%

Reflective Essays 20%

Capstone Presentation 20%

Career Plan & Self-Assessment 20%

Grading: Letter Grade (A–F)

or Grading: Pass/No Pass

COURSE CALENDAR

COURSE OUTLINE:

| Week | Focus / Topic | Deliverables |
|------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1 | Introduction & Portfolio Framework — Connect internship outcomes to InTASC and AAQEP Standards. | Portfolio Outline |
| 2 | Artifact Selection & Reflection I — Upload artifacts and reflections from ED498 (Standards 1–5). | Artifacts 1–5, Reflection Drafts |
| 3 | Artifact Selection & Reflection II — Continue portfolio development (Standards 6–10). | Artifacts 6–10, Reflection Drafts |
| 4 | Professional Philosophy & Career Planning — Write teaching philosophy, résumé, and vision statement. | Draft Résumé & Philosophy |
| 5 | Capstone Presentation Development — Create 20-minute presentation connecting ED498 experience to professional goals. | Presentation Draft |
| 6 | Peer Review & Revision — Review peer portfolios; incorporate feedback for improvement. | Peer Review Feedback |
| 7 | Final Portfolio Completion — Finalize ePortfolio and supporting documentation. | Completed LiveText Portfolio |
| 8 | Capstone Presentations & Submission — Deliver oral presentation, submit career plan and self-assessment. | Final Presentation, Career Plan, Self-Assessment |

***Progress toward successful completion of internship will be discussed.**

Grading Policy:

P/NP is the grading scale for Internship.

See matrix for earning an A, P, B, F, I.

*During Final Exam Week, the class meets according to the Exam Schedule. Note that all UOG classes are required to meet during Final Exam Week.

Schedule is subject to change at the instructor's discretion.

ED491: Seminar: Educational Studies Capstone Requirements

1. Professional ePortfolio (40%)

Standards: InTASC 1–10 | AAQEP 2.2, 4.1 | UOG ILO 3.1, 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|----------------------------------|------------------------------------------------------|----------------------------------------|-----------------------------------|-------------------------|
| Organization & Design | Comprehensive, cohesive, and visually professional. | Logical and clear layout. | Some disorganization. | Incomplete or missing. |
| Artifacts & Evidence | Demonstrates mastery across all 10 InTASC Standards. | Adequate variety of aligned artifacts. | Minimal evidence or misalignment. | Lacks evidence. |
| Reflection & Analysis | Analytical and theory-grounded reflection. | Reflective and descriptive. | Basic or incomplete. | No reflection provided. |

2. Reflective Essays (20%)

Standards: InTASC 9–10 | AAQEP 4.1, 4.2 | UOG ILO 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|--------------------------------------|-----------------------------------------------------|-----------------------------|---------------------------|-------------------------------|
| Depth of Reflection | Critical synthesis of learning, values, and growth. | Reflective overview. | Basic or limited insight. | Missing. |
| Connection to Standards | Explicitly connects to all 10 InTASC Standards. | Connects to some standards. | Limited references. | No alignment noted. |
| Writing & Professionalism | Professional, error-free, well-structured. | Clear with minor errors. | Some disorganization. | Poorly written or incomplete. |

3. Capstone Presentation (20%)

Standards: InTASC 8–10 | AAQEP 3.3, 4.2 | UOG ILO 5.2

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|----------------------------------------|--------------------------------------------------------|--------------------------------|---------------------|------------------------|
| Delivery & Professionalism | Confident, engaging, and polished. | Clear and professional. | Uneven or hesitant. | Unprepared. |
| Integration of ED498 Experience | Synthesizes learning from internship site with theory. | Connects internship to growth. | Limited linkage. | Absent. |
| Visuals & Communication | Creative, informative, professional. | Functional and relevant. | Minimal visuals. | Lacks clarity. |

4. Career Plan & Self-Assessment (20%)

Standards: InTASC 9–10 | AAQEP 4.2 | UOG ILO 4.4, 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|-----------------------------------|-----------------------------------------------------|----------------------------|------------------------|------------------------|
| Career Goals & Clarity | Detailed, achievable, and standards-aligned. | Clear and realistic. | General or unfocused. | Missing. |
| Self-Assessment | Honest, evidence-based reflection with growth plan. | Reflective and self-aware. | Limited insight. | Generic or missing. |
| Professional Materials | Resume, philosophy, and plan are exemplary. | Complete and professional. | Basic or inconsistent. | Missing key documents. |

Policies and Other Information

COVID Statement The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu.

- Contact Office of Information Technology at 735-2630 or oit@triton.uog.edu
- Contact the Triton Advising Center at 735 – 2271 or tac@triton.uog.edu
- Contact Uplift Counseling Services at 787-7978 or uplift@westcare.com
- Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or care@gbhwc.guam.gov

In face to face courses, wearing masks and social distancing is required. Anyone who has a fever, or any other symptom, should stay home. If you do not comply with these directions, you will be asked to leave, and if you do not, class will be cancelled. Patience, respect, and cooperation are needed from all of us to persist through these uncomfortable times.

Guidance on Alternate Grading Option

Students have the right to use the alternate grading option this semester, but you should be aware that this option may not be appropriate in all courses. [This course is such a course.] In most courses required for professional certification, or programs requiring specialized accreditation, letter grades are required. Think carefully, and talk through your options with a trusted advisor, before exercising this option.

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- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

CONCEPTUAL FRAMEWORK:

Knowledgeable Scholar. Effective Communicator. Reflective Decision-maker.

STUDENT LEARNER OUTCOMES FROM InTASC and AAQEP STANDARDS:

Upon satisfactory completion of this course, the teacher candidate will meet the standards set out by the Interstate New Teacher Assessment and Support Consortium (InTASC) for the preparation and licensing of new teachers. The standards describe the knowledge, disposition, and performance expected of every new teacher. The teacher candidate will also meet the standards set by the Advancing Quality in Educator Preparation (AAQEP).

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn.

NEW INTASC STANDARDS: http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

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Campus Security 735-2370

ON-Duty G4s Campus Security 888-2456

Safety Administrator 482-8671

UOG Helpline 735-HELP

EEO/ADA/Title IX Office 735-2971

Appendix E

Educational Studies with Elementary Education (BAE) 4-Year Plan (120 Credits) University of Guam | for 2026–2027 Catalog

Year 1 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|---------------|------------------------------|---------|
| FY101 | First Year Seminar | 3 |
| PY101 | General Psychology | 3 |
| MA115 | Introductory College Algebra | 3 |
| Creative Arts | Any AR / MU / TH | 3 |
| Language | Any Language | 3 |

Year 1 – Fañomnåkan (Spring)

| Code | Course Title | Credits |
|--------|----------------------------------|---------|
| BI100 | Environmental Biology | 3 |
| BI100L | Environmental Biology Laboratory | 1 |
| HI121 | World History I | 3 |

| | | |
|-------|---------------------------------|---|
| PS202 | Government in the United States | 3 |
| ED265 | Culture and Education in Guam | 3 |

Year 2 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|--------|---------------------------------------------|---------|
| MA151 | Introductory Statistics | 3 |
| NS101 | Introduction to Physical Science | 3 |
| NS101L | Introduction to Physical Science Laboratory | 1 |
| ED110 | Introduction to Teaching | 3 |
| GE | General Education Elective | 3 |

Year 2 – Fañomnåkan (Spring)

| Code | Course Title | Credits |
|-------|---------------------------------------|---------|
| ED201 | Human Growth and Development | 3 |
| ED271 | Technology Applications for Educators | 3 |
| EN317 | American Literature | 3 |

| | | |
|-------|-------------------------------|---|
| GE101 | Introduction to Geography | 3 |
| GE | General Education Elective | 3 |

Year 3 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|-------|----------------------------------------------------------------------|---------|
| ED300 | Educational Psychology | 3 |
| ED334 | Solving Discipline Problems: Strategies for Classroom Teachers | 3 |
| ED446 | Including Children with Disabilities in the Regular Classroom | 3 |
| ED319 | Children’s Literature | 3 |
| HI201 | Early America | 3 |

Year 3 – Fañomnåkan (Spring)

| Code | Course Title | Credits |
|-------|-----------------------------------------------------------------------------------|---------|
| ED350 | Effective Teaching Strategies for the Elementary Multicultural Classroom | 3 |

| | | |
|-------|---------------------------------------|---|
| ED353 | Social Studies Methods: Elementary | 3 |
| ED354 | Science Methods: Elementary | 3 |
| ED356 | Mathematics Methods: Elementary | 3 |
| ED489 | Evaluation | 3 |

Year 4 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|-------|--------------------------------------------------|---------|
| ED351 | Fine Arts Methods: Elementary | 3 |
| ED355 | Language Arts Methods: Elementary | 3 |
| ED363 | P.E. and Health Methods: Elementary | 3 |
| ED392 | Methods Practicum | 3 |
| MA150 | Mathematics for Elementary School Teachers | 3 |

Year 4 – Fañomnåkan (Spring) – FINAL SEMESTER (ONE COURSE ONLY)

| Code | Course Title | Credits |
|------|--------------|---------|
|------|--------------|---------|

| | | |
|-------|---------------------------------------|---|
| ED498 | Internship in Educational Studies | 6 |
| ED491 | Seminar: Educational Studies Capstone | 6 |

Educational Studies Elementary Education (BAE) – Early Childhood Intervention Track (for SY2026-2027 Catalog)

Year 1 – Fañuchånan (Fall)

| Code | Course Title | Credits |
|----------|------------------------------|---------|
| FY101 | First Year Seminar | 3 |
| PY101 | General Psychology | 3 |
| MA115 | Introductory College Algebra | 3 |
| AR/MU/TH | Creative Arts (Any) | 3 |
| LANG | Language Course (Any) | 3 |

Year 1 – Fañomnåkan (Spring)

| Code | Course Title | Credits |
|--------|---------------------------|---------|
| BI100 | Environmental Biology | 3 |
| BI100L | Environmental Biology Lab | 1 |

| | | |
|-------|---------------------------------|---|
| HI121 | World History I | 3 |
| PS202 | Government in the United States | 3 |
| ED265 | Culture and Education in Guam | 3 |

Year 2 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|--------|----------------------------------|---------|
| MA151 | Introductory Statistics | 3 |
| NS101 | Introduction to Physical Science | 3 |
| NS101L | Physical Science Lab | 1 |
| ED110 | Introduction to Teaching | 3 |
| GE | General Education Elective | 3 |

Year 2 – Fañomnåkan (Spring)

| Code | Course Title | Credits |
|-------|---------------------------------------|---------|
| ED201 | Human Growth and Development | 3 |
| ED271 | Technology Applications for Educators | 3 |

| | | |
|-------|-------------------------------|---|
| EN317 | American Literature | 3 |
| GE101 | Introduction to Geography | 3 |
| GE | General Education Elective | 3 |

Year 3 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|-------|-----------------------------------------|---------|
| ED300 | Educational Psychology | 3 |
| ED334 | Solving Discipline Problems | 3 |
| ED446 | Including Children with Disabilities | 3 |
| ED319 | Children’s Literature | 3 |
| HI201 | Early America | 3 |

Year 3 – Fañomnåkan (Spring)

| Code | Course Title | Credits |
|-------|--------------------------------------------------------------------|---------|
| ED317 | Foundations in Early Childhood Development and Interventions | 3 |
| ED318 | Fostering Social- Emotional Development | 3 |

| | | |
|-------|-------------------------------------------------------------|---|
| ED337 | Collaborative Strategies for Inclusive Education | 3 |
| ED338 | Family and Community Engagement in Early Intervention | 3 |
| ED489 | Evaluation | 3 |

Year 4 – Fanuchånan (Fall)

| Code | Course Title | Credits |
|-------|--------------------------------------------------|---------|
| ED340 | Intervention Approaches to Math Fluency | 3 |
| ED342 | Systematic Approaches to Responsive Teaching | 3 |
| ED346 | Assessments in Early Childhood | 3 |
| ED392 | Methods Practicum | 3 |
| MA150 | Mathematics for Elementary School Teachers | 3 |

Year 4 – Fañomnåkan (Spring) – FINAL SEMESTER

| Code | Course Title | Credits |
|-------|------------------------------------|---------|
| ED498 | Internship: Educational Studies | 6 |

Educational Studies with Secondary Education Program – Prospectus University of Guam (for 2026–2027 Catalog)

Program Overview

The Secondary Education Program prepares students for teaching careers in middle and senior high schools. The program provides pre-service and in-service coursework at the undergraduate and graduate levels and emphasizes teaching in diverse cultural environments. Students receive extensive preparation in professional education as well as subject-area specialization. Programs of study must be approved by the Secondary Education advisor.

Program Information

- Admission
- Advisement
- Grade Requirements
- Student Status (Pre-Education or Teacher Candidate)
- Student Teaching
- Learning Outcomes

Degree Requirements (120 Credit Hours)

Option A – Subject Major

- General Education: 44 credits
- Professional Education: 36 credits
- Specialty Requirements: 30–58 credits

Option B – One Teaching Area of Specialty

- General Education: 44 credits

- Professional Education: 36 credits
- Specialty/Required Courses vary by area
- Total Credits: 120 (some options exceed 120)

Professional Education Requirements (36 credits)

ED110 Introduction to Teaching (3)
 ED201 Human Growth and Development (3)
 ED300 Educational Psychology (3)
 ED446 Including Children with Disabilities in the Regular Classroom (3)
 ED462 Content Area Literacy (3)
 ED463 Classroom Management for a Diverse School and Society (3)
 ED489 Evaluation (3)
 ED498 Internship in Educational Studies (6)

ED-491 Seminar: Educational Studies Capstone (6)

Plus ONE Secondary Methods course:

ED321 Language Arts Methods: Secondary
 ED322 Social Sciences Methods: Secondary
 ED323 Mathematics Methods: Secondary
 ED324 Science Methods: Secondary
 ED325 Business Subjects Methods: Secondary
 ED326 Fine Arts Methods: Secondary
 ED328 Career and Technical Education Methods I
 ED329 Vocational/Technical Method II

Specialization Options (Optional – 15 credits)

English as a Second Language (ESL):
 ED280 Introduction to Bilingualism/Biculturalism (3)
 ED385A Structure of the Language (3)
 ED480 Second Language Curriculum and Materials Development (3)

ED481 Second Language Teaching Methodology (3)

ED482 Working with Second Language Learners (3)

Special Education:

ED310 Remediation of Individuals with Learning Disabilities/Behavior Disorders (3)

ED314 Assessment of Skills for Children and Youth with Special Needs (3)

ED442 Special Education Law (3)

ED446 Including Children with Disabilities in the Regular Classroom (3)

ED457 Behavior Management in Special Education (3)

11. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.

The UOG Library provides extensive access to education databases, including **ERIC**, **EBSCOhost Education Source**, and **ProQuest Education Journals**, which cover informal education, curriculum design, and nonprofit program evaluation. Students will also have access to **LiveText/Watermark** for portfolio documentation and assessment, as well as **Moodle** for digital submissions and feedback.

Supplemental resources include online modules for program evaluation (Google Workspace, Canva for Education, and Microsoft 365). For research on community education, faculty and students can access **Guampedia**, **Guam Museum archives**, and **local nonprofit partner data** (via MOUs).

If additional library sources are needed, the course will utilize open-access repositories, partner agency materials, and faculty-curated readings hosted through Moodle.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE.

The course addresses a **documented gap in the current Elementary and Secondary Education program**, providing a structured pathway for students pursuing **non-licensure educational careers**. Many UOG students seek employment in **museums, nonprofit agencies, military programs (CYP/MWR), and private schools**, which do not require Guam Commission for Educator Certification (GCEC) licensure but still demand pedagogical competence

This course replaces traditional student teaching with an **internship-based experience** emphasizing applied learning, reflective practice, and community partnerships. The need is supported by employment data showing **20–40 available roles per year** in the nonprofit and military-affiliated sectors and a projected **12–20 graduates annually** from the new Educational Studies by year three of implementation

13. WHAT IS THE ANTICIPATED CLASS SIZE AND DOCUMENT INDICATIONS ON HOW THE NEW COURSE WILL MEET ITS PROJECTED SIZE.

The anticipated enrollment for ED491 is **10–20 students per term**, growing to approximately **20–25 students per year** as the Education Studies track stabilizes. Enrollment projections are based on the estimated 30–40% of education majors opting for non-licensure pathways.

To maintain quality supervision, the course will use a **1:4 faculty-to-student ratio**, with the **faculty coordinator and site mentors jointly supervising field experiences**. Placements will be managed through community partnerships (e.g., **Guam Museum, CEDDERS, Sanctuary Inc., Andersen AFB CYP**, and local private schools). This model ensures individualized feedback, compliance tracking, and sustainable enrollment growth

14. STATE HOW THE NEW COURSE WILL BE COVERED BY EXISTING PROGRAM FACULTY.

The course will be taught and supervised by **existing SOE faculty** specializing in **elementary education, curriculum development, and field experience coordination**, such as those currently overseeing **ED492 (Student Teaching)** and **ED498 (Internship)**.

Faculty responsibilities will include site liaison, supervision, evaluation of student work, and coordination of partnership MOUs. One **Faculty Coordinator** position (as identified in the proposal's resource plan) will manage site placements and data reporting without additional new hires

15. IS THIS COURSE SIMILAR TO ANY EXISTING COURSES AT UOG? IF SO, WHAT COURSES? IF THERE ARE SIMILAR EXISTING COURSE/S, PLEASE JUSTIFY THE NEED FOR THIS NEW COURSE.

The most comparable course is **ED492 – Student Teaching & ED498 Internship**, which serves licensure-track candidates completing 12 credits of supervised teaching in accredited K–12 schools. **ED491 which is 6 credits differs significantly** by focusing on **informal, community-based, and non-licensure education settings** such as nonprofits, museums, and private or military-affiliated organizations.

It aligns with a **national movement** toward flexible Education Studies programs at universities including **University of Arizona, Ball State University, and University of Oregon**, which offer community internship models instead of traditional student teaching

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title: **Seminar: Educational Studies Capstone**

Credit Hours:

Date of Final Approval:

- Course counts as:
- general education requirement
 - part of program
 - elective

1. Course Description:

A culminating seminar that synthesizes the candidate's professional learning and field experience from ED498. Students construct a professional ePortfolio that documents mastery of teaching and learning competencies across InTASC standards and AAQEP criteria. Emphasis is placed on reflection, self-assessment, and professional growth through portfolio development, career planning, and oral presentation. The course supports readiness for professional practice in informal or non-licensure education sectors.

Prerequisite: Successful completion of ED498 or concurrent enrollment with instructor approval; senior standing.

2. Course Content:

This seminar engages students in portfolio construction, professional reflection, and capstone presentation. Students will demonstrate growth in professional identity, connect ED498 field experiences to InTASC standards, and articulate career goals through a final presentation and self-assessment.

3. Rationale for the Course:

This course serves as the culminating experience for the non-licensure education track, enabling students to demonstrate mastery of program outcomes and readiness for employment or advanced study. It aligns with the School of Education's mission to prepare reflective decision-makers and effective communicators.

4. Skills and Background Required or Expected:

Successful completion of ED498 or concurrent enrollment with instructor approval, senior standing, and basic technological literacy for ePortfolio construction

5. Teaching Methodologies:

Seminar discussions, reflective writing, peer feedback, ePortfolio development, and oral presentation.

6. Student Learning Objectives (SLO):

1. Reflect on professional growth and identity.
2. Develop and present a professional portfolio.
3. Construct a career plan and self-assessment.
4. Communicate effectively through a capstone presentation.

7. Assessment Methods for Student Learning Outcomes (SLO):

Portfolio artifact review, reflective essays, capstone presentation, career plan and self-assessment rubric.

8. Methods of Evaluation (How are students graded?):

Professional ePortfolio – 40%

Reflective Essays – 20%

Capstone Presentation – 20%

Career Plan & Self-Assessment – 20%

Grading: Letter Grade (A–F).

9. Required and Recommended Textbooks, Readings, or Study Guides:

ED492 Student Teaching Handbook, selected readings on reflection and portfolio development, and instructor-provided resources via Moodle.

10. Subsequent Courses:

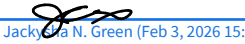





Capstone completion course for the non-licensure track.

11. Additional Course Descriptors, if any:


Non-Licensure Track.

The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

| UNIT | SIGNATURE (use BLUE ink please) | DATE |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------|
| For Program |  Jacky Ma N. Green (Feb 3, 2026 15:16:15 GMT+10) | 02/03/2026 |
| Division Chair |  Dean Olah (Feb 4, 2026 08:57:29 GMT+10) | 02/04/2026 |
| Chair, College AAC/CC |  Dean Olah (Feb 4, 2026 08:57:29 GMT+10) | 02/04/2026 |
| Dean |  Alicia Aguon (Feb 4, 2026 14:19:23 GMT+10) | 02/04/2026 |
| Technical Review (DESC) | | |
| UCRC/GCRC | Lei Bao  Lei Bao (Apr 24, 2026 10:21:22 GMT+10) | 03/26/2026 |
| President, Faculty Senate | Dr. Christopher Garcia  | 04/23/2026 |
| | (Endorsement of UCRC/GCRC Recommendation) | |

APPROVED:

Dr. Sharleen Santos-Bamba 
Sharleen Santos-Bamba (Apr 24, 2026 10:47:54 GMT+10)
 SENIOR VICE PRESIDENT & PROVOST

04/24/2026
DATE



ED491 – Seminar: Educational Studies Capstone
Course Syllabus and Calendar

Section Information

Section 01

Course Days/Times:

Mondays:

Time:

Instructor Information

Email-
School of Education

Office Hours
By Appointment

NOTE:
Email (Response within 48 hours)

Office Phone Number

COURSE CATALOG DESCRIPTION

A culminating seminar that synthesizes the candidate's professional learning and field experience from **ED498 – Internship in Educational Studies**. Students construct a **professional ePortfolio** that documents mastery of teaching and learning competencies across InTASC standards and AAQEP criteria. Emphasis is placed on reflection, self-assessment, and professional growth through portfolio development, career planning, and oral presentation. The course supports readiness for professional practice in informal or non-licensure education sectors.

Prerequisite: Successful completion of ED493 or concurrent enrollment with approval; senior standing.

COURSE DESCRIPTION:

A culminating seminar emphasizing reflection, synthesis, and professional presentation. Students curate an **ePortfolio** based on their ED493 internship, demonstrating professional growth and mastery of InTASC standards.

Important Note: We serve Pacific Island clientele. Place-based lessons, traditional ecological knowledge (TEK), local histories and stories all activate and support existing cognitive connections, pride, and community connections that will improve the cognition and retention of your content. Your units and lessons should reflect deep consideration of who our students are and how they might be represented in the lessons they learn.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

| Objective | InTASC | AAQEP | UOG ILOs | Description |
|--------------------------------------------------|--------|----------|----------|---------------------------------------------|
| 1. Reflect on professional growth and identity. | 9–10 | 4.1, 4.2 | 5.1 | Analyze growth through reflection. |
| 2. Develop and present a professional portfolio. | 1–10 | 2.2, 3.3 | 3.1 | Demonstrate standard-based mastery. |
| 3. Construct a career plan and self-assessment. | 10 | 4.2 | 4.4 | Define professional trajectory. |
| 4. Communicate effectively through presentation. | 8–9 | 3.3 | 5.2 | Demonstrate leadership and professionalism. |

COURSE REQUIREMENTS

- **Professional ePortfolio (LiveText)** with evidence from ED498
- **Reflective Essays** for each InTASC Standard
- **Capstone Presentation** grounded in internship setting
- **Career Plan & Self-Assessment**
- **Peer Review Participation**

Required Texts

Student teaching handbook (FALL 2011 or updated version)
 LiveText (**All Students are required to purchase LiveText**)

Other Required Readings:

Articles and other reading materials will be assigned during the class.

ED491 – Seminar: Educational Studies Capstone

Final Grades

A+: 98-100

A: 93-97

B+: 88-89

B: 83-87

B-: 80-82

C+: 78-79

C: 70-77

D: 60-69

F: 59 and below

UW: Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents.

W Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

Or

Grade

Description

P Pass (Satisfactory completion of 180–200 hours, deliverables, and reflection)

NP No Pass (Incomplete or unsatisfactory performance)

Course Requirements

Component Weight

Professional ePortfolio 40%

Reflective Essays 20%

Capstone Presentation 20%

Career Plan & Self-Assessment 20%

Grading: Letter Grade (A–F)

or Grading: Pass/No Pass

COURSE CALENDAR

COURSE OUTLINE:

| Week | Focus / Topic | Deliverables |
|------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1 | Introduction & Portfolio Framework — Connect internship outcomes to InTASC and AAQEP Standards. | Portfolio Outline |
| 2 | Artifact Selection & Reflection I — Upload artifacts and reflections from ED493 (Standards 1–5). | Artifacts 1–5, Reflection Drafts |
| 3 | Artifact Selection & Reflection II — Continue portfolio development (Standards 6–10). | Artifacts 6–10, Reflection Drafts |
| 4 | Professional Philosophy & Career Planning — Write teaching philosophy, résumé, and vision statement. | Draft Résumé & Philosophy |
| 5 | Capstone Presentation Development — Create 20-minute presentation connecting ED493 experience to professional goals. | Presentation Draft |
| 6 | Peer Review & Revision — Review peer portfolios; incorporate feedback for improvement. | Peer Review Feedback |
| 7 | Final Portfolio Completion — Finalize ePortfolio and supporting documentation. | Completed LiveText Portfolio |
| 8 | Capstone Presentations & Submission — Deliver oral presentation, submit career plan and self-assessment. | Final Presentation, Career Plan, Self-Assessment |

*Progress toward successful completion of internship will be discussed.

Grading Policy:

P/NP is the grading scale for Internship.

See matrix for earning an A, P, B, F, I.

ED491 – Seminar: Educational Studies Capstone

*During Final Exam Week, the class meets according to the Exam Schedule. Note that all UOG classes are required to meet during Final Exam Week.

Schedule is subject to change at the instructor's discretion.

ED491 - Seminar: Educational Studies Capstone

1. Professional ePortfolio (40%)

Standards: InTASC 1–10 | AAQEP 2.2, 4.1 | UOG ILO 3.1, 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|----------------------------------|------------------------------------------------------|----------------------------------------|-----------------------------------|-------------------------|
| Organization & Design | Comprehensive, cohesive, and visually professional. | Logical and clear layout. | Some disorganization. | Incomplete or missing. |
| Artifacts & Evidence | Demonstrates mastery across all 10 InTASC Standards. | Adequate variety of aligned artifacts. | Minimal evidence or misalignment. | Lacks evidence. |
| Reflection & Analysis | Analytical and theory-grounded reflection. | Reflective and descriptive. | Basic or incomplete. | No reflection provided. |

2. Reflective Essays (20%)

Standards: InTASC 9–10 | AAQEP 4.1, 4.2 | UOG ILO 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|--------------------------------------|-----------------------------------------------------|-----------------------------|---------------------------|-------------------------------|
| Depth of Reflection | Critical synthesis of learning, values, and growth. | Reflective overview. | Basic or limited insight. | Missing. |
| Connection to Standards | Explicitly connects to all 10 InTASC Standards. | Connects to some standards. | Limited references. | No alignment noted. |
| Writing & Professionalism | Professional, error-free, well-structured. | Clear with minor errors. | Some disorganization. | Poorly written or incomplete. |

3. Capstone Presentation (20%)

Standards: InTASC 8–10 | AAQEP 3.3, 4.2 | UOG ILO 5.2

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|---------------------------------------|------------------------------------|-------------------------|---------------------|-----------------|
| Delivery & Professionalism | Confident, engaging, and polished. | Clear and professional. | Uneven or hesitant. | Unprepared. |

ED491 – Seminar: Educational Studies Capstone

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|----------------------------------------|--------------------------------------------------------|--------------------------------|---------------------|------------------------|
| Integration of ED493 Experience | Synthesizes learning from internship site with theory. | Connects internship to growth. | Limited linkage. | Absent. |
| Visuals & Communication | Creative, informative, professional. | Functional and relevant. | Minimal visuals. | Lacks clarity. |

4. Career Plan & Self-Assessment (20%)

Standards: InTASC 9–10 | AAQEP 4.2 | UOG ILO 4.4, 5.1

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|-----------------------------------|-----------------------------------------------------|----------------------------|------------------------|------------------------|
| Career Goals & Clarity | Detailed, achievable, and standards-aligned. | Clear and realistic. | General or unfocused. | Missing. |
| Self-Assessment | Honest, evidence-based reflection with growth plan. | Reflective and self-aware. | Limited insight. | Generic or missing. |
| Professional Materials | Resume, philosophy, and plan are exemplary. | Complete and professional. | Basic or inconsistent. | Missing key documents. |

Policies and Other Information

COVID Statement The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu.

- Contact Office of Information Technology at 735-2630 or oit@triton.uog.edu
- Contact the Triton Advising Center at 735 – 2271 or tac@triton.uog.edu
- Contact Uplift Counseling Services at 787-7978 or uplift@westcare.com
- Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or care@gbhwc.guam.gov

In face to face courses, wearing masks and social distancing is required. Anyone who has a fever, or any other symptom, should stay home. If you do not comply with these directions, you will be asked to leave, and if you do not, class will be cancelled. Patience, respect, and cooperation are needed from all of us to persist through these uncomfortable times.

Guidance on Alternate Grading Option

Students have the right to use the alternate grading option this semester, but you should be aware that this option may not be appropriate in all courses. [This course is such a course.] In most courses required for professional certification, or programs requiring specialized accreditation, letter grades are required. Think carefully, and talk through your options with a trusted advisor, before exercising this option.

No Unauthorized Recording: Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES/SPECIAL NEEDS:

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and

ED491 – Seminar: Educational Studies Capstone

Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TDD) 671-735-2460.

Support Services on Campus

Library Services and Research Assistance Library resources currently online will remain accessible. Faculty and students can access online library resources on the university website at www.uog.edu/student-services/rfk-library/.

- Reference services for the RFK Memorial Library will remain available via:
 - o Phone: 735-2341
 - o E-Ref with individual librarians: <https://www.uog.edu/student-services/rfklibrary/faculty-staff-services>.
 - o Find-A-Librarian page: <https://www.uog.edu/student-services/rfk-library/ask-alibrarian>.
- Reference services for the MARC Library shall be conducted via email:
 - o MARC Reference Collection Librarian (maw@triton.uog.edu)
 - o Spanish Documents & Manuscripts Librarian (obrunal@triton.uog.edu)
- Inquiries about other library services will be addressed via:
 - o Phone: 735-2311
 - o Dean of University Libraries: mstorie@triton.uog.edu

Academic Tutoring Support

Writing Center: The Writing Center (WC) has virtual tutoring services available for students. All WC appointments are made online and confirmation emails sent accordingly. The current option for virtual tutoring is Zoom. A modified schedule will be posted. The WC Teaching Assistants and coordinator are considering additional platforms for tutoring delivery should demand increase. The following link will take users to the WC pages: <https://sites.google.com/view/dealwritingcenter>

Mathematics Tutor Lab: Students are encouraged to schedule a virtual appointment at www.uogmathlab.org. To contact the tutor lab, call 735-2064 or email mathtutorlab@triton.uog.edu. Mathematics tutor lab hours of operation will be forthcoming, and the website updated soon.

Student Support Services (TRIO): TRIO Program's Student Support Services (SSS) will continue to provide the following: Academic Tutoring (English and Math), Advice & Assistance in course selection, Assistance in completing the FAFSA, Cultural Activities, Information on Financial Aid Programs & Benefits, Information of Financial & Economic Literacy/Financial Planning, Study Skills Workshops and Information. SSS will ensure students continue to gain access through the following deliver options: online through Moodle, phone conferencing, online video conferencing (Skype for Business, Big Blue Button, or Zoom), recorded lectures (via Big Blue Button, Zoom, or Voice Thread), or through a third-party content provider (Coursera, Khan Academy, or LinkedIn learning). Moodle is the primary virtual platform and is in-synch with the university's transition plan

for using such platform to conduct classes. A Moodle shell has been established for all TRIO registered and active participants.

Tobacco-Free/Smoke-Free/Vaping-Free Campus

UOG is a tobacco-free/smoke-free, vaping/e-cigarette-free campus. Thank you for not using tobacco products or e-cigarettes on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

Educator Disposition Assessment (EDA)

School of Education students should be aware that the dispositions identified in this EDA apply to the university setting, courses, field experiences, and the final student internship work environment. The graduate student is aware his/her professional dispositions will be assessed throughout the graduate program and will have bearing on decisions made regarding eligibility to complete in a successful manner.

Honor Code/Academic Dishonesty

By enrolling in this professional level class, you make a commitment to understand, support, and abide by an honor code without compromise or exception. Violations of academic integrity (plagiarism/copying, lying, stealing, forgery, cheating dishonesty, and plagiarism) will not be tolerated. This course will be conducted in strict observance of this code.

All work must be cited appropriately. Cited information includes all factual information and or concepts that are not your own. Factual information and concepts that are not cited are considered to be plagiarized.

Please be aware of your sources and cite them appropriately and accurately in any written assignment that you submit. Page 49 of the *University of Guam Handbook* says, "The term 'plagiarism' includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Professionalism is expected in your actions, your language, and your effort. Any student caught cheating on exams, quizzes, or plagiarizing assignments will receive a zero on that test, quiz or assignment and a failing grade for the class. University/Department policy will also apply.

PLAGIARISM (plagiarism.org)

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

ED491 – Seminar: Educational Studies Capstone

CONCEPTUAL FRAMEWORK:

Knowledgeable Scholar Effective Communicator. Reflective Decision-maker.

STUDENT LEARNER OUTCOMES FROM InTASC and AAQEP STANDARDS:

Upon satisfactory completion of this course, the teacher candidate will meet the standards set out by the Interstate New Teacher Assessment and Support Consortium (InTASC) for the preparation and licensing of new teachers. The standards describe the knowledge, disposition, and performance expected of every new teacher. The teacher candidate will also meet the standards set by the Advancing Quality in Educator Preparation (AAQEP).

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn.

NEW INTASC STANDARDS:

http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

GUAM TEACHER PROFESSIONAL STANDARDS:

- Standard 1- Planning: A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.
- Standard 2-Instruction: A teacher will deliver accurate content while involving students in learning activities.
- Standard 3- Management: A teacher will organize learning environments and maintain appropriate student behavior.
- Standard 4- Reflection and Professional Development: A teacher will enhance their capacity to improve student achievement through reflective practices and participation in professional development.
- Standard 5- Learning Communities: A teacher will collaborate with colleagues, parents/guardians and community members to improve student learning.

Campus Security 735-2370

ON-Duty G4s Campus Security 888-2456

Safety Administrator 482-8671

UOG Helpline 735-HELP

EEO/ADA/Title IX Office 735-2971

11. DESCRIBE LIBRARY AND INFORMATION TECHNOLOGY RESOURCES AVAILABLE TO SUPPORT COURSE: If insufficient library sources are available, describe alternatives that will be used.

Students enrolled in ED498 will access extensive resources through the **University of Guam's RFK Library**, including electronic databases such as **ERIC, ProQuest Education Journals, EBSCOhost, and APA PsycINFO**, which support research on reflective practice, career development, and ePortfolio construction.

Technology resources include **LiveText/Watermark**, which serves as the official platform for portfolio assessment across the School of Education, and **Moodle**, used for course communication, assignment submission, and discussion forums. Students also use **Microsoft 365, Google Workspace, and Canva for Education** to prepare professional artifacts and presentation materials.

Additional resources will be supported through **faculty-curated readings, open-access education research, and community partner documents** from ED498 internship sites. The UOG Library and SOE's Technology Lab provide workshops and tutorials to assist students in using digital tools effectively for the capstone portfolio.

12. SUBSTANTIATE THE COMPELLING NEED FOR THE NEW COURSE.

ED498 fulfills the **culminating requirement for the new Educational Studies (Non-Licensure) track**, serving as the equivalent of a student teaching seminar for candidates completing **ED491: Seminar Educational Studies Capstone** as well.

The course is necessary to ensure that students can **synthesize and document professional learning outcomes** in a structured, standards-aligned format. It allows students to showcase competencies in **culturally responsive pedagogy, leadership, communication, and reflection**, as measured by **InTASC and AAQEP standards**.

There is a compelling regional and workforce need for graduates trained in **non-licensure educational roles**, including those in community outreach, nonprofit program coordination, private training, and museum or military education programs. ED498 ensures that students emerge from the Educational Studies track with a professional **digital portfolio, capstone presentation, and career plan**, ready for employment or advanced study

13. WHAT IS THE ANTICIPATED CLASS SIZE AND DOCUMENT INDICATIONS ON HOW THE NEW COURSE WILL MEET ITS PROJECTED SIZE.

The anticipated class size for ED498 is **10–20 students per term**, reflecting parallel enrollment with ED491. Enrollment will grow proportionally with the Educational Studies program's first three years of implementation, reaching an estimated **20–25 students per academic year**.

Class sessions are conducted in a **seminar and hybrid format**, combining synchronous discussions with asynchronous portfolio development on LiveText. This flexible model supports individualized mentoring and accommodates students completing varied internship placements.

The course will use small-group peer review structures to manage class size efficiently while maintaining **faculty oversight of final portfolio evaluations**, ensuring both scalability and individualized feedback

14. STATE HOW THE NEW COURSE WILL BE COVERED BY EXISTING PROGRAM FACULTY.

The course will be taught and supervised by **existing SOE faculty** specializing in **elementary education, curriculum development, and field experience coordination**, such as those currently overseeing **ED492 (Student Teaching)** and **ED498 (Internship)**.

Faculty responsibilities will include site liaison, supervision, evaluation of student work, and coordination of partnership MOUs. One **Faculty Coordinator** position (as identified in the proposal's resource plan) will manage site placements and data reporting without additional new hires

15. IS THIS COURSE SIMILAR TO ANY EXISTING COURSES AT UOG? IF SO, WHAT COURSES? IF THERE ARE SIMILAR EXISTING COURSE/S, PLEASE JUSTIFY THE NEED FOR THIS NEW COURSE.

The closest equivalent is **ED498 and ED-492 (Licensure Track)**, currently offered as a 12-credit. However, this new version of **ED498 Internship Educational Studies (Non-Licensure Track)** offered at **6 credits** is distinct in **audience, purpose, and content**.

- It is designed for **students in informal education placements**, not for teacher licensure candidates.
- Its capstone outputs (ePortfolio, presentation, and career plan) are **based on ED498 Internship in Educational Studies, internship experiences** rather than formal classroom teaching.
- It emphasizes **cultural competence, program evaluation, and professional identity** in broader educational contexts.

This new course responds to national trends in **Educational Studies and Community Education programs** (e.g., at University of Oregon, Ball State University, and Northern Arizona University), which provide capstone reflection courses as alternatives to traditional teacher certification pathways

NEW COURSE OUTLINE FORM

College:

Course Number:

Course Title: Internship in Educational Studies

Credit Hours:

Date of Final Approval:

- Course counts as:
- general education requirement
 - part of program
 - elective

1. Course Description:

- A 180–200-hour supervised internship providing students with professional experience in **informal educational settings** such as museums, nonprofit organizations, private learning institutions, or military-affiliated programs. Candidates design and deliver learning modules, conduct program evaluations, and demonstrate effective communication, reflection, and cultural responsiveness in diverse learning environments. The internship emphasizes the integration of **InTASC standards**, **AAQEP competencies**, and **UOG institutional learning outcomes** through authentic practice and reflection.
- **Prerequisite:** Completion of all professional education courses (except ED491 Seminar in Educational Studies Capstone); senior standing.

2. Course Content:

This 180–200-hour internship provides students with opportunities to apply educational theory and practice in **nontraditional learning environments** such as nonprofit organizations, museums, after-school programs, military-affiliated settings, or private educational institutions. Under joint supervision from site mentors and university faculty, students will:

- Design and deliver informal learning modules or training programs
- Evaluate and reflect on program effectiveness
- Demonstrate professional conduct, communication, and community engagement

9. Required and Recommended Textbooks, Readings, or Study Guides:

ED492 Student Teaching Handbook (adapted for non-licensure internship), selected readings on informal education, and instructor-provided materials.

10. Subsequent Courses:







ED491 –Seminar Educational Studies Capstone.

11. Additional Course Descriptors, if any:

Non-Licensure Track.


The Calendar of Assignments, Assessment Project, a Statement Concerning the “Americans with Disabilities Act” (ADA) Accommodations for Students, Attendance and Grading Policies are to be included in the course syllabus.

APPROVAL RECOMMENDED BY:

| UNIT | SIGNATURE (use BLUE ink please) | DATE |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------|
| For Program |  Jacky N. Green (Feb 3, 2026 15:15:25 GMT+10) | 02/03/2026 |
| Division Chair |  Dean Olah (Feb 4, 2026 08:58:04 GMT+10) | 02/04/2026 |
| Chair, College AAC/CC |  Dean Olah (Feb 4, 2026 08:58:04 GMT+10) | 02/04/2026 |
| Dean |  Alicia Aguon (Feb 4, 2026 14:18:28 GMT+10) | 02/04/2026 |
| Technical Review (DESC) | | |
| UCRC/GCRC | Lei Bao  Lei Bao (Apr 24, 2026 10:21:22 GMT+10) | 03/23/2026 |
| President, Faculty Senate | Dr. Christopher Garcia-Santos  | 04/23/2026 |

(Endorsement of UCRC/GCRC Recommendation)

APPROVED:

Dr. Sharleen Santos-Bamba 
Sharleen Santos-Bamba (Apr 24, 2026 10:47:54 GMT+10) SENIOR VICE PRESIDENT & PROVOST

04/24/2026
DATE



School of Education
TEPS

FANUCHANAN 2026

ED-498- Internship in Educational Studies
Course Syllabus and Calendar

Section Information

Section 01

Course Days/Times:

Mondays:

Time:

Instructor Information

Email-
School of Education

Office Hours
By Appointment

NOTE:
Email (Response within 48 hours)

Office Phone Number

COURSE CATALOG DESCRIPTION

A 180–200-hour supervised internship providing students with professional experience in **informal educational settings** such as museums, nonprofit organizations, private learning institutions, or military-affiliated programs. Candidates design and deliver learning modules, conduct program evaluations, and demonstrate effective communication, reflection, and cultural responsiveness in diverse learning environments. The internship emphasizes the integration of **InTASC standards**, **AAQEP competencies**, and **UOG institutional learning outcomes** through authentic practice and reflection.

Prerequisite: Completion of all professional education courses (except ED494); senior standing.

COURSE DESCRIPTION:

This 180–200-hour internship provides students with opportunities to apply educational theory and practice in **nontraditional learning environments** such as nonprofit organizations, museums, after-

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school programs, military-affiliated settings, or private educational institutions. Under joint supervision from site mentors and university faculty, students will:

- Design and deliver informal learning modules or training programs
- Evaluate and reflect on program effectiveness
- Demonstrate professional conduct, communication, and community engagement

This capstone experience integrates culturally responsive practices grounded in **Inadahi yan Inagofli'e**—the care and uplifting of others through education.

Important Note: We serve a Pacific Island clientele. Place-based lessons, traditional ecological knowledge (TEK), local histories and stories all activate and support existing cognitive connections, pride, and community connections that will improve the cognition and retention of your content. Your units and lessons should reflect a deep consideration of who our students are and how they might be represented in the lessons they learn.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

| Objective | InTASC AAQEP | UOG ILOs | Description | |
|-------------------------------------------------------------------------------------|--------------|----------|-------------|-------------------------------------------------------------------------------------|
| 1. Design and implement informal education activities tailored to diverse learners. | 1, 7 | 1.1, 1.2 | 3.2 | Students demonstrate understanding of learner development and instructional design. |
| 2. Collaborate with site supervisors to develop program plans and outcomes. | 9, 10 | 2.1, 3.1 | 2.3 | Students engage in leadership and professional collaboration. |
| 3. Apply technology and media tools to enhance informal learning. | 8 | 1.6 | 3.4 | Students integrate appropriate digital tools for engagement. |
| 4. Evaluate program effectiveness through data and reflection. | 6 | 4.1 | 4.3 | Students demonstrate reflective practice and continuous improvement. |
| 5. Exhibit professionalism and ethical behavior in community contexts. | 9, 10 | 3.2, 4.2 | 5.2 | Students model culturally responsive and ethical professional practices. |

COURSE REQUIREMENTS

- **Learning Modules & Lesson Plans:** Minimum of three complete modules for informal instruction.
- **Training Materials:** Design of handouts, visuals, or resources for learners.

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- **Program Evaluation Report:** Assessment of program effectiveness and participant feedback.
- **Reflective Journal:** Weekly entries connecting experiences to InTASC and AAQEP standards.
- **Supervisor Feedback Forms:** Midterm and final evaluations by site mentors.

Required Texts

Student teaching handbook (FALL 2011 or updated version)

LiveText (**All Students are required to purchase LiveText**)

Other Required Readings:

Articles and other reading materials will be assigned during the class.

Final Grades

A+: 98-100

A: 93-97

B+: 88-89

B: 83-87

B-: 80-82

C+: 78-79

C: 70-77

D: 60-69

F: 59 and below

UW: Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents.

W Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

Or

Grade

Description

P Pass (Satisfactory completion of 180–200 hours, deliverables, and reflection)

NP No Pass (Incomplete or unsatisfactory performance)

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Course Requirements

- Internship Hours Log – 20%
- Lesson/Module Plans – 25%
- Reflective Journals – 20%
- Program Evaluation Report – 20%
- Capstone Presentation – 15%

Grading: Pass/No Pass

COURSE CALENDAR

DURING OBSERVATIONS, make sure you provide a copy of the teaching materials you will use for the University Supervisor.

COURSE OUTLINE:

| Week | Focus / Topic | Deliverables |
|------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1 | Course Overview & Portfolio Framework — Introduction to LiveText portfolio and InTASC reflection alignment. | Draft Portfolio Outline |
| 2 | Artifact Collection & Reflection Writing I — Select artifacts from ED493; begin writing reflections. | Artifacts for Standards 1–5, Reflection Drafts |
| 3 | Artifact Collection & Reflection Writing II — Complete reflections for Standards 6–10. | Artifacts for Standards 6–10, Reflection Drafts |
| 4 | Professional Philosophy & Career Readiness — Develop teaching philosophy and résumé. | Draft Résumé & Philosophy Statement |
| 5 | Capstone Presentation Development — Create slides summarizing internship learning outcomes. | Draft Presentation |
| 6 | Peer Review & Revision — Conduct peer feedback on portfolios; revise reflection narratives. | Peer Review Feedback Form |
| 7 | Final ePortfolio Completion — Integrate revisions, finalize artifacts, and prepare for presentation. | Final ePortfolio |
| 8 | Capstone Presentations & Submission — Deliver final presentations and submit all deliverables. | Final Presentation, Career Plan, Self-Assessment |

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***Progress toward successful completion of internship will be discussed.**

Grading Policy:

P/NP is the grading scale for Internship.

See matrix for earning an A, P, B, F, I.

***During Final Exam Week, the class meets according to the Exam Schedule. Note that all UOG classes are required to meet during Final Exam Week.**

Schedule is subject to change at the instructor's discretion.

ED493: Internship Requirements

1. Internship Hours Log & Supervisor Evaluation (20%)

Standards: InTASC 9–10 | AAQEP 3.3, 4.2 | UOG ILO 5.1–5.2

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| Professionalism & Attendance | Exemplary attendance; models leadership and initiative. | Meets required hours and expectations. | Some inconsistencies in attendance or initiative. | Fails to complete hours or lacks professionalism. |
| Collaboration & Communication | Proactively collaborates with supervisor and team members. | Communicates effectively when prompted. | Occasionally unresponsive or unclear. | Disengaged or uncooperative. |
| Ethical & Reflective Practice | Demonstrates integrity, confidentiality, and critical reflection. | Upholds ethical standards and follows directions. | Minor lapses in reflection or ethics. | Neglects ethical or reflective standards. |

2. Lesson/Module Plans (25%)

Standards: InTASC 1–3, 7, 8 | AAQEP 1.1, 1.2 | UOG ILO 3.2, 3.4

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|---------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|-----------------------------------------|----------------------------------------|
| Objectives & Alignment | Objectives measurable, standards-aligned, and learner-centered. | Objectives clear and mostly aligned. | Objectives vague or misaligned. | No clear objectives or standards link. |
| Instructional Design & Differentiation | Lessons highly creative, differentiated, and inclusive. | Effective sequence and differentiation. | Limited differentiation or engagement. | Unstructured or incomplete. |
| Assessment Integration | Uses multiple authentic assessments. | Includes basic assessment tools. | Minimal or unclear assessment strategy. | No assessment component. |

3. Reflective Journals (20%)

Standards: InTASC 9–10 | AAQEP 4.2 | UOG ILO 5.1

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| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|--------------------------------|------------------------------------------------------------|-----------------------------------|-------------------------------|-------------------------------|
| Depth of Reflection | Analytical, connects theory, practice, and self-awareness. | Reflective, links to experiences. | Limited personal analysis. | Descriptive or missing. |
| Connection to Standards | Explicitly references InTASC standards and goals. | Mentions standards indirectly. | Limited or partial alignment. | No connection to standards. |
| Cultural Relevance | Deep integration of community and cultural knowledge. | Acknowledges cultural elements. | Vague references. | Absent of cultural awareness. |

4. Program Evaluation Report (20%)

Standards: InTASC 6 | AAQEP 4.1 | UOG ILO 4.3

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|---------------------------------------------|-------------------------------------------------------------|----------------------------------------------|--------------------------------------|--------------------------------|
| Evaluation Design | Robust analysis with data, tools, and participant insights. | Clear evaluation plan and results. | Minimal data or incomplete analysis. | Missing or invalid evaluation. |
| Interpretation & Recommendations | Insightful and evidence-based. | Sufficient reflection with actionable steps. | General or vague. | No analysis provided. |

5. Capstone Presentation (15%)

Standards: InTASC 8–10 | AAQEP 3.3, 4.2 | UOG ILO 5.2

| Criteria | Exceeds (4) | Meets (3) | Emerging (2) | Not Evident (1) |
|---------------------------------------------|------------------------------------------------|----------------------------------|-----------------------------|---------------------------|
| Delivery & Organization | Confident, professional, and well-paced. | Organized and clear. | Uneven or rushed. | Unclear or incomplete. |
| Integration of Internship Experience | Demonstrates deep connection to site learning. | Connects to field site outcomes. | Minimal link to experience. | No evident connection. |
| Use of Visuals | Professional and engaging visuals. | Appropriate visuals. | Minimal or unclear. | No visuals or irrelevant. |

Policies and Other Information

COVID Statement The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu.

- Contact Office of Information Technology at 735-2630 or oit@triton.uog.edu
- Contact the Triton Advising Center at 735 – 2271 or tac@triton.uog.edu
- Contact Uplift Counseling Services at 787-7978 or uplift@westcare.com
- Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or care@gbhwc.guam.gov

In face to face courses, wearing masks and social distancing is required. Anyone who has a fever, or any other symptom, should stay home. If you do not comply with these directions, you will be asked to leave, and if you do not, class will be cancelled. Patience, respect, and cooperation are needed from all of us to persist through these uncomfortable times.

Guidance on Alternate Grading Option

Students have the right to use the alternate grading option this semester, but you should be aware that this option may not be appropriate in all courses. [This course is such a course.] In most courses required for professional certification, or programs requiring specialized accreditation, letter grades are required. Think carefully, and talk through your options with a trusted advisor, before exercising this option.

No Unauthorized Recording: Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES/SPECIAL NEEDS:

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and

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Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TDD) 671-735-2460.

Support Services on Campus

Library Services and Research Assistance Library resources currently online will remain accessible. Faculty and students can access online library resources on the university website at www.uog.edu/student-services/rfk-library/.

- Reference services for the RFK Memorial Library will remain available via:
 - o Phone: 735-2341
 - o E-Ref with individual librarians: <https://www.uog.edu/student-services/rfklibrary/faculty-staff-services>.
 - o Find-A-Librarian page: <https://www.uog.edu/student-services/rfk-library/ask-a-librarian>.
- Reference services for the MARC Library shall be conducted via email:
 - o MARC Reference Collection Librarian (maw@triton.uog.edu)
 - o Spanish Documents & Manuscripts Librarian (obrunal@triton.uog.edu)
- Inquiries about other library services will be addressed via:
 - o Phone: 735-2311
 - o Dean of University Libraries: mstorie@triton.uog.edu

Academic Tutoring Support

Writing Center: The Writing Center (WC) has virtual tutoring services available for students. All WC appointments are made online and confirmation emails sent accordingly. The current option for virtual tutoring is Zoom. A modified schedule will be posted. The WC Teaching Assistants and coordinator are considering additional platforms for tutoring delivery should demand increase. The following link will take users to the WC pages: <https://sites.google.com/view/dealwritingcenter>

Mathematics Tutor Lab: Students are encouraged to schedule a virtual appointment at www.uogmathlab.org. To contact the tutor lab, call 735-2064 or email mathtutorlab@triton.uog.edu. Mathematics tutor lab hours of operation will be forthcoming, and the website updated soon.

Student Support Services (TRIO): TRIO Program's Student Support Services (SSS) will continue to provide the following: Academic Tutoring (English and Math), Advice & Assistance in course selection, Assistance in completing the FAFSA, Cultural Activities, Information on Financial Aid Programs & Benefits, Information of Financial & Economic Literacy/Financial Planning, Study Skills Workshops and Information. SSS will ensure students continue to gain access through the following deliver options: online through Moodle, phone conferencing, online video conferencing (Skype for Business, Big Blue Button, or Zoom), recorded lectures (via Big Blue Button, Zoom, or Voice Thread), or through a third-party content provider (Coursera, Khan Academy, or LinkedIn learning). Moodle is the primary virtual platform and is in-synch with the university's transition plan

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for using such platform to conduct classes. A Moodle shell has been established for all TRIO registered and active participants.

Tobacco-Free/Smoke-Free/Vaping-Free Campus

UOG is a tobacco-free/smoke-free, vaping/e-cigarette-free campus. Thank you for not using tobacco products or e-cigarettes on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

Educator Disposition Assessment (EDA)

School of Education students should be aware that the dispositions identified in this EDA apply to the university setting, courses, field experiences, and the final student internship work environment. The graduate student is aware his/her professional dispositions will be assessed throughout the graduate program and will have bearing on decisions made regarding eligibility to complete in a successful manner.

Honor Code/Academic Dishonesty

By enrolling in this professional level class, you make a commitment to understand, support, and abide by an honor code without compromise or exception. Violations of academic integrity (plagiarism/copying, lying, stealing, forgery, cheating dishonesty, and plagiarism) will not be tolerated. This course will be conducted in strict observance of this code.

All work must be cited appropriately. Cited information includes all factual information and or concepts that are not your own. Factual information and concepts that are not cited are considered to be plagiarized.

Please be aware of your sources and cite them appropriately and accurately in any written assignment that you submit. Page 49 of the *University of Guam Handbook* says, "The term 'plagiarism' includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Professionalism is expected in your actions, your language, and your effort. Any student caught cheating on exams, quizzes, or plagiarizing assignments will receive a zero on that test, quiz or assignment and a failing grade for the class. University/Department policy will also apply.

PLAGIARISM (plagiarism.org)

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

CONCEPTUAL FRAMEWORK:

Knowledgeable Scholar Effective Communicator. Reflective Decision-maker.

STUDENT LEARNER OUTCOMES FROM InTASC and AAQEP STANDARDS:

Upon satisfactory completion of this course, the teacher candidate will meet the standards set out by the Interstate New Teacher Assessment and Support Consortium (InTASC) for the preparation and licensing of new teachers. The standards describe the knowledge, disposition, and performance expected of every new teacher. The teacher candidate will also meet the standards set by the Advancing Quality in Educator Preparation (AAQEP).

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn.

NEW INTASC STANDARDS:

http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

GUAM TEACHER PROFESSIONAL STANDARDS:

- Standard 1- Planning: A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.

- Standard 2-Instruction: A teacher will deliver accurate content while involving students in learning activities.

- Standard 3- Management: A teacher will organize learning environments and maintain appropriate student behavior.
- Standard 4- Reflection and Professional Development: A teacher will enhance their capacity to improve student achievement through reflective practices and participation in professional development.

- Standard 5- Learning Communities: A teacher will collaborate with colleagues, parents/guardians and community members to improve student learning.

Campus Security 735-2370

ON-Duty G4s Campus Security 888-2456

Safety Administrator 482-8671

UOG Helpline 735-HELP

EEO/ADA/Title IX Office 735-2971